Core Competency in Teaching Culture, Society, Ideas, and Innovation (CSII): Basis for Curriculum Development

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Abstract:
The study aims to examine the core competency in teaching culture, society, ideas, and innovation as basis for curriculum development in the area of cognitive knowledge, soft skills, hard skills, and specific discipline knowledge and to identify the teaching culture, society, ideas, and innovation as basis for curriculum development on core competency among the respondents.

The descriptive method of research is utilized in the study which is a combination of both quantitative and qualitative research. On the other hand, convenient sampling is employed in selecting the sample population size which comprises Seven Hundred (700) respondents only.

Results show that core competency of culture, society, ideas, and innovation of general education subjects of students in the now normal in the area of cognitive knowledge, soft skills, hard skills, and specific discipline knowledge describe the development of students' learning process, show that cognitive knowledge absorbs the concept and process of intellectual knowledge and general awareness to support information and learning process, show that soft skills provide the ability on necessary skills and knowledge in the subject matter and expertise based on the needs of the learners, show that hard skills is a technical type of knowledge gained in education, learning process, and show that specific discipline knowledge explores and defines core competency and discipline for ideas in various levels of outcome in learning.

Findings show that there is a significant correlation on core competency in teaching culture, society, ideas, and innovation as a basis for curriculum development and core competency as observed by the respondents.

Keywords: Core competency in teaching culture, society, ideas, and innovation, cognitive knowledge, soft skills, hard skills, and specific discipline knowledge

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I. Introduction

Core competency in teaching culture, society, ideas, and innovation is very challenging among the lecturers because it adopts techniques in teaching based on the needs of students to align with different cultures for better learning output. It is an intellectual set of core competency in terms of social, intellectual, emotional and personal proficiency. It reflects critically the core competency nature of competency based in learning. It focuses on the general education subject for student curriculum. It is designed for core competency enhancement and possibility. Specifically, focuses on the culture of learning. It establishes a framework on overall competency of students. It adopts the success of core competency based in the general education subject

of students. It connects with educational evaluation and goals in quality management system, (승남손, 인영김, 하석송, 재성이, & 예정최, 2021, 11-30). It also provides concepts and development on general education subjects for culture, society, ideas, and innovation in teaching the now normal process for students core competency. It examines the specific knowledge and discipline for core competency of culture, society, ideas, and innovation in the now normal teaching as to hard and soft skills which is centered for students learning enhancement, (Mallillin, Sy-Luna, Tecson, & Atendido, 2022, pp. 1-31).

On the other hand, core competency is based on performance of faculties teaching the subject that measures the level and performance for both lecturers and learners. This is true because teachers have an oath in addition to their noblest profession. It involves challenges on innovation and technical teaching for culture, society, ideas, and innovation for students. It examines the profile of the learners core competency and performance especially in the general education subject in terms of self-management, action, strategy, teamwork, administration, planning, and communication which is needed in the teaching process. It is a core competency and performance skills in the level of both faculties and students. Though challenges equip with the latest trend of teaching in shaping and molding the learners. They have standards to follow on the performance skills and core competency. It assesses the level of framework to assist students ability to think and to deliver lessons. It is a core competency contribution of discipline and distinction of habits, attitude, knowledge, mind, skills, and values for both faculties and students. (Mallillin, & Mallillin, 2019). This has aligned with favorable outcomes for teachers job satisfaction and work performance. It examines professions in teaching culture, society, ideas, and innovation efforts to be rewarded and enjoys core competency practices, (Mallillin, 2021).

Nevertheless, core competency in teaching has connection with teaching techniques and structural domain of learning which provides impact to academic performance of students. It reveals to construct the essence and meaning of structure and competency of learning as to function of the lesson, activities in culture, society, ideas, and innovation. It provides structures in the domain of learning for proper motivation and active attention to learning, values and commitment, acceptance, belief, preference, and student worth and attitude. Students can express learning through creative movement, gestures, facial expression, and satisfaction. The approach of teaching in core competency is to analyze and to comprehend competition of learning through group or small discussion, creativity, and innovation. It presents the concept, approach to teaching techniques, and outline of the lesson toward the learning process. It displays compliance activities of the lesson as part of core competency in teaching, (Mallillin, et al., 2021). In addition, core competency has to do with the various domains of learning for the academic performance of students. It carries the ability to execute the lesson and implementation as part of the goals in core competency in teaching. Core competency provides proper motivation and active learning in culture, society, ideas and innovation that will extend to the domain of learning in the academic achievement of the learners in various skills and knowledge. It focuses on the lesson that provides learning process output and performance of students. It is a core competency that designs adopted programs for culture, society, ideas, and innovation for the improved classroom setting and skills of the learners, (Mallillin, 2020, pp. 1-11).

Finally, core competency has adopted the knowledge integration in teaching that focuses on technology of teaching to equip students in the real world trends of teaching in the now normal. It enhances learning core competency and integration of teaching and learning on culture, society, ideas, and innovation. It assesses the impact of core competency techniques in knowledge integration of the learning process for student behavior and attitude. It influences the integration of knowledge and core competency that influence the faculties in the professional development to mold and to shape the student learning process. It promotes values and expertise of faculties in core competency in teaching. It collaborates wisdom and knowledge for students as the center of learning. It enhances techniques in core competency on classes strategies that increases the approach effectively in teaching resources and discussion. It is designed for systematic approach and core competency in dynamic learning activities and integration, (Mallillin, et al., 2020). Nonetheless, it examines the learning and teaching intervention on core competency implementation processes such as student performance, learning activities, direct instruction, reflection of learning, and student interest. It explores the contribution of model teacher theory in adapting learning and teaching core competency and intervention for culture, society, ideas, and innovation as to teacher being resourceful, effective, honest, creative, adaptable, enthusiastic, and talented. It encourages to produce better competency and core knowledge and integration of teaching. It modifies the lesson based on the needs of students as the center of learning, (Mallillin, 2022, pp. 12-38).

Statement of the Problem

1.   What is core competency in teaching culture, society, ideas, and innovation as basis for curriculum development in the area of

1.1   cognitive knowledge,

1.2   soft skills,

1.3   hard skills, and

1.4   specific discipline knowledge?

2.   What makes teaching culture, society, ideas, and innovation as basis for curriculum development on core competency among the respondents?

3.   Is there a significant correlation on core competency in teaching culture, society, ideas, and innovation as a basis for curriculum development and core competency as observed by the respondents?

Hypothesis

There is a significant correlation on core competency in teaching culture, society, ideas, and innovation as a basis for curriculum development and core competency as observed by the respondents.

Theoretical Lens

The study is anchored on "Professional Development System Theory for Quality Education" as cited by (Mallillin, & Laurel, 2022) as this theory aims in the contribution of techniques in teaching to obtain core competency in teaching culture, society, ideas, and innovation which is very challenging among the lecturers because they will adopt techniques in teaching based on the needs of students to align with different culture for better learning output. It is an intellectual set of core competency in terms of social, intellectual, emotional and personal proficiency. It reflects critically the core competency in nature on competency based learning. It focuses on the general education subject for students' curriculum. It is designed for core competency enhancement and possibility. In addition, this theory contributes to the proper approach and trend for quality education in the area of skills reflection theory, effective theory, implementation theory, observed model theory, standard requirement theory, and acquiring knowledge theory. The theory influences core competency and trustworthiness of the study. It develops a system to enhance core competency knowledge and skills in the application and simple process of learning. It provides understanding on the skills and knowledge in the subject like culture, society, ideas, and innovation in teaching and instruction process. It contributes to professional development in effective and well-organized teacher skills in the classroom learning process. It provides ability for essential and effective communication because learning is a two way process, (Mallillin, & Laurel, 2022).
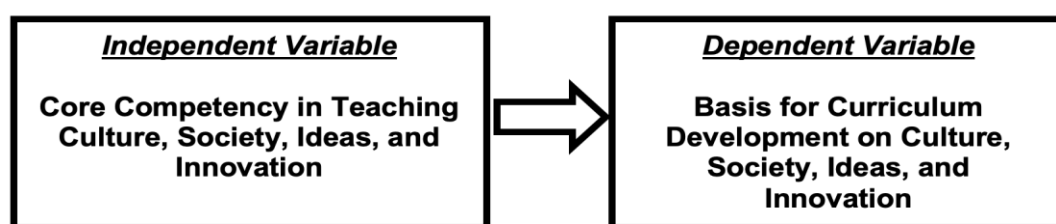
Flow of the Study

Independent Variable	Dependent Variable
Core Competency in Teaching Culture, Society, Ideas, and Innovation	Basis for Curriculum Development on Culture, Society, Ideas, and Innovation

Figure 1: Independent variable on core competency in teaching CSII and dependent variable as to basis for curriculum development in teaching CSII

Research Design

The research utilized the descriptive methods of research design because it is A fact finding process in the educational phenomenon of the study. It is a combination of both descriptive quantitative and quantitative research. It answers the variables of the study on core competency in teaching culture, society, ideas, and innovation as the basis for curriculum development in the area of cognitive knowledge, soft skills, hard skills, and specific discipline knowledge. In addition, it also answers what teaching makes culture, society, ideas, and innovation as basis for curriculum development on core competencyamong the respondents. It enhances student learning core competency as to culture, society, ideas, and innovation. It focuses on intervention and interactive learning through group and small discussion as part of teaching strategy because of the outcome based learning process, (Raja, & Lakshmi Priya, 2021).

Sampling Techniques

Convenience sampling is employed in identifying the sampling techniques and population. It adopts the methods in collecting the data and sample population of the study on core competency in teaching culture, society, ideas, and innovation which is easy and readily available based on the researchers knowledge. It targets the respondents who are the students of the researchers in their subject course. It is a probability sampling to target the equal population of the number size in the participation of the respondents. It includes sampling technique in a systematic manner and determined precision probability population size and target inferences, (Stratton, 2021, pp. 373-374).

Subject of the Study

The participants of the study are the students of Higher Education Institution (HEI) from Far Eastern University, Manila. They are enrolled in Culture, Society, Ideas, and Innovation subjects in the General Education curriculum. The study comprised Seven Hundred (700) respondents only.

Instruments used

1. Core competency of culture, society, ideas, and innovation of general education subjects of the respondents

4.20-5.00	Highly Observed	core competency of CSII is far above standard
3.40-4.19	Observed	core competency of CSII is above standard
2.60-3.39	Limited	core competency of CSII is meet standard
1.80-2.59	Not Observed	core competency of CSII is below standard
1.00-1.79	Not Observed at All	core competency of CSII is far below standard

II. Results

1. What is the core competency of culture, society, ideas, and innovation of general education subjects of students in the now normal in the area of cognitive knowledge, soft skills, hard skills, and specific discipline knowledge?

Table 1: Core Competency of Culture, Society, Ideas, and Innovation of General Education Subjects Among the Respondents

1. It provides core concepts on essential knowledge, ideas, culture, and innovation inherent discipline.	4.13	O	3
2. Defines and constitutes the strength of resource skills, knowledge, capabilities and core competency in the learning process.	3.87	O	9.5
3. Analyzes hard skills on evaluation, implementation, and development for students as centers of learning.	4.10	O	4.5
4. Identifies the skillset on personal and social responsibility cognitive knowledge in the learning process.	3.33	L	15.5
5. Provides ability on necessary skills and knowledge in the subject matter and expertise based on the needs of the learners.	4.00	O	6.5
6. Provides cognitive process and competency as to creative thinking, critical thinking, coordination, self-reflection, making references, and reasoning.	3.77	O	11
7. It explores the defining core competency and discipline for ideas in various levels of outcome in learning.	3.37	L	13.5
8. Creates and measures effectiveness of learning platform between the success and failure of students.	3.33	L	15.5
9. Hard skills on core competency knowledge of students to specify the role and task needed for the ability of skills and competency.	4.10	O	6.5
10. Absorbs the concept and processes of intellectual knowledge and general awareness to support the information and learning process.	4.22	HO	1.5
11. It demonstrates hard skills on educational practices in various tasks and goals to be measured on level of proficiency.	3.37	L	13.5
12. Focuses on training soft skills in communication, problem solving, learning enhancement, and development to include positive attitude, emotional intelligence, and initiatives.	4.10	O	4.5

13. It contextualizes student discipline in the area of different approaches to learning process and description.	3.69	O	12
14. It is a technical type of knowledge on hard skills gained in education, learning process and enhancement.	3.87	O	9.5
15. Describes the core competency and soft skills to the development of students' learning process.	4.22	HO	1.5
16. It labels on the description of specific learning discipline, support, development and resources to be eschewed in the core and learning competencies.	3.91	O	8
Average Weighted Mean	**3.84**	**O**	
Standard Deviation	**0.326**		

Table 1 presents the weighted mean and the corresponding interpretation on the core competency of culture, society, ideas, and innovation of general education subjects of students in the now normal in the area of cognitive knowledge, soft skills, hard skills, and specific discipline knowledge among the respondents.

As noted in the table, it shows that rank 1 is shared by the two indicators which are "Absorbs the concept and processes of intellectual knowledge and general awareness to support the information and learning process", and "Describes the core competency and soft skills to the development of students' learning process", with a weighted mean of 4.22 or Highly Observed which means core competency of culture, society, ideas, and innovation is far above standard. Rank 2 is "It provides core concepts on essential knowledge, ideas, culture, and innovation inherent discipline", with a weighted mean of 4.13 or Observed which means core competency of culture, society, ideas, and innovation is above standard. Rank 3 is also shared by the two indicators which are "Analyzes hard skills on evaluation, implementation, and development for students as centers of learning", and "Focuses on training soft skills in communication, problem solving, learning enhancement, and development to include positive attitude, emotional intelligence, and initiatives", with a weighted mean of 4.10 or Observed which means core competency of culture, society, ideas, and innovation is above standard. The least in rank is also shared by the two indicators which are "Identifies the skillset on personal and social responsibility cognitive knowledge in the learning process", and "Creates and measures effectiveness of learning platform between the success and failure of students", with a weighted mean of 3.33 or Limited which means core competency of culture, society, ideas, and innovation is meet standard. The overall average weighted mean is 3.84 (SD=0.326) or Observed which means core competency of culture, society, ideas, and innovation of general education subjects of students in the now normal in the area of cognitive knowledge, soft skills, hard skills, and specific discipline knowledge is above standard among the respondents.

2.   On the significant correlation on core competency in teaching culture, society, ideas, and innovation as basis for curriculum development and core competency as observed by the respondents

Table 2: Test of Significant Correlation on Core Competency in Teaching CSII as Basis for Curriculum Development and Core Competency as Observed by the Respondents

Test of Variables	computed z value	comparison	z critical value	decision
Core Competency in Teaching CSII as Observed by the Respondents	177.9391	>	±1.96	rejected
Two-tailed test at 0.05 level of significance				

Table 2 presents the test of significant correlation on core competency in teaching culture, society, ideas, and innovation as a basis for curriculum development and core competency as observed by the respondents.

It reveals that when the variables are tested, the computed z-value is 177.9391 which is higher than the z critical value of ±1.96 which is significant and resulted in rejection of the hypothesis with 0.05 level of significance. Therefore, it is safe to say that there is a significant correlation on core competency in teaching culture, society, ideas, and innovation as a basis for curriculum development and core competency as observed by the respondents.

3. **On the thematic analysis of what makes teaching culture, society, ideas, and innovation as basis for curriculum development on core competency among the respondents**

Table 3. Themes and Core Ideas on Core Competency in Teaching Culture, Society, Ideas, and Innovation (CSII)

Presented in this section are the results and answers coming from the respondents Further, thematic analysis and identification of core ideas from the answers are included. Moreover, the information gathered from the surveys are categorized as follows: 5=Highly Observed, 4=Observed, 3=Limited, 2=Not Observed, and 1=Not Observed at All.

Themes	Frequency of Response	Core Ideas
A. Cognitive knowledge	Observed	creative thinking and reasoning competency learning process intellectual knowledge and general awareness social responsibility cognitive knowledge
B. Soft skills	Observed	development of students' learning necessary skills and knowledge focuses on training soft skills effectiveness of learning platform
C. Hard skills	Observed	ability of skills and competency learning process and enhancement level of proficiency students learning
D. Specific discipline knowledge	Observed	learning process and description innovation and inherent discipline levels of learning outcome core and learning competency

A. **Cognitive knowledge**
Cognitive knowledge involves skills on the acquisition and ability of factual information on culture, society, ideas, and innovation which is tested in the process. It distinguishes development and creative ability of teaching and learning as to social, physical and emotional aspects of both the lecturers and the learners. It is a type of learning in cognitive that involves a long-lasting type of learning that is active and constructive to engage students in the process of learning and utilization of effective learning connection of new things. It is focused on the learning styles of traditional classroom powerful alternative approaches on past knowledge and memorization. It reflects connections to students' skills and better learning. The participants say that:
"Provides cognitive process and competency as to creative thinking, critical thinking, coordination, self-reflection, making references, and reasoning." (T1-P75 & P26)

"Defines and constitutes the strength of resource skills, knowledge, capabilities and core competency in the learning process." (T1-P71 & P27)
"Absorbs the concept and processes of intellectual knowledge and general awareness to support the information and learning process." (T1-P79 & P38)
"Identifies the skillset on personal and social responsibility cognitive knowledge in the learning process." (T1-P69 & P26)

B. **Soft skills**
Soft skills are non-technical knowledge and abilities to include emotional intelligence, empathy, self-awareness, teamwork, leadership, and communication as compared to culture, society, ideas, and innovation of students. This is very vital for both teachers and students. They must go hand in hand to have a better learning relationship inside the classroom. It is also important on the part of students to develop necessary soft skills and challenges. Soft skills can be measured based on the interaction of the learners. It builds a better relationship for both teachers and students in building trust toward learning and in the subject course. The participants say that:
"Describes the core competency and soft skills to the development of students' learning process." (T2-P69 & P28)
"Provides ability on necessary skills and knowledge in the subject matter and expertise based on the needs of the learners." T2-P81 & P23)

"Focuses on training soft skills in communication, problem solving, learning enhancement, and development to include positive attitude, emotional intelligence, and initiatives." (T2-P80 & P26)
"Creates and measures the effectiveness of the learning platform between the success and failure of students." T2-P77 & P33)

C.   Hard skills
Hard skills in the core competency of students in teaching culture, society, ideas, and innovation enhanced the ability, and knowledge to perform the needed task especially during the group discussion, pair discussion, or individual learning process. It can be learned inside the classroom depending on the skills of learning being emphasized for students to enhance hard skills in CSII. It is technical in nature learned inside the classroom in terms of communication. It is a typical hard skill on technical knowledge and training among students. It is a technical expertise in gaining hard skills. The participants say that:
"Hard skills on core competency knowledge of students to specify the role and task needed for the ability of skills and competency." T3-P78 & P28)
"It is a technical type of knowledge on hard skills gained in education, learning process and enhancement." (T3-P87 & P22)
"It demonstrates hard skills on educational practices in various tasks and goals to be measured on level of proficiency." (T3-P69 & P36)
"Analyzes hard skills on evaluation, implementation, and development for students as centers of learning." (T3-P82 & P26)

D.   Specific discipline knowledge
Specific discipline knowledge on core competency in teaching culture, society, ideas, and innovation explores a set of understanding specific discipline which is necessary for teaching and learning in the university or colleges. It requires fundamental knowledge especially in teaching CSII among students. It aligns specific discipline and knowledge to meet requirements in the General Education subject. It is a method of teaching and learning to gain knowledge and skills. It encompasses aspects and utilization of specific knowledge and discipline in teaching and learning. Specific discipline and knowledge are crucial and capable for the progress of students professionally and academically in the chosen field especially on culture, society, ideas, and innovation. It provides discipline on teaching specific skills and knowledge in teaching practicable skills. The participants say that:
"It contextualizes student discipline in the area of different approaches to learning process and description." (T4-P77 & 28)
"It provides core concepts on essential knowledge, ideas, culture, and innovation inherent discipline." (T4-P67 & P 40)
"It explores the defining core competency and discipline for ideas in various levels of outcome in learning." (T4-P80 & P27)
"It labels on the description of specific learning discipline, support, development and resources to be eschewed in the core and learning competencies." (T4-P75 & P30)

III.   Discussion
The core competency of culture, society, ideas, and innovation of general education subjects of students in the now normal in the area of cognitive knowledge, soft skills, hard skills, and specific discipline knowledge among the respondents shows to describe development of students' learning process for inherent disciplines on students in general education subject for CSII. It explores current issues and analyzes utilization of the communication and new information of advanced technology in teaching in culture, society, ideas, and innovation. It faces difficulties due to the adjustment of students in the now normal learning process. Special attention must be given emphasis based on the needs of the learners. It is necessary to process teaching in the higher education institution in general education subjects, (Abdukadirov, et al., 2021, November, pp. 1-4). Also, it shows how to analyze hard skills on evaluation, implementation, and development for students as the center of learning, and to focus on training soft skills in communication, problem solving, learning enhancement, and development to include positive attitude, emotional intelligence, and initiatives. It analyzes objectives of the lesson and experiences in development and training for both teaching and learning soft and hard skills of students. It determines soft and hard skills training and development of faculties and students in the higher education institution, (Pluzhnirova, et al., 2021, pp. 112-122). It also identifies the skillset on personal and social responsibility cognitive knowledge learning process, and to create and measure effective learning platform between success and failure of students. It assesses cognitive transformation of knowledge development of students in a diverse learning process. It argues the impact of positive diverse learning and transformation. It

enhances understanding of culture, society, ideas, and innovation awareness and accepts global issues development knowledge and skills, (Khalid, Zhanyong, & Bibi, 2021).

Nonetheless, the core competency of cognitive knowledge in teaching as part of curriculum development shows concept and absorbs process of intellectual knowledge and general awareness to support learning process and information. It provides cultural understanding learning and theoretical inspiration that offers a culture acquisition learning process. It is a learning on culture, society, ideas, and innovation. It provides concepts and learning opportunities. It incorporates preparation measures and practices of learning and teaching which is powerful pedagogy of teaching, (Wittmann, 2021). Also, it shows cognitive process and competency as to creative thinking, coordination, critical thinking, making references, self-reflection, and reasoning. It enhances students to learn and think critically regarding moral values. It implements and examines philosophy of faculty and designs for critical and creative thinking in the classroom setting and strategy, (Rombout, Schuitema, & Volman, 2021). Similarly, it shows the strength that constitutes the learning process, core competency, capabilities, knowledge and skills. It sustains the emerging program of students' core competency and sustainable framework in teaching and learning. It is based on specific objectives and learning for students. It develops and refines students to facilitate and enhance sustainability learning processes, (Brundiers, et al., 2021, pp. 13-29). It identifies the skillset on personal and social responsibility cognitive knowledge in the learning process. It proposes diverse goals in cognitive knowledge on the tasks of extensive self-learning and performance of students as the center of learning that can enrich academic performance and achievement, (Wu, et al., 2021, pp. 208-216).

Furthermore, core competency in teaching as to soft skills in curriculum development shows to provide necessary skills and ability in the subject matter and needs based on the expertise of the learners. It provides necessary skills on knowledge and content relevant to the outcome and output of the course. It provides sufficient soft skills for students. It aims to support possible development of learning skills and knowledge acquired in teaching practical activities, (Saks, Ilves, & Noppel, 2021). Incidentally, soft skills curriculum development focuses on training in communication, problem solving, learning enhancement, and development to include positive attitude, emotional intelligence, and initiatives. It increases the issues that deal with the sustainable quality of soft skills in education. It analyses the soft skills and outlined needed by students as the center of learning. It implies the improvement of soft skills as expected mastery of the lesson, (Sujová, et al., 2021). Besides, soft skills on cognitive knowledge in curriculum development creates and measures effectiveness of learning platforms between the success and failure of students. It evaluates extensive existing concept and theory context variables in soft skills management system learning. It shows students to provide a better platform in their soft skills affected by the influences and efforts in teaching and learning among them, (Al-Mamary, 2022). Yet, it also shows that soft skills describe core competency and development of students' learning process. It analyzes outlines of innovation in soft skills for professional development of teachers learning as key to competency learning. It describes and reflects the information, time management, and learning process. It develops and nurtures the soft skills and competency of teaching and learning, (Caena, & Vuorikari, 2021, pp. 1-20).

Nevertheless, core competency in teaching hard skills among the learners shows to enhance technical type of knowledge on hard skills gained in education, learning process and enhancement. It explores technology integration in teaching for the experiences of teachers' belief in enhancing and nurturing creativity of the learning environment. It analyzes technology based creativity in fostering epistemology and practices in the assessment of hard skills. It fosters the approach as to implementation of hard skills and core competency in igniting curriculum for support of student development and creative ideas, (Bereczki, & Kárpáti, 2021). Hence, it shows that core competency and hard skills analyzes the evaluation, implementation, and development for students as the centers of learning. It discusses the management and implementation of school-based techniques in providing knowledge for hard skills among students. It improves outcome and implementation of hard skills and capacity of teaching and learning. It is implemented to improve instructional changes and operational development of the hard skills process of students. It builds a learning process in the implementation process to be carried on by efficient and effective student academic performance to improve quality education, (Amon, & Bustami, 2021, pp. 1-11). Noteworthy, it shows that hard skills on core competency knowledge of students to specify the role and task needed for the ability of skills and competency focuses on a paradoxical issue on development of ambiguous hard skills in the modern context of education. It addresses hard skills scientific discourses on competency based approach and perspective in humanistic approach and concept. It analyzes the goal of educational setting on hard skills and development of the learners by all means, (Gilyazova, Zamoshchansky, & Vaganova, 2021, pp. 241-248). Similarly, hard skills and core competency shows to demonstrate educational practices in various tasks and goals to be measured on level of proficiency. It develops the learners' model competitiveness, and hard skills for process validation. It utilizes the process of development as to evaluation, analysis, implementation, design, and development models, (Hadiyanto, et al, 2021, pp. 218-234).

Finally, the core competency in teaching aspects of specific discipline knowledge shows the definition of core competency and discipline for ideas in various levels and outcome of learning. It defines efforts of core competency on specific disciplines in the academic setting. It describes the epistemology of competency in facing potential technology of education and academic success of the learners. The process provides specific discipline to ensure that academic discipline is fully implemented, (Abraham, et al., 2021, pp. 343-352). In addition, it shows that specific discipline and knowledge contextualizes in the area of different approaches to learning process and description. It promotes constructive alignment to enhance the principle of quality learning for prospectivestudents' influence of exploring the learning process. It explores various elements and experiences in constructive alignment approach in teaching and learning, (Hailikari, et al., 2021). On the other hand, it also shows the description of specific learning discipline, support, development, and resources to be eschewed in the core and learning competencies. It aligns with the general education subject of the higher education institution on culture, society, ideas, and innovation concept of the now normal in teaching and development. It identifies cognitive knowledge, specific discipline, hard skills, and soft skills in teaching for students as the center of learning, (Mallillin, et al., 2022, pp. 1-31. Lastly, it provides core concepts on essential knowledge, ideas, culture, and innovation inherent discipline. It sustains the process and learning practices of the core competency process of students. It advances the operation of knowledge and understanding the necessity for interdisciplinary learning of students, (Bibri, 2021, 1-32).

IV.   Conclusions

It shows that core competency of culture, society, ideas, and innovation of general education subjects of students in the now normal in the area of cognitive knowledge, soft skills, hard skills, and specific discipline knowledge describe the development of students' learning process to provide essential knowledge, ideas, culture, and innovation inherent discipline in identifying the skills on personal and social responsibility cognitive knowledge in the learning process where it creates and measures effectiveness of learning platform between the success and failure of students.

It shows that cognitive knowledge absorbs the concept and processes of intellectual knowledge and general awareness to support information and learning process to provide cognitive process and competency as to creative thinking, critical thinking, coordination, self-reflection, making references, and reasoning.

It shows that soft skills provide the ability of necessary skills and knowledge in the subject matter and expertise based on the needs of the learners to focus on training soft skills in communication, problem solving, learning enhancement, and development to include positive attitude, emotional intelligence, and initiatives.

It shows that hard skills are a technical type of knowledge gained in education, learning process and enhancement to analyze hard skills on evaluation, implementation, and development for students as centers of learning.

It shows that specific discipline knowledge explores and defines core competency and discipline for ideas in various levels of outcome learning to contextualize student discipline in the area of different approaches to learning process and description.

Conflict of Interest Statement:
The authors declare no conflicts of interests.

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