
CULTURE, SOCIETY, IDEAS, AND INNOVATION OF GENERAL EDUCATION SUBJECT OF STUDENTS IN THE NOW NORMAL: A CONCEPT AND DEVELOPMENT IN TEACHING

CULTURA, SOCIEDADE, IDÉIAS E INOVAÇÃO DA DISCIPLINA DE EDUCAÇÃO GERAL DOS ESTUDANTES NO AGORA NORMAL: UM CONCEITO E DESENVOLVIMENTO NO ENSINO

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Abstract: The study aims to examine the culture, society, ideas, and innovation (CSII) of General Education subjects of students in the now normal concept and development in teaching. It also identifies the core competency of culture, society, ideas, and innovation of general education subject of students in the now normal in the area of cognitive knowledge, soft skills, hard skills, and specific discipline knowledge and the concept and development of teaching as student-centred learning culture in terms of digital literacy, effective communication, and critical thinking framework, outcome-based learning, inquiry and collaborative learning, and authentic assessment learning. The study employs descriptive quantitative research design. It measures the educational phenomena of the study on the core competency of culture, society, ideas, and innovation of general education subjects of students in the now normal and concept development. Random sampling technique is utilised in the study.

Keywords: Culture. Society. Ideas and innovation. Core competency. Cognitive knowledge.

Resumo: O estudo visa examinar a cultura, a sociedade, as ideias e a inovação (CSII) das disciplinas de Educação Geral dos estudantes no conceito agora normal e o desenvolvimento no ensino. Também identifica a competência central da cultura, sociedade, ideias e inovação da disciplina de educação geral dos estudantes no agora normal na área do conhecimento cognitivo, habilidades suaves, habilidades duras e conhecimentos específicos da disciplina e o conceito e desenvolvimento do ensino como cultura de aprendizagem centrada no estudante em termos de alfabetização digital, comunicação eficaz e estrutura de pensamento crítico, aprendizagem baseada em resultados, investigação e aprendizagem colaborativa, e aprendizagem autêntica de avaliação. O estudo emprega um desenho descritivo de pesquisa quantitativa. Ele mede os fenômenos educacionais do estudo sobre a competência central da cultura, sociedade, ideias e inovação das disciplinas de educação geral dos estudantes no agora normal e desenvolvimento de conceitos. A técnica de amostragem aleatória é utilizada no estudo.

Palavras-chave: Cultura. Sociedade. Ideias e inovação. Competência principal. Conhecimento cognitivo.

Introduction

Culture, society, ideas, and innovation subject in general education in the now normal is very challenging for the concept and development in teaching since the adjustment process matters. The teaching process in the now normal face to face has brought to the excitement since students can explore the learning to the fullest. The course promotes values and culture for students to determine the policies and innovation in culture and society. This includes development of students to interact with the ideas, culture, society, and innovation which is the focus of the course subject. It provides prospective attention in the cultural dimension and innovation. It explores greater aspects and performance complexity. It creates innovation on cultural orientation. It is achieved through aims, innovation, input, and output of learning. It utilises the approach and analysis to the desired goal of the subject course of students. It allows various assessments in teaching and learning, (Escandon-Barbosa, Ramirez, & Salas-Paramo, 2022, p. 5851). Likewise, the culture, society, ideas, and innovation are based on the various domains of learning depending on the needed skills, learning process and motivation. Learning skills in culture, society, ideas, and innovation provided design and adapted programs among teachers. Students are encouraged to apply the knowledge and improved skills in the classroom learning setting, (Mallillin, 2020, pp. 1-11).

On the other hand, the goals, and purposes of the course aim to provide student development and appreciation of the different cultures. Society, ideas, and innovation in the ever-changing world and context of learning. It provides an approach for cross and interdisciplinary measure and knowledge in the subject area. It tackles the various contextualised thoughts, innovations, ideas, cultures, and societies. It provides solutions on sustainable concepts of social issues and contemporary dissemination, preservation, renewal, power relation, marginality, class issues, ethnic relation, and struggles. The students are widely exposed to various goals on the activities, learning materials like various out-based learning, seminars, training, research, and community development planning. They are also exposed to critical analysis on the social issues and social problems in a cultural and sustainable solution. The goals and purposes of the course have to do with the

structured domain outcome-based learning of students. It provides proper technique and approach in learning, (Mallillin, et al., 2021). Consequently, one of the goals is to provide competent lecturers and plans on the performance of the faculties to provide an excellent learning process in culture, society, idea, and innovation. The learning process lies on the competency of faculties in the institution. It delegates and provides responsibility in the learning profession to anticipate issues in the performance and skills needed by the learners as the centre of instruction in dealing with plans and development of students. It monitors the learning competency administration about the lecturers to satisfy the learning skills and performance of students. It provides challenges, understanding in knowing the behaviour of the learners. It boosts the morale of both students and teachers in providing the learners enhancement. It provides proper planning in the classroom setting competency and skills of the lecturers. It addresses adequate needs, problem skills, potential of the learners, leadership, and evidence influences of based learning reflection, (Mallillin, & Mallillin, 2019).

Moreover, the course outcome and expected learning competency provides the learners to conceptualise various development programs depending on the topic on culture, ideas, society, and innovation approaches. It also evaluates the topic to be explored for innovation and culture formation. It also shapes the innovation, ideas, societies, and cultures from the various skills and assessment. It facilitates and evaluates the discussion on the topic. It provides concepts on the various skills, knowledge, development, and learning in the subject. It is a student-centred learning process that advances the advocates process of learning. This is based on adaptable model teacher theory teaching profession and application, (Mallillin, 2021). It affirms and produces the ability of valuable reaction to question, understanding, reflection, and appreciation of the issues and topics in the classroom. It sets the classroom manner on the input of students and teacher responsibility to ensure the generation of ideas that can be participated by the learners in a passive manner. It firmly believes that teachers' development of learning ideas in the lesson may best happen in the classroom atmosphere. It is the role of the lecturers to facilitate and coach the creation of the learning process. It provides learning and teaching intervention and implementation of educational setting performance of students, activities of learning, direct instruction, learning reflection, and student interest. It contributes to the learning and intervention for lecturers. It opens and encourages students and lecturers' sincerity in

sharing knowledge and comfort classroom teaching to quickly gauge the reflection of learning and understanding of the lesson and teaching content. It modifies and assesses the needed lesson from various teaching directions to better brainstorm and better provides learning activities for the learner's ideas and insights. It aligns the learning activities and standard instruction to measure the target learning performance of students, (Mallillin, 2022, pp. 12-38).

Notably, the characteristics of student-centered learning on culture, ideas, society, and innovation is constructive. It provides student learner-centred culture and knowledge that guides students for better output process in the subject or course. It assesses the learning opportunity and formation of culture, ideas, society, and innovation. It ensures that responsive students are drawn and provides authentic activities in real-life situations. It is a democratic atmosphere and recognition of persistent opinion and diversity with respect to understanding the emphasis and ideas of the context and appreciation of the course outline. Student-centred learning encourages and values critical thinking in synthesising active learning essential engagement of students' viewpoints. It reflects the engagement of the learning process as to insight, inference, and sound position. This is based on the knowledge and integration of knowledge in teaching and learning enhancement of the learners, (Mallillin, et al., 2020). On the other hand, it provides simulation and guiding reflection on essential components of learning which is critical in the development of learning. It describes the reflection of student-centred learning development which is an essential part in the characteristics of the emerging culture, society, ideas, and innovation of students. It explores the concept of student-centred learning in optimal process and stimulation. It confirms student centred learning process especially on the concept and reflection analysis on consequences of learning antecedents and attribution. It highlights the influences of the external and internal factors of characteristic nature of learning on students' reflection. It creates student centred learning support and reflection, (Nagle, & Foli, 2022, pp. 230-235).

In addition, the General Education principles and curriculum on culture, ideas, societies, and innovation outcome-based interdisciplinary is grounded on student-centred learning and teaching directed with various principles on the achievement of students. It is the key learning outcome of student opportunities in constructing roles and knowledge in the learning process. It actively participates to allow the outcome-based learning and

discussion that undertakes the learning environment to appreciate the ability and development of issues, reaction, and reflection of the learning principles and curriculum. It develops and empowers the habit and attitude of success of academic performance of the learners. It is a premise concept and deeper understanding of the needs of the General Education curriculum and principles. It involves the purpose of creating a curriculum in culture, society, ideas, and innovation for the lecturers or faculties in the course outline of the subject. It establishes the objectives to increase formation of the concept and instruction in a meaningful level of students, (Kuhn, 2022).

Statement of the Problem

1. What is the core competency of culture, society, ideas, and innovation of general education subject of students in the now normal in the area of
 - 1.1 cognitive knowledge,
 - 1.2 soft skills,
 - 1.3 hard skills, and
 - 1.4 specific discipline knowledge?
2. What is the concept and development of teaching as student-centred and learning culture in terms of
 - 2.1 digital literacy, effective communication, and critical thinking framework,
 - 2.2 outcome-based learning,
 - 2.3 inquiry and collaborative learning, and
 - 2.4 Authentic assessment learning?
3. Is there a significant correlation between the core competency of culture, society, ideas, and innovation of general education subject of students in the now normal and the concept and development of teaching as student-centred and learning culture among the respondents?

Hypothesis

There is no significant correlation between the core competency of culture, society, ideas, and innovation of general education subject of students in the now normal and the

concept and development of teaching as student-centred and learning culture among the respondents.

Theoretical Framework

The study is anchored on the “Theoretical Perspective on Organisation in the Present Era” as cited by (Banerjee, et al., 2021, pp. 337-357). As this theory deals with the concept of the growth and ruling in the area of culture, society, ideas, and innovation in teaching and learning. This also promotes values in theoretical thinking on traditional management of learning among students. It explains the tacit of the unbridled and imperative learning knowledge as to innovation, ideas, society, and culture of students. It provides challenges on the practical effect of intellectual opportunity, direction, and development theory perspective towards knowledge of student learners as a centre of teaching pedagogy. It envisions the culture, society, ideas, and innovation in the school setting and learning facing the theory and difficulties. The theory approaches the ideology in learning culture, society, ideas, and innovation. It sketches the political alternatives of social relation and context capacity in the present organisational system and setting in school learning. It draws the learning process to identify the various principles in teaching and process in the organisation as to sustainable and abundant learning. The theory introduces the issues and thoughts on the regulatory policy which features for change since education and learning is a continuous process that generates transformation in the learning process and perspective. It also provides views on the learning practices as to pedagogy of teaching, and diversity. It stirred the learning practices standard concept acquisition of knowledge transformation that leads to new learning practices, (Kemmis, 2021, pp. 280-295)

Concept of the Study

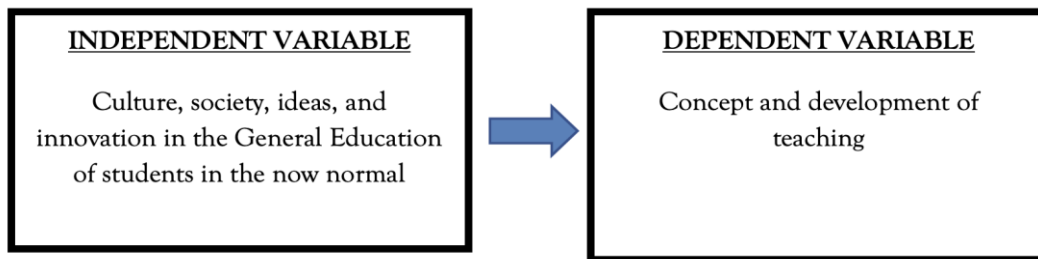


Figure 1: Independent variables focus on the core competency of culture, society, ideas, and innovation of general education subject of students in the now normal in the area of cognitive knowledge, soft skills, hard skills, and specific discipline knowledge, while, dependent variables focus on the concept and development of teaching as student-centred and learning culture in terms of digital literacy, effective communication, and critical thinking framework, outcome-based learning, inquiry and collaborative learning, and authentic assessment learning.

Research Design

The study employs descriptive quantitative research design. It measures the educational phenomena of the study on the core competency of culture, society, ideas, and innovation of general education subjects of students in the now normal cognitive knowledge, soft skills, hard skills, and specific discipline knowledge. Likewise, to quantify the concept and development of teaching as student-centred and learning culture in terms of digital literacy, effective communication, and critical thinking framework, outcome-based learning, inquiry and collaborative learning, and authentic assessment learning. It is a quantitative research design applied to culture, society, ideas, and innovation. It advances the techniques on the research design in quantitative approach baseline treatment and phase measurement. It is applicable in the measures of the core competencies, concept, and development, (Manolov, Tanious, & Onghena, 2022, pp. 259-294). It is a multidisciplinary statistical research method utilised in the decision and analysis of the improved quantitative research in the independent position of the research process. It identifies the quantitative application and characteristics of innovation in the research methods. It ensures the key features to improve practice and adapt the quantitative development of research, (Bauer, et al., 2021).

Respondents of the Study

The participants of the study are students from the private Higher Education Institutions (HEI's) from Far Eastern University (FEU). It focuses on the Culture, Society, Ideas, and Innovation (CSII). This is being evaluated because the subject is new in the curriculum from the now normal face to face learning process. The study comprised Seven Hundred (700) respondents only from the selected students in the General Education Subject.

Sampling Techniques

Random sampling technique is utilised in the study. Sample size is just selected from the section handled by the four teachers from the 62 sections where 24 sections are utilised as sample size. Random sampling is a technique being chosen on equal probability until the number of sample sizes is being met. It portrays unbiasedness in choosing the total population and representation of the study. This is appropriate in the collection of data and sampling technique which is challenging on the part of the researchers. It collects data in answering the questionnaire posited in the statement of problem and possible situation process. It is the sampling techniques on enormous number methods and availability of the research process. It looks at the context and basic concept of sampling probability and techniques on culture, society, ideas, and innovation, (Rahman, et al., 2022, pp. 42-51).

Instruments Used

1. Core competency of culture, society, ideas, and innovation in the area of cognitive knowledge

Scale	Descriptive Level	Descriptive Interpretation
4.20-5.00	Highly Observed	cognitive knowledge is far above standard
3.40-4.19	Observed	cognitive knowledge is above standard
2.60-3.39	Limited	cognitive knowledge is meet standard
1.80-2.59	Not Observed	cognitive knowledge is below standard
1.00-1.79	Not Observed at All	cognitive knowledge is far below standard

2. Core competency of culture, society, ideas, and innovation in the area of soft skills

Scale	Descriptive Level	Descriptive Interpretation
4.20-5.00	Highly Observed	soft skills are far above standard
3.40-4.19	Observed	soft skills are above standard
2.60-3.39	Limited	soft skills are meet standard
1.80-2.59	Not Observed	soft skills are below standard
1.00-1.79	Not Observed at All	soft skills are far below standard

3. Core competency of culture, society, ideas, and innovation in the area of hard skills

Scale	Descriptive Level	Descriptive Interpretation
4.20-5.00	Highly Observed	hard skills are far above standard
3.40-4.19	Observed	hard skills are above standard
2.60-3.39	Limited	hard skills are meet standard
1.80-2.59	Not Observed	hard skills are below standard
1.00-1.79	Not Observed at All	hard skills are far below standard

4. Core competency of culture, society, ideas, and innovation in the area of specific discipline of knowledge

Scale	Descriptive Level	Descriptive Interpretation
4.20-5.00	Highly Observed	discipline of knowledge is far above standard
3.40-4.19	Observed	discipline of knowledge is above standard
2.60-3.39	Limited	discipline of knowledge is meet standard
1.80-2.59	Not Observed	discipline of knowledge is below standard
1.00-1.79	Not Observed at All	discipline of knowledge is far below standard

5. Concept and development of teaching in terms of digital literacy, effective communication, and critical thinking framework

Scale	Descriptive Level	Descriptive Interpretation
4.20-5.00	Highly Observed	DLECCTF is far above standard
3.40-4.19	Observed	DLECCTF is above standard
2.60-3.39	Limited	DLECCTF is meet standard
1.80-2.59	Not Observed	DLECCTF is below standard
1.00-1.79	Not Observed at All	DLECCTF is far below standard

6. Concept and development of teaching in terms of outcome-based learning

Scale	Descriptive Level	Descriptive Interpretation
4.20-5.00	Highly Observed	outcome-based learning is far above standard
3.40-4.19	Observed	outcome-based learning is above standard
2.60-3.39	Limited	outcome-based learning is meet standard
1.80-2.59	Not Observed	outcome-based learning is below standard
1.00-1.79	Not Observed at All	outcome-based learning is far below standard

7. Concept and development of teaching in terms of inquiry and collaborative learning

Scale	Descriptive Level	Descriptive Interpretation
4.20-5.00	Highly Observed	inquiry & collaborative learning is far above standard
3.40-4.19	Observed	inquiry & collaborative learning is above standard
2.60-3.39	Limited	inquiry & collaborative learning is meet standard
1.80-2.59	Not Observed	inquiry & collaborative learning is below standard
1.00-1.79	Not Observed at All	inquiry & collaborative learning is far below standard

8. Concept and development of teaching in terms of authentic assessment learning

Scale	Descriptive Level	Descriptive Interpretation
4.20-5.00	Highly Observed	authentic assessment learning is far above standard
3.40-4.19	Observed	authentic assessment learning is above standard
2.60-3.39	Limited	authentic assessment learning is meet standard
1.80-2.59	Not Observed	authentic assessment learning is below standard

1.00-1.79	Not Observed at All	authentic assessment learning is far below standard
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Result

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 in the area of cognitive knowledge

Indicators	WM	I	R
1. Provides cognitive process and competency as to creative thinking, critical thinking, coordination, self-reflection, making references, and reasoning.	4.21	HO	1.5
2. Processes knowledge acquisition, and associated skills through oral and written expression, problem-solving, creativity, inventiveness, imagination, perception, and intuition.	4.12	O	3
3. Defines and constitutes the strength of resource skills, knowledge, capabilities and core competency in the learning process.	3.87	O	5
4. Interacts and connects the attribute knowledge and contribution of core competency on cognitive knowledge, culture, society, ideas, and innovations.	3.74	O	6
5. Absorbs the concept and processes of intellectual knowledge and general awareness to support the information and learning process.	4.21	HO	1.5
6. Identifies the skillset on personal and social responsibility cognitive knowledge in the learning process.	3.36	L	7
7. Provides positive development on cognitive competence and conceptual basis for learning process and curriculum development.	4.00	O	4
Average Weighted Mean	3.93	O	
Standard Deviation	0.283		

Table 1 presents the weighted mean and the corresponding interpretation on core competency of culture, society, ideas, and innovation in the area of cognitive knowledge.

As noted in the table, rank 1 is shared by the two indicators which are “Provides cognitive process and competency as to creative thinking, critical thinking, coordination, self-reflection, making references, and reasoning”, and “Absorbs the concept and processes of intellectual knowledge and general awareness to support the information and learning process”, with a weighted mean of 4.21 or Highly Observed which means core competency on cognitive knowledge is far above standard. Rank 2 is “Processes knowledge acquisition,

and associated skills through oral and written expression, problem-solving, creativity, inventiveness, imagination, perception, and intuition”, with a weighted mean of 4.12 or Observed which means core competency on cognitive knowledge is above standard. Rank 3 is “Provides positive development on cognitive competence and conceptual basis for learning process and curriculum development”, with a weighted mean of 4.00 or Observed which means core competency on cognitive knowledge is above standard. The least in rank is “Identifies the skillset on personal and social responsibility cognitive knowledge in the learning process”, with a weighted mean of 3.36 or Limited which means core competency on cognitive knowledge is meet standard. The overall average weighted mean is 3.93 (SD=0.283) or Observed which means core competency of culture, society, ideas, and innovation in the area of cognitive knowledge is above standard among the respondents.

Table 2: Core competency of culture, society, ideas, and innovation in the area of soft skills

Indicators	WM	I	R
1. Describes the core competency and soft skills to the development of students' learning process.	3.82	O	5
2. Provides ability on necessary skills and knowledge in the subject matter and expertise based on the needs of the learners.	4.00	O	2.5
3. Determines the ability of the learner's commitment and responsiveness to the learning enhancement soft skills and competency.	3.71	O	6
4. It is the personal attributes for soft skills as to communication, collaboration, creative thinking, and time management in the core competency of learning.	4.20	HO	1
5. Focuses on training soft skills in communication, problem solving, learning enhancement, and development to include positive attitude, emotional intelligence, and initiatives.	4.00	O	2.5
6. Creates and measures effectiveness of learning platform between the success and failure of students.	3.33	L	7
7. Provides knowledge application, interpersonal skills, cross-cultural awareness self-direction, intrapersonal skills, motivation, and learning process.	3.87	O	4
Average Weighted Mean	3.85	O	
Standard Deviation	0.256		

Table 2 presents the weighted mean and the corresponding interpretation on core competency of culture, society, ideas, and innovation in the area of soft skills.

As gleaned in the table, rank 1 is “It is the personal attributes for soft skills as to communication, collaboration, creative thinking, and time management in the core

competency of learning”, with a weighted mean of 4.20 or Highly Observed which means core competency in soft skills is far above standard. Rank 2 is shared by the two indicators which are “Provides ability on necessary skills and knowledge in the subject matter and expertise based on the needs of the learners”, 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 4.00 or Observed which means core competency in soft skills is above standard. Rank 3 is “Provides knowledge application, interpersonal skills, cross-cultural awareness self-direction, intrapersonal skills, motivation, and learning process”, with a weighted mean of 3.87 or Observed which means core competency in soft skills is above standard. The least in rank is “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 in soft skills is meet standard. The overall average weighted mean is 3.85 (SD=0.256) or Observed which means core competency of culture, society, ideas, and innovation in the area of soft skills is above standard among the respondents.

Table 3: Core competency of culture, society, ideas, and innovation in the area of hard skills

Indicators	WM	I	R
1. Hard skills on core competency knowledge of students to specify the role and task needed for the ability of skills and competency.	4.21	HO	1
2. It measures technical knowledge on professional learning development through the learning process in preparation for the future jobs.	3.77	O	5
3. It pushes on the hard-core competency skills on behaviours of the learners' knowledge that will lead to job success.	4.11	O	2.5
4. It is a technical type of knowledge on hard skills gained in education, learning process and enhancement.	3.87	O	4
5. It demonstrates hard skills on educational practices in various tasks and goals to be measured on level of proficiency.	3.37	L	7
6. Develops a model of competitiveness in hard skills for the process of learning validation and seekers.	3.61	O	6
7. Analyses hard skills on evaluation, implementation, and development for students as centres of learning.	4.11	O	2.5
Average Weighted Mean	3.86		
Standard Deviation	0.305		

Table 3 presents the weighted mean and the corresponding interpretation on core competency of culture, society, ideas, and innovation in the area of hard skills.

As observed in the table, it shows that rank 1 is “Hard skills on core competency knowledge of students to specify the role and task needed for the ability of skills and competency”, with a weighted mean of 4.21 or Highly Observed which means core competency in hard skills is far above standard. Rank 2 is shared by the two indicators which are “It pushes on the hard-core competency skills on behaviours of the learners' knowledge that will lead to job success”, and “Analyses hard skills on evaluation, implementation, and development for students as centres of learning”, with a weighted mean of 4.11 or Observed which means core competency in hard skills is above standard. Rank 3 is “It is a technical type of knowledge on hard skills gained in education, learning process and enhancement”, with a weighted mean of 3.87 or Observed which means core competency in hard skills is above standard. The least in rank is “It demonstrates hard skills on educational practices in various tasks and goals to be measured on level of proficiency”, with a weighted mean of 3.37 or Limited which means core competency in hard skills is meet standard. The overall average weighted mean is 3.86 (SD=0.305) or Observed which means core competency of culture, society, ideas, and innovation in the area of hard skills is above standard among the respondents.

Table 4: Core competency of culture, society, ideas, and innovation in the area of specific discipline knowledge

Indicators	WM	I	R
1. It contextualises student discipline in the area of different approaches to learning process and description.	3.69	O	6
2. It provides core concepts on essential knowledge, ideas, culture, and innovation inherent discipline.	4.13	O	2.5
3. It specifies knowledge and discipline constituted in the core competency of complex learning skills of students.	3.34	L	7
4. It describes the outcome and level of learning competency for students to demonstrate process in discipline and learning.	3.86	O	5
5. Describes the specific nature of discipline in learning that undertakes and focuses on how students acquire the discipline of learning.	4.13	O	2.5
6. It explores the defining core competency and discipline for ideas in various levels of outcome in learning.	4.22	HO	1
7. 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	4
Average Weighted Mean	3.90	O	

Standard Deviation	0.308		
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Table 4 presents the weighted mean and the corresponding interpretation on core competency of culture, society, ideas, and innovation in the area of specific discipline knowledge.

As seen in the table, it shows that rank 1 is “It explores the defining core competency and discipline for ideas in various levels of outcome in learning”, with a weighted mean of 4.22 or Highly Observed which means core competency in discipline of knowledge is far above standard. Rank 2 is shared by the two indicators which are “It provides core concepts on essential knowledge, ideas, culture, and innovation inherent discipline”, and “Describes the specific nature of discipline in learning that undertakes and focuses on how students acquire the discipline of learning”, with a weighted mean of 4.13 or Observed which means core competency in discipline of knowledge is above standard. Rank 3 is “It labels on the description of specific learning discipline, support, development and resources to be eschewed in the core and learning competencies”, with a weighted mean of 3.91 or Observed which means core competency in discipline of knowledge is above standard. The least in rank is “It specifies knowledge and discipline constituted in the core competency of complex learning skills of students”, with a weighted mean of 3.34 or Limited which means core competency in discipline of knowledge is meet standard. The overall average weighted mean is 3.90 (SD=0.308) or Observed which means core competency of culture, society, ideas, and innovation in the area of specific discipline knowledge is above standard among the respondents.

2. What is the concept and development of teaching as student-centred and learning culture in terms of digital literacy, effective communication, and critical thinking framework, outcome-based learning, inquiry and collaborative learning, and authentic assessment learning?

Table 5: Concept and development of teaching in terms of digital literacy, effective communication, and critical thinking framework

Indicators	WM	I	R
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1. It provides critical thinking on information and argumentation analysis and evaluation on digital literacy, critical thinking, and effective communication.	4.14	O	2
2. Identifies a meaningful connection and information on the context of teaching to students as the centre of learning.	3.75	O	6
3. It provides the best and order of critical thinking information, effective communication, digital technology, and navigation.	4.01	O	3.5
4. It recognizes the information and evaluation of critical thinking framework and practices.	3.63	O	5
5. It develops a sustainable development of skills proficiency in digital technology literacy, effective communication, and framework of critical thinking.	4.23	HO	1
6. It builds initial framework and development framework on the competency of learning in a global context.	3.35	L	7
7. It encompasses the framework and well-developed digital literacy, technology, effective communication, critical thinking, and development.	4.01	O	3.5
Average Weighted Mean	3.87		
Standard Deviation	0.312		

Table 5 presents the weighted mean and the corresponding interpretation on the concept and development of teaching in terms of digital literacy, effective communication, and critical thinking framework.

As revealed in the table, rank 1 is “It develops a sustainable development of skills proficiency in digital technology literacy, effective communication, and framework of critical thinking”, with a weighted mean of 4.23 or Highly Observed which means concept and development of teaching in DLECCTF is far above standard. Rank 2 is “It provides critical thinking on information and argumentation analysis and evaluation on digital literacy, critical thinking, and effective communication”, with a weighted mean of 4.14 or Observed which means concept and development of teaching in DLECCTF is above standard. Rank 3 is shared by the two indicators which are “It provides the best and order of critical thinking information, effective communication, digital technology and navigation”, and “It encompasses the framework and well-developed digital literacy, technology, effective communication, critical thinking, and development”, with a weighted mean of 4.01 or Observed which means concept and development of teaching in DLECCTF is above standard. The least in rank is “It builds initial framework and development framework on the competency of learning in a global context”, with a weighted mean of 3.35 or Limited which means concept and development of teaching in DLECCTF is meet standard. The overall average weighted mean is 3.87 (SD=0.312) or Observed which means concept and development of teaching in terms of digital literacy,

effective communication, and critical thinking framework is above standard among the respondents.

Table 6: Concept and development of teaching in terms of outcome-based learning

Indicators	WM	I	R
1. Outcome-based learning emphasises articulated ideas on expected knowledge and skills they have in the school system.	3.91	O	3.5
2. It measures the performance-based education inputs and effectiveness spent in class for student time.	3.73	O	6
3. It consists of student learning curriculum criteria and outcome to evaluate that is being conducted, adopted in teaching method, selection of instructional materials, redesigned, and development.	4.03	O	2
4. It promotes order of higher thinking skills and curriculum acquisition on the conventional requirements information abilities in learning.	4.20	HO	1
5. It ensures and practices the focus of educational practice skills for student mastery and necessary effectiveness.	3.37	L	7
6. It provides political experiences in the academic skills and improvement measure skills in out-based learning.	3.89	O	5
7. It emphasises on the programs and changes in the educational system on student outcome, measurable, and observable student performance.	3.91	O	3.5
Average Weighted Mean	3.86	O	
Standard Deviation	0.261		

Table 6 presents the weighted mean and the corresponding interpretation on the concept and development of teaching in terms of outcome-based learning.

As emphasised in the table, it shows that rank 1 is “It promotes order of higher thinking skills and curriculum acquisition on the conventional requirements information abilities in learning”, with a weighted mean of 4.20 or Highly Observed which means concept and development of teaching in outcome-based learning is far above standard. Rank 2 is “It consists of student learning curriculum criteria and outcome to evaluate that is being conducted, adopted in teaching method, selection of instructional materials, redesigned, and development”, with a weighted mean of 4.03 or Observed which means concept and development of teaching in outcome-based learning is above standard. Rank 3 is shared by the two indicator which are “Outcome-based learning emphasises articulated ideas on expected knowledge and skills they have in the school system”, and “It emphasises on the programs and changes in the educational system on student outcome, measurable, and observable student performance”, with a weighted mean of 3,91 or Observed which means concept and development of teaching in outcome-based learning is above standard. The least in rank is “It ensures and practises the focus of educational practice skills for student mastery and necessary effectiveness”, with a weighted mean of 3.37 or Limited

which means concept and development of teaching in outcome-based learning is meet standard. The overall average weighted mean is 3.86 (SD=0.261) or Observed which means the concept and development of teaching in terms of outcome-based learning is above standard among the respondents.

Table 7: Concept and development of teaching in terms of inquiry and collaborative learning

Indicators	WM	I	R
1. It challenges the collaborative inquiry learning on instructional approaches relevant to increase student learning, collaborative, and systematic work.	3.97	O	3
2. It involves inquiry based learning and collaborative student involvement through group learning for the collective task of students.	4.24	HO	1.5
3. It engages deeply in the engagement activities to demonstrate student knowledge, classroom application involvement and understanding.	4.24	HO	1.5
4. It is an inquiry into collaborative learning in teaching in the development of the benefits and development of students.	3.85	O	4
5. It involves inquiry and collaborative learning understanding in teaching practice on student impact and performance on achievement and background of the learners.	3.53	O	5
6. It identifies the curriculum concept inquiry involving knowledge and building a student driven process.	3.33	L	6
Average Weighted Mean	3.86		
Standard Deviation	0.377		

Table 7 presents the weighted mean and the corresponding interpretation on the concept and development of teaching in terms of inquiry and collaborative learning.

As shown in the table, rank 1 is shared by the two indicators which are “It involves inquiry based learning and collaborative student involvement through group learning for the collective task of students”, and “It engages deeply in the engagement activities to demonstrate student knowledge, classroom application involvement and understanding”, with a weighted mean of 4.24 or Highly Observed which means concept and development of teaching in inquiry and collaborative learning is far above standard. Rank 2 is “It challenges the collaborative inquiry learning on instructional approaches relevant to increase student learning, collaborative, and systematic work”, with a weighted mean of 3.97 or Observed which means concept and development of teaching in inquiry and collaborative learning is above standard. Rank 3 is “It is an inquiry into collaborative learning in teaching in the development of the benefits and development of students' ', with a weighted mean of 3.85 or Observed which means concept and development of

teaching in inquiry and collaborative learning is above standard. The least in rank is “It identifies the curriculum concept inquiry involving knowledge and building a student driven process”, with a weighted mean of 3.33 or Limited which means concept and development of teaching in inquiry and collaborative learning is meet standard. The overall average weighted mean is 3.86 (SD=0.377) or Observed which means the concept and development of teaching in terms of inquiry and collaborative learning is above standard among the respondents.

Table 8: Concept and development of teaching in terms of authentic assessment learning

Indicators	WM	I	R
1. It evaluates the course and authentic learning and assessment in the context and application of knowledge and situation.	4.00	O	3.5
2. It describes the assessment form of student performance in the knowledge and meaningful skills and application.	3.74	O	6
3. It demonstrates authentic assessment in the instruction of student learning in ideal assessment skills and improves understanding content of the course.	3.86	O	5
4. It requires application on authentic assignment for students in new situations to determine the demand and judgement skills and information in the learning process.	3.38	O	7
5. It focuses on authentic assessment learning that involves assessment learning innovation, judgement, and realistic.	4.00	O	3.5
6. It stimulates student ability and assessment effectively and efficiently in complex tasks, skills, and knowledge.	4.20	HO	1
7. It allows the appropriate feedback, resources, rehearsals, and practices in the application of skills and knowledge on authentic assessment learning.	4.11	O	2
Average Weighted Mean	3.90		
Standard Deviation	0.274		

Table 8 presents the weighted mean and the corresponding interpretation on the concept and development of teaching in terms of authentic assessment learning.

As noted in the table, rank 1 is “It stimulates student ability and assessment effectively and efficiently in complex tasks, skills, and knowledge”, with a weighted mean of 4.20 or Highly Observed which means concept and development of teaching in authentic assessment learning is far above standard. Rank 2 is “It allows the appropriate feedback, resources, rehearsals, and practices in the application of skills and knowledge on authentic assessment learning”, with a weighted mean of 4.11 or Observed which means concept and development of teaching in authentic assessment learning is above standard. Rank 3 is shared by the two indicators which are “It evaluates the course and authentic

learning and assessment in the context and application of knowledge and situation”, and “It focuses on authentic assessment learning that involves assessment learning innovation, judgement, and realistic”, with a weighted mean of 4.00 or Observed which means concept and development of teaching in authentic assessment learning is above standard. The least in rank is “It requires application on authentic assignment for students in new situations to determine the demand and judgement skills and information in the learning process”, with a weighted mean of 3.38 or Limited which means concept and development of teaching in authentic assessment learning is meet standard. The overall average weighted mean is 3.90 (SD=0.274) or Observed which means the concept and development of teaching in terms of authentic assessment learning is above standard among the respondents.

3. On the significant correlation between the core competency of culture, society, ideas, and innovation of general education subject of students in the now normal and the concept and development of teaching as student-centred and learning culture among the respondents?

Table 9. Test of on the significant correlation between the core competency of CSII of GED subject of students in the now normal and the concept and development of teaching as student-centred and learning culture among the respondents

Test of Variables	Computed r-value	Relationships *significant *not significant	Hypotheses *accepted *rejected
1. Cognitive knowledge			
⇒ digital literacy, effective communication, and critical thinking framework	0.003871	not significant	accepted
⇒ outcome-based learning	0.003409	not significant	accepted
⇒ inquiry and collaborative learning	0.004151	not significant	accepted
⇒ authentic assessment learning	0.003846	not significant	accepted
2. Soft skills			
⇒ digital literacy, effective communication, and critical thinking framework	0.003890	not significant	accepted
⇒ outcome-based learning	0.003425	not significant	accepted
⇒ inquiry and collaborative learning	0.004172	not significant	accepted
⇒ authentic assessment learning	0.003865	not significant	accepted
3. Hard skills			
	0.003903	not significant	accepted
	0.003437	not significant	accepted

⇒ digital literacy, effective communication, and critical thinking framework	0.004186 0.003878	not significant not significant	accepted accepted
⇒ outcome-based learning			
⇒ inquiry and collaborative learning			
⇒ authentic assessment learning			
4. Specific discipline knowledge			
⇒ digital literacy, effective communication, and critical thinking framework	0.003898 0.003432 0.004180 0.003873	not significant not significant not significant not significant	accepted accepted accepted accepted
⇒ outcome-based learning			
⇒ inquiry and collaborative learning			
⇒ authentic assessment learning			
One tailed test, 0.05 level of significance at df of 700 and with critical r value of 0.074004			

Table 9 presents the test of significant correlation between the core competency of culture, society, ideas, and innovation of general education subject of students in the now normal and the concept and development of teaching as student-centred and learning culture among the respondents.

As revealed in the table when two variables are tested from each other, it shows that the computed r value of cognitive knowledge against digital literacy, effective communication, and critical thinking framework is 0.003871, outcome-based learning is 0.003409, inquiry and collaborative learning is 0.004151, and authentic assessment learning is 0.003846 which resulted to non-significance and acceptance of the hypothesis. Yet, when soft skills is tested against digital literacy, effective communication, and critical thinking framework the computed r value is 0.003890, outcome-based learning is 0.003425, inquiry and collaborative learning is 0.004172, and authentic assessment learning is 0.003865 which is also not significant and acceptance of the hypothesis. Similarly, when hard skills are tested against digital literacy, effective communication, and critical thinking framework the computed r value is 0.003903, outcome-based learning is 0.00343, inquiry and collaborative learning is 0.004186, and authentic assessment learning is 0.003878 which resulted to non-significance and acceptance in the hypothesis. Lastly, when specific discipline knowledge is tested against digital literacy, effective communication, and critical thinking framework the computed r value is 0.003898, outcome-based learning is 0.003432, inquiry and collaborative learning is 0.004180, and authentic assessment learning is 0.003873 which is not significant and the hypothesis is accepted. This shows that all computed r values are lower than the critical r value of

0.074004, one tailed test at df of 700, with 0.05 level of significance. Therefore, it is safe to say that there is no significant correlation between the core competency of culture, society, ideas, and innovation of general education subject of students in the now normal and the concept and development of teaching as student-centred and learning culture among the respondents.

Discussion

The concept of culture, society, ideas, and innovation in teaching and learning promotes values in theoretical thinking in the traditional management of learning among students. It shows that core competency of culture, society, ideas, and innovation in the area of cognitive knowledge provides competency as to creative thinking, critical thinking, coordination, self-reflection, making references, and reasoning. It also shows how to absorb the concept and process of intellectual knowledge and general awareness to support information and the learning process. This emphasises that collaborative learning has an impact and factors on implication of students' process solving issues in learning. It explores the cognitive load of students, interaction in the classroom, quality of solving problems, collaboration, and learning motivation, (Zhan, et al. 2022). Hence, it shows that process knowledge acquisition, and associated skills through oral and written expression, problem-solving, creativity, inventiveness, imagination, perception, and intuition. It examines and engages motivation and study habits of students. It explores interest based on students' development on curiosity and traits. It identifies integration of prospective frameworks and rewards learning acquisition of knowledge. It reinforces students seeking information, behaviour and learning process. It boosts and sustains the learning process on knowledge acquisition as to vulnerability, selectivity, and under appreciation concept of teaching and learning, (Murayama, 2022, p. 175). Similarly, it shows positive development on cognitive competence and conceptual basis for learning process and curriculum development. It transitions the core competency policy of the educational system and sets students as the centre of learning. It ensures quality of education in their culture, society, ideas, and innovation subject as they develop and explore the acquisition of learning. It develops the impact and purpose of the acquisition of knowledge and transformation of cognitive abilities of students, (Zhou, 2022, pp. 1-13). It shows how to identify the skill set on personal and social responsibility cognitive knowledge in the learning process. It is designed

on the course in the General Education subject to provide impact and model of responsibility according to the paradigm course and subject of students. It is concerned with the academic discipline to meet the needs of the learners. It promotes a pivotal role in the goals for sustainable development of the student learning process. It designs the educational program for students' approach and responsibility based on the process and orientation of school culture, impact, practices, management, and values, (Khatami, Boujari, & Ranjbar, 2022, 1-16).

Indeed, core competency of culture, society, ideas, and innovation in the area of soft skills shows that personal attributes for communication, collaboration, creative thinking, and time management in the core competency of learning is impressive due to the demand of the society and young generation in the global era of technology learning. The educational setting and system face the challenges of the transversal skills and needs for traditional learning and teaching. It highlights the social desirability, action orientation on soft skills of the learners, (Ragusa, et al., 2022). Similarly, it shows that soft skills provide ability on necessary knowledge in the subject matter and expertise based on the needs of the learners. It also focuses on training soft skills in communication, problem solving, learning enhancement, and development to include positive attitude, emotional intelligence, and initiatives. It pushes on the active learning and implementation techniques to advance the competency learning of students. It requires knowledge and development to measure the soft skills of the learners' communication abilities, (Betti, Biderbost, & García Domonte, 2022). In addition, it shows that soft skills provide knowledge application, interpersonal skills, cross-cultural awareness, self-direction, intrapersonal skills, motivation, and learning process. This means that soft skills of students predict the basis role in the academic performance which focuses on conformity, self-direction, and academic success, (Vecchione, & Schwartz, 2022). It also reveals that soft skills create and measure effectiveness of learning platforms between the success and failure of students which means to explore learning approaches in the academic performance and behaviour of the learners. It engages active learning and behaviour to maximise soft skills and performance, (Meng, & Hu, 2022).

Notably, core competency of culture, society, ideas, and innovation in the area of hard skills shows that knowledge of students specifies the role and task needed for ability skills and competency which distinguishes the professional activities being taught on

competency and hard skills of students. It analyses and attempts the causes of hard skills and competency subject on culture, society, ideas, and innovation, (Ten Cate, & Schumacher, 2022, pp. 491-499). Also, hard skills show to push on the hard-core competency skills on behaviours of the learners' knowledge that will lead to job success. It analyses hard skills on evaluation, implementation, and development for students as centres of learning. It provides active learning and details benefits to promote engagement and simulation on evaluative thinking. It discusses the active learning and positive effect of hard skills among students. This can contribute to interpersonal skills and development of the learners, (Acevedo, & Lazar, 2022, pp. 249-270). Yet, hard skills show that technical type of knowledge gained in education, learning process, and enhancement. It provides active learning and traditional teaching impact on the needed hard skills of students as the centre of learning. It adopts the system of teaching in the Higher Education Institutions (HEIs) and supports to train systematically the learners and techniques, (Lista, et al., 2022). Thus, hard skills demonstrate educational practices in various tasks and goals to be measured on level of proficiency which develop the learners and models of competitiveness on the hard skills requirements. It seeks to develop and validate the objectives of hard skills competency on instruction, course design and students' engagement, and evaluation, (Hadiyanto, et al, 2021, pp. 218-234).

Similarly, core competency of culture, society, ideas, and innovation in the area of specific discipline knowledge shows to explore in defining ideas on various levels of outcome learning which is the basis context and constraint to limited aspects in pedagogy of teaching. It innovates the curriculum reform and expected catalyst to address the adopted subject knowledge and competency tool of learning. It manipulates and engages the promotion and success of students as a centre of learning, (Luo, & Yu, 2022, pp. 1-20). Nonetheless, specific discipline knowledge provides core concepts on essential knowledge, ideas, culture, and innovation inherent discipline. It also describes the specific nature of discipline in learning that undertakes and focuses on how students acquire discipline of learning. It is committed to a certain body of knowledge and practices. It is a special technique in the concept of subject process and management. It assists students to distinguish the innovation, culture, society, and ideas learning process, (Cooper, 2022, pp. 120-124). It also shows the description of specific learning discipline, support, development, and resources to be eschewed in the core and learning competencies. It

equips and challenges the educational system among students to capture the complex system in teaching and learning for the curriculum development and support, (Freitas, & Almendra, 2022). In addition, it shows that knowledge and discipline specify and constitute the core competency of complex learning skills of students. It aims to provide knowledge, awareness and understanding in culture, society, ideas, and innovation. It also motivates sustainability and student learning, (Alm, et al., 2022).

Furthermore, the concept and development of teaching in terms of digital literacy, effective communication, and critical thinking framework shows to develop a sustainable development skills proficiency in digital technology literacy, effective communication, and framework of critical thinking. It improves critical thinking and support in the learning process. It supports students self-regulated learning and independent learning based on valid modules, effectiveness, and practices, (Kusmaharti, 2022, pp. 211-220). Hence, it also shows critical thinking on information and argumentation analysis and evaluation on digital literacy, critical thinking, and effective communication. It brings changes in the scientific context of learning. It addresses the issues, challenges, and gaps in the module outlet. It influences abundance discussion and moderation. It improves critical pedagogy contribution to quality learning, (Brave, Russo, & Wagemans, 2022). Also, it provides the best and order of critical thinking information, effective communication, digital technology, and navigation, and it encompasses the framework and well-developed digital literacy, technology, effective communication, critical thinking, and development. It nurtures the critical thinking and core process to explain the context and background of the lesson. It outlines the learning process, critical thinking and basic protocol for result and action of teaching and learning, (Brookfield, 2022, 311-327). Yet, it shows how to build initial framework and development framework on the competency of learning in a global context. It explores the competency of lecturers' sustainable development and implementation of the subject context. It focuses on proper training for competency teaching and learning to be considered in culture, society, ideas, and innovation, (Thao, et al., 2022).

In addition, the concept and development of teaching in terms of outcome-based learning shows to promote order of higher thinking skills and curriculum acquisition on conventional requirement information abilities in learning. It influences the effectiveness of problem-based learning and instructional intervention in the educational system and

critical thinking. It adopted discipline of learning, factors, acquisition, skills, disposition, and intervention of students, (Liu, & Pásztor, 2022). On the other hand, it shows consistency of student learning curriculum criteria and outcome to evaluate that is being conducted, adopted in teaching method, selection of instructional materials, redesigned, and development. It is vital among the lecturers' capability to handle student learners and pedagogical knowledge. It undermines the approach to the program of the subject, (Werler, & Tahirsylaj, 2022, 154-172). Indeed, it shows that outcome-based learning emphasises articulated ideas on expected knowledge and skills in the school system and emphasises on the programs and changes in the educational system on student outcome, measurable, and observable student performance. It innovates the pedagogy of teaching implementation in the General Education subject. It is based on the system of outcome-based teaching pedagogy. It defines the program and objectives of the course in teaching and learning, (Srivastava, & Agnihotri, 2022, pp. 95-114). Still, it shows to ensure and practice the focus of educational practice skills for student mastery and necessary effectiveness. It aims to process the pedagogy of teaching based on the needs of the learner's guaranteed outcome based, (Anvarovna, & Orifjon ogli, 2022, June, pp. 35-38).

Constantly, the concept and development of teaching in terms of inquiry and collaborative learning shows to involve inquiry based learning and collaborative student involvement through group learning collective tasks, and engages deeply in activities to demonstrate student knowledge, classroom application involvement and understanding. It determines the kind of instruction given to the learners that can improve the performance of students. It explores academic perception and performance of students as to motivation, satisfaction, and engagement approaches of teaching and learning, (Adhami, & Taghizadeh, 2022, pp. 1-37). Also, it challenges collaborative inquiry learning on instructional approaches relevant to increase student learning, collaborative, and systematic work. It highlights a pedagogical framework on problem-based learning. It designs utilisation of the learning analysis. It engages learning to self-directed action and sense of belonging, support and implication of student response and interaction, (Saleh, et al., 2022). Yet, it also shows that inquiry collaborates learning in teaching development and benefits. It supports and prepares lecturers for teaching and learning collaborative engagement and setting. It expands lecturers' collaborative engagement professional development on school context and discipline, (He, & Bagwell, 2022, pp. 1-14). Initially,

it shows how to identify the curriculum concept inquiry involving knowledge and building a student driven process. It examines the philosophical thinking and inquiry problem solving skills of students, (Isiklar, & Özturk, 2022, pp. 130-142).

Finally, the concept and development of teaching in terms of authentic assessment learning shows how to stimulate student ability and assessment effectively and efficiently in complex tasks, skills, and knowledge. It determines utilisation of assessment skills and outcome-based learning to enhance learning method, academic achievement, self-confidence, and critical thinking, (Ma, & Zhou, 2022). Hence, it shows appropriate feedback, resources, rehearsals, and practices in the application of skills and knowledge on authentic assessment learning. It authenticates assessment practices and perspectives on diverse knowledge in teaching and learning. It embeds the goal of motivation on assessment ready transfer skills, (Schultz, et al., 2022, 77-94). Moreover, it shows how to evaluate the course and authentic learning and assessment context and application of knowledge and situation and focuses on authentic assessment learning that involves assessment learning innovation, judgement, and realistic. It develops in execution of the skills problem-solving process with respect to the context of professionalism. It explains the analogy of authentic experiences in learning explicit to similarities, function, and structure process, (Retana, & Rodríguez-Lluesma, 2022). Lastly, it shows an application on authentic assignment for students in new situations to determine the demand and judgement skills information in the learning process. It designs methods for discussion to push the learner's interaction and content of the subject matter that determines student engagement to foster critical thinking, (Berry, & Kowal, 2022).

Conclusions

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

It shows that soft skills are attributed to communication, collaboration, creative thinking, and time management in the core competency of learning where it provides ability on necessary skills and knowledge subject matter and expertise based on the needs of the learners. It also focuses 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 specify the role and task needed for the ability of skills and competency where it pushes on hard core competency skills and behaviours of the learners' knowledge that will lead to job success to include the analysis of hard skills on evaluation, implementation, and development for students as centres of learning.

It shows that specific discipline knowledge explores the defining core competency and discipline for ideas in various levels of outcome in learning where it provides core concepts on essential knowledge, ideas, culture, and innovation inherent discipline to include specific nature of discipline in learning that undertakes and focuses on how students acquire the discipline of learning.

It shows that concept and development of teaching in terms of digital literacy, effective communication, and critical thinking framework develops a sustainable skills proficiency in digital technology literacy, effective communication, and framework of critical thinking where it provides critical thinking on information and argumentation analysis and evaluation on digital literacy, critical thinking, and effective communication.

It shows that outcome-based learning promotes order of higher thinking skills and curriculum acquisition on the conventional requirement information ability in learning where it consists of student learning curriculum criteria and outcome to evaluate that is being conducted, adopted in teaching method, selection of instructional materials, redesigned, and development.

It shows that inquiry and collaborative learning involves inquiry based learning and collaborative student involvement through group learning for the collective task of students where it engages deeply on activities to demonstrate student knowledge, classroom application involvement and understanding.

It shows that authentic assessment learning stimulates student ability and assessment effectively and efficiently in complex tasks, skills, and knowledge where it allows the appropriate feedback, resources, rehearsals, and practices in the application of skills and knowledge on authentic assessment learning.

It shows that there is no significant correlation between the core competency of culture, society, ideas, and innovation of general education subjects of students in the now

normal and the concept and development of teaching as student-centred and learning culture among the respondents.

Conflict of Interest Statement:

The authors declare no conflicts of interests.

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