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PENELITIAN UNGGULAN PERGURUAN TINGGI



**Pengembangan Kompetensi Inti; *Hard Skills, Soft Skills* dan *Academic Character*
Mahasiswa Bahasa Inggris dalam Proses Pengajaran dan Pembelajaran**

*(Developing Core Competensi; Hard Skills, Soft Skills and Character of English Students in
Curriculum, and Teaching and Learning Practices)*

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HALAMAN PENGESAHAN

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ABSTRAK

Penelitian ini bertujuan untuk mengkaji pengembangan *kompetensi inti* mahasiswa bahasa Inggris dalam kurikulum dan porses pangajaran di Universitas Jambi. Pada tahun pertama kajian, dua jenis instrumen telah dibuat dan dirancang dan kemudian digunakan untuk mengkaji tingkat Pengembangan Core Competencies dari persepsi mahasiswa dan dosen dalam proses pengajaran dan pembelajaran. Hasil produk utama dari penelitian pada tahun 1 adalah instrument pengukuran *Core Competencies Practices* dalem proses pengajaran dan pembelajaran untuk mahasiswa dan dosen. Masing masing instrument mempunyai jumlah konstruk dan indikator yang sama. Core competencies terdiri dari soft skills meliputi communication skills, IT Skills, Numeracy, Learning how to learn, Problem Solving Skills dan Working with others. Sedangkan Hard skills tidak dibagikan dalam sub-indikator. Academic character dibagikan dalam sub-konstruk yaitu Honesty, Appreciating, Tolerance, Discipline, Patient, Confidence dan Responsible. Hasil Uji coba Students' Report menunjukkan secara keseluruhan isntrumen layak untuk digunakan secara luas. Hasil Confirmatory factor analysis juga menunjukkan kesahan sub-konstruk pada tiap tiap konstruk utama. Hasil tingkat pengembangan Core Competencies menunjukkan bahwa min pengembangan Core Competencies mahasiswa berada dibawah 4.2. Ini berarti pengembangan Core Competencies mahasiswa masih jauh dari nilai min standar yang harus dicapai. Untuk itu model pengembangan Core Competencies harus dikembangkan, diujicobakan dan akhirnya diterapkan.

Key Words: Kompetensi Inti, Model, Soft Skills, Hard Skills, Karakter, proses pembelajaran, KKNL.

BAB I PENDAHULUAN

1.1 Latar Belakang

Pertumbuhan perguruan tinggi di Indonesia dipicu oleh semakin tingginya tuntutan lapangan kerja yang membutuhkan tenaga kerja yang berkualifikasi S1, S2 bahkan S3. Impak dari tuntutan lapangan kerja tersebut meningkatkan antusiasme masyarakat Indonesia untuk melanjutkan pendidikan ke jenjang perguruan tinggi, dengan harapan mereka dapat memenuhi tuntutan lapangan kerja ataupun persyaratan jenjang karir ditempat mereka berkerja. Di satu sisi tuntutan kerja di era globalisasi bukan hanya mempersyaratkan lulusan S1 sebagai persyaratan kerja akan tetapi juga menuntut mereka untuk memiliki keterampilan interpersonal, IT skills, problem solving skills dan *skills* yang lainya (Hadiyanto, 2012).

Dalam penelitian Zalizan dkk (2007) membuktikan bahawa Stakeholders di Malaysia tidak puas dengan keterampilan dan kompetensi yang dimiliki oleh sarjana-sarjana lulusan universitas lokal yang mereka perkerjakan. Jauh sebelumnya, pada era 90an pendidikan tinggi Negara-negara maju seperti England, Australia, America dan New Zealand telah banyak menerima keluhan dari stakeholder yang menyatakan bahwa kebanyakan lulusan universitas dinegara-negara ini tidak memenuhi ekspektasi para stakeholders terhadap standar kompetensi yang mereka butuhkan (LTSN 2002).

Malaysia dan Singapura mempunyai esensi visi dan misi yang hampir sama dengan menekankan bahwa lapangan kerja harus dilihat dalam konteks pasar kerja global dan tidak hanya terbatas untuk kebutuhan lokal (UNESCO 2006). Artinya daya saing lulusan mereka akan mereka pertaruhkan untuk merebut setiap peluang pasaran kerja didalam dan luar negeri. Oleh karena itu Zalizan dkk (2007) menegaskan bahwa sistem Pendidikan Tinggi Malaysia harus mengintegrasikan 'kompetensi inti' ke kandungan kurikulum dan mengembangkannya melalui proses pengajaran dan pembelajaran, dan tidak hanya sebatas lip-sevice saja. Kebijakan tersebut harus diambil untuk menghasilkan sumber daya manusia yang berkualitas dan terampil, sekaligus memenuhi permintaan pasar kerja global yang menuntut pekerja mampu berkerja dalam lingkungan multi-taskings.

Indonesia sendiri dalam menanggapi tantangan ini, DIKTI telah memulai penelaahan dan mulai melakukan perubahan paradigma kurikulum sejak tahun 2003, seperti yang ditegaskan

dalam *Basic Framework for Higher Education Development Indonesia* bahwa kurikulum pendidikan tinggi harus mengantarkan mahasiswa menjadi lulusan berkualitas dan berdaya saing tinggi di pasar kerja global (Basic Framework for Higher Education Development KPPTJP IV 2003-2010). Perubahan paradigma kurikulum pendidikan tinggi baru dituangkan secara nyata dalam Kurikulum Pendidikan tinggi 2013 yang disebut dengan KKNI. Pemerolehan hard skills haruslah melalui proses pengembangan kompetensi inti, strategi pembelajaran yang digunakan lebih terpusat kepada mahasiswa yang mencari dengan menggunakan berbagai strategi pembelajaran (student center). Sebelumnya Hadiyanto (2010) dalam sebuah artikel di Jurnal Internasional telah mengemukakan sebuah perubahan paradigma Kurikulum harus dilakukan oleh pengambil kebijakan di perguruan tinggi, yang intinya beliau menekankan perubahan dari penekanan pengajaran 'Knowledge' ke pemerolehan Kompetensi inti.

Fallows & Steven (2000) dan Hadiyanto (2011) sama-sama menegaskan bahwa pada abad ini tidak lagi memadai bagi para lulusan universitas hanya memperoleh pengetahuan subjek akademis. Mereka berpendapat bahwa keterampilan yang lebih luas termasuk memberikan dan memperoleh informasi, komunikasi dan presentasi, penggunaan *IT hardware* dan *software*, analisa dan pemecahan masalah, pengembangan sikap, dan interaksi sosial merupakan keterampilan yang lebih penting dan berguna untuk mengembangkan kualitas diri mereka, ilmu dan keterampilan dan mampu menyambut tantangan global di zaman ini.

1.2 Rumusan Masalah

Pendekatan mengajar tidak lagi menggunakan model konvensional yang monoton pada kuliah, mempresentasikan slide demi slide, dimana dosen berdiri di depan kelas mengklik dan menjelaskan slide demi slide saja. Sedangkan pengajaran dan pembelajaran ditingkat universitas yang dipahami secara global adalah penerapan nilai-nilai karakter, pembangunan keterampilan komunikasi, IT, *numeracy*, berfikir kritis, belajar bagaimana cara belajar, berkerjasama dan pengembangan sikap, agar para mahasiswa mendapatkan ilmu secara eksploratif dan melatih keterampilan secara nyata dan aplikatif (Hadiyanto 2015).

Kajian awal sudah dilakukan oleh Hadiyanto (2014) yang mengambil responden dari kalangan mahasiswa Bahasa Inggris semester 6, hasilnya menunjukkan bahwa Dosen di

lingkungan Prodi pendidikan bahasa Inggris belum secara terencana dan sistematis model pengajaran yang menekankan pada Hard Skills dan Soft-Skills. Juga ditemukan bahwa mahasiswa hanya berada pada tingkat medium dalam mempraktekkan soft skills yaitu communication skills, IT, numeracy, learning how to learn, problem solving dan working each others. Sedang di Bennett and Dunne (2000) menyatakan bahwa paling tidak mahasiswa sudah mempraktekkan soft skills tersebut dalam pembelajaran mandiri pada tahap Tinggi.

Penerapan *blended learning* yang menekankan pada pemerolehan *Hard Skills* melalui *Soft-Skills practices* harus dibuat secara sistematis, terencana, konsisten dan evaluatif. Dosen harus memastikan keserasian perkembangan pemerolehan ilmu dengan perkembangan sikap dan keterampilan mahasiswa pada setiap proses pengajaran dan pembelajaran. Untuk itu penelitian ini sangatlah perlu untuk dilaksanakan agar bisa mengkaji secara lebih dalam dan ilmiah tentang pembuatan model dan pengembangan ‘kompetensi inti’ melalui kurikulum, silabus, RPP dan proses pengajaran di program studi S1 bahasa Inggris di FKIP Universitas Jambi. Dari permasalahan diatas maka dirumuskan pertanyaan penelitian sebagai berikut:

1. Bagaimanakah mengembangkan alat ukur penerapan kompetensi inti dalam proses pengajaran dan pembelajaran untuk mahasiswa dan dosen ?
2. Apa-apa sajakah yang termasuk dalam kompetensi inti berdasarkan analisis sumber, kurikulum dan kebutuhan saat ini ?
3. Apakah tingkat pengembangan (penerapan) kompetensi inti dalam proses pengajaran dan pembelajaran menurut analisis kuesioner mahasiswa, dosen dan analisis silabus dan RPS dosen ?

BAB II KAJIAN LITERATUR

2.1 Pengertian Kompetensi Inti: Hard Skill, Soft Skills dan Karakter

Pada awalnya Hadiyanto (2011) mendefinisikan ‘kompetensi inti’ sebagai satu set *hard* dan *Soft-Skills* yang dibangun dan dikembangkan melalui proses pembelajaran dan pengajaran sehingga mahasiswa siap untuk belajar sepanjang hayat, menjadi warga Negara yang baik dan mampu berkerja sesuai tantangan. Kompetensi inti, *soft skills* dan *hard-skills diblended* (campur dan aduk) menjadi set yaitu; *communication skills, IT Skills, numeracy skills, learning how to learn skills, problem solving skills, working with others* and *Subject core competencies*. Satu set *skills* tersebut diadaptasi dari Zalizan (2006) yang mendefinisikan ‘kompetensi inti’ merupakan pengetahuan dan kompetensi ilmu, dan keterampilan lunak yang bisa diamati dan diukur yang kemudian dibutuhkan oleh mahasiswa untuk mengembangkan dirinya baik pada waktu belajar maupun setelah berkerja. Hadiyanto (2011) selanjutnya membuat kerangka teori tentang pengembangan ‘kompetensi inti’ ditingkat pendidikan tinggi. Kerangka teori tersebut dikembangkan dan diinterpretasikan dari beberapa rujukan dari Australia, England, Nezealand dan Malaysia, diantaranya Zalizan Mohammad Jelas et al. (2006), Bennet et al. (2000), LTLSN (2002), QCA (2001) & Mayer Committee (1992).

Model tersebut terus dikembangkan oleh Hadiyanto (2013) melalui kajian-kajian pustaka dan kemudian menambahkan satu komponen Kompetensi Inti menjadi tiga komponen utama yaitu; *hard skills, soft skills* dan karakter (Lihat Bagan 2). Pengklasifikasian ini sejalan dengan Kompetensi Inti dalam kurikulum 2013. Kementerian Pendidikan dan Kebudayaan (2013) membagi kompetensi inti terdiri dari tiga komponen utama yaitu; Sikap, Keilmuan dan Keterampilan. Dalam penelitian ini *Hard Skills* didefinisikan sebagai suatu pengetahuan dan kompetensi berbasis disiplin ilmu yang dapat ditransfer keorang lain dan diaplikasikan didunia kerja. Sedangkan *Soft Skills* didefinisikan sebagai keterampilan yang digunakan pada masa belajar dan setelah berkerja untuk mengembangkan *hard skills*nya, mengembangkan dirinya, menjalin hubungan dengan orang lain (*network*), mendapatkan, menggali dan meyenbarluaskan ilmu serta menghadapi tantangan sekarang dan akan datang secara global. Dan selanjutnya Hadiyanto (2013, 2015) mengategorikan *communication skills, IT skills, numeracy skills,*

problem solving skills, learning how to learn skills dan working with others sebagai satu set dari *Soft Skills*.

Karakter atau kepribadian suatu bangsa biasanya diadopsikan dari nilai-nilai agama dan nilai-nilai budaya bangsa yang diyakini kebenarannya secara universal Hakim (2010: 305). Dari segi terminology psikologi, Zalizan (2006) mendefinisikan karakter adalah watak, perangai, sifat dasar yang khas, suatu sifat atau kualitas yang tetap terus menerus dan kekal sehingga bisa dijadikan ciri untuk mengidentifikasi seseorang. Dalam penelitian ini, karakter didefinisikan sebagai sikap dan tingkah laku yang terdiri dari disiplin, jujur, tanggung jawab, menghargai, peduli, cinta, berani, percaya diri, bersih dan nilai-nilai insaniah lainnya yang diaplikasikan dalam proses pembelajaran dan kehidupan nyata setelah menyelesaikan studinya di perguruan tinggi.

2.2 Teori dan Konsep Pengembangan Kompetensi Inti

Hadiyanto (2013) mengembangkan model pengembangan core competencies seperti Bagan 2 secara conceptual. Model *kompetensi inti* ternyata sejalan dengan kurikulum KKNI pendidikan tinggi 2013. Seperti yang di rumuskan dalam kurikulum 2013, pergeseran paradigma dari kurikulum sebelumnya dari penekanan kompetensi ilmu ke kompetensi hard skills, soft skills, sikap dan perilaku mahasiswa (Kementerian Pendidikan dan Kebudayaan, 2013).

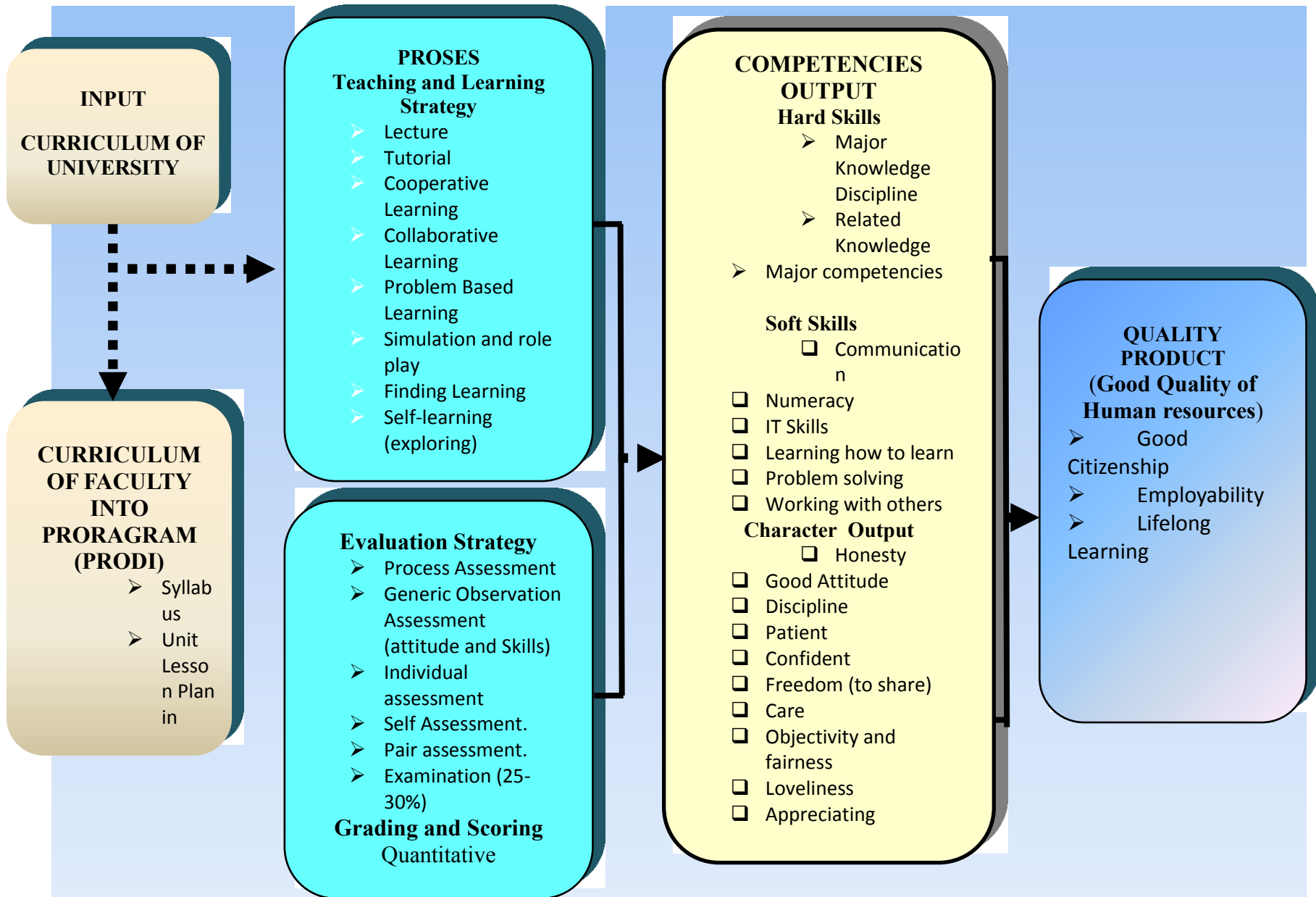
Kurikulum ditingkat perguruan tinggi dirancang dan disusun oleh Universitas dengan mengacu kepada pedoman yang ditetapkan DIKTI. Kurikulum universitas harus dirancang dengan jelas mulai dari tujuan, strategi untuk mencapai tujuan, proses pengajaran dan pembelajaran dan Standard Output (Direktorat Akademik Dirjen Dikti, 2011). Untuk itu, dalam penelitian ini peneliti mengilustrasikan tahapan mulai dari Input, Process, Output dan Human Quality yang diharapkan.

Bagan 2 mengilustrasikan model *input, process dan output* dari keseluruhan proses pendidikan diperguruan tinggi, mulai dari kurikulum universitas, syllabus dan RPP, proses pengajaran, strategi pengajaran dan Human Resources Quality. Proses, dan strategi pengajaran dan pembelajaran harus berpusatkan mahasiswa (students centered), dengan demikian

kompetensi disiplin ilmu dieksplorasi dan diperoleh mahasiswa melalui praktek *softskillsnya*. Penerapan strategi yang efektif akan memberikan peluang kepada semua individu untuk mengeksplorasi dan mengembangkan kemampuan *hard skillsnya* dan *soft skillsnya*. Sejalan dengan itu, pengembangan karakter mahasiswa diterapkan melalui bimbingan dan arahan dosen selama proses pengajaran dan pembelajaran, sebagai contoh; ketika *small group discussion*, dosen melihat dan membimbing bagaimana mereka menghargai anggota lain, tanggung jawab dengan tugas masing-masing, percaya diri dan jujur memberikan pendapat, dan sebagainya.

Pada bagian akhir dari Bagan tersebut, setelah melalui proses pengajaran dan pembelajaran di Universitas, diharapkan lulusan menjadi SDM yang berkualitas. Bennet et al. (2000) dan Hadiyanto (2013) penanaman nilai-nilai karakter (sikap dan perilaku) dalam proses pengajaran dan pembelajaran akan membentuk lulusan menjadi warga Negara yang baik (*good citizenship*), anggota masyarakat yang menjaga dan berbuat untuk masyarakat, dan lingkungannya. Sedangkan kemampuan ‘*hard skills dan sof skills*’ yang dimilikinya, lulusan akan mampu menjadi seorang tenaga profesional yang siap berkerja sesuai dengan tantangan terkini, seterusnya menjadi seorang yang *lifelong learner*, tahu dan mengerti bagaimana dia harus mengembangkan kualitas dirinya untuk menjawab tantangan lokal maupun global, sekarang dan masa akan datang.

Dikti (2013) menegaskan kompetensi lulusan perguruan tinggi ditetapkan dengan mengacu pada KKNi (UU PT No12 tahun2012, PS 29). Kompetensi dilihat dari empat *learning outcomes* yaitu sikap dan tata nilai, kemampuan di bidang kerja, pengetahuan yang dikuasai, hak dan tanggung jawab. Pada dasarnya standar KKNi dengan model Hadiyanto (2013) mempunyai esensi dan *ouput* yang sama. Dalam model adaptasi oleh Hadiyanto (2013), sikap dan tata nilai, dan hak dan tanggung jawab menurut KKNi sama dengan ‘*good citizenship*’, sedangkan kemampuan di bidang kerja dan pengetahuan yang dikuasai diinterpretasikan oleh Hadiyanto (2013) ‘*Employability*’ dan *lifelong learning*.



Bagan 2: Concept Pengembangan Kopetensi Inti di Universitas: Input, Process, Ouput dan Product Quality

Hasil penelitian Hadiyanto (2010, 2011 & 2013) dengan jelas terlihat bahwa pengembangan *kompetensi inti* pembelajar atau mahasiswa, baik intra- dan inter-personal skills, di dalam pembelajarannya di perguruan tinggi menjadi sangat dibutuhkan agar setelah lulus dapat berkehidupan dengan baik dalam masyarakatnya dan dapat menghadapi tantangan dunia kerja global yang dinamis. Untuk itu, penelitian tentang pengembangan *kompetensi inti* diperguruan tinggi harus dimulai dan terus menerus dilakukan, mulai dari membangun model pengembangan, strategi dan proses pengembangan, evaluasi pengembangan, dan mengupdate model pengembangan kompetensi inti sesuai dengan tantangan global yang kian dinamis.

2.3 Roadmap Penelitian

Topik berkaitan dengan judul penelitian ini sudah mulai dikembangkan oleh peneliti sejak tahun 2010. Beberapa artikel berkaitan topik penelitian ini sudah publikasikan pada jurnal internasional *high impact indexed*. Roadmap penelitian secara keseluruhan diilustrasikan pada Figur 3, dan dideskripsikan dibawahnya.

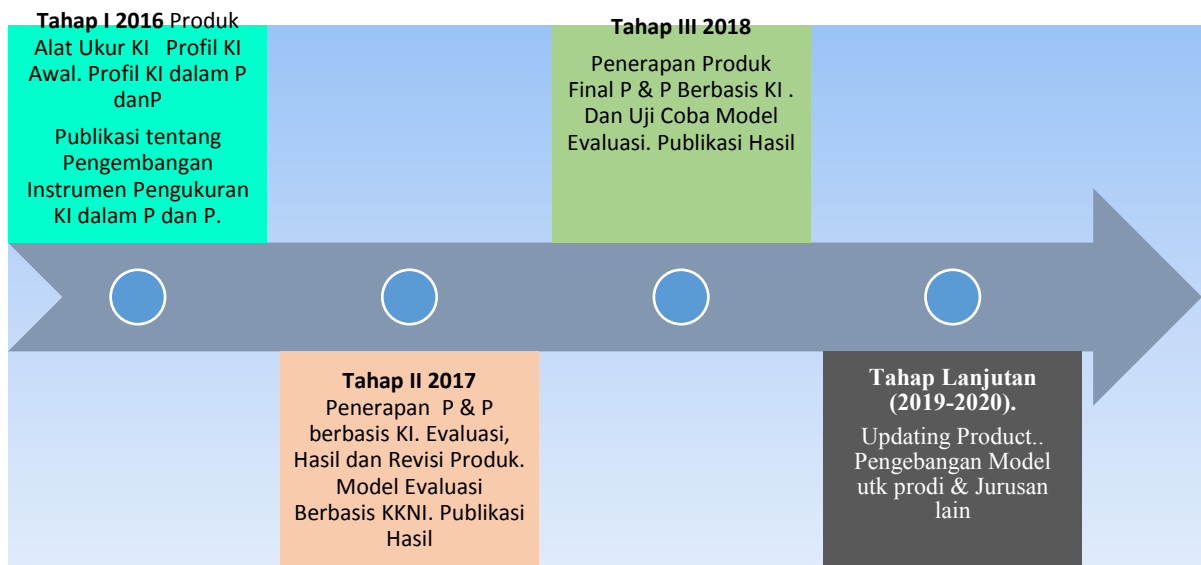


Figure 3. Roadmap Penelitian

Tahap I 2016. Kajian Pustaka, Pengembangan Instrumen dan Pengembangan Model

- Produk Instrument untuk mengukur implimentasi Kompetensi Inti; Soft Skills, Hard Skills dan Karakter dalam Pengajaran dan Pembelajaran.
- Hasil Kuantitatif dan Kualitatif Profil penerapan KI dalam Proses P dan P dari analisis kuesionner dan Syllabus dosen.
- Produk publikasi hasil penelitian Tahap I di sebuah Jurnal internasional Scopus dan Sciendirect Index, paling tidak terindexed, DOAJ dan Ebscohost.
- Pengusulan HKI

Tahap II 2017. Implimentasi Model dalam Proses Pengajaran dan Pembelajaran

- Desain model pengembangan Kompetensi Inti
- Produk model awal pengembangan Kompetensi Inti; Soft Skills, Hard Skills dan Karakter dalam Pengajaran dan Pembelajaran.
- Implimentasi model pengembangan kompetensi inti; *hard skills, soft skills* dan Karakter dalam pengajaran dan pembelajaran dalam lima mata kuliah.
- Produk Model final pengembangan Kompetensi Inti; Soft Skills, Hard Skills dan Karakter dalam Pengajaran dan Pembelajaran.
- Produk hasil penelitian Tahap II di sebuah Jurnal internasional Scopus dan Sciendirect Index, paling tidak terindexed, DOAJ dan Ebscohost.
HKI Model

Tahap III 2018, Penggunaan Produk untuk Semua Mata Kuliah.

- Desain penilaian capaian belajar mahasiswa (evaluasi) berbasis Kompetensi Inti
- Produk alat penilaian capaian belajar mahasiswa (evaluasi) berbasis Kompetensi Inti
- Uji coba model evaluasi pengajaran dan pembelajaran berbasis KI
- Produk Model final Evaluasi P dan P berbasis KI.
- Website Core Competencies Development
- Produk hasil penelitian Tahap III di sebuah Jurnal internasional Scopus dan Sciendirect Index, paling tidak terindexed, DOAJ dan Ebscohost.

BAB III TUJUAN PENELITIAN

3.1 Tujuan Penelitian

Penelitian ini bertujuan untuk mengkaji pengembangan kompetensi inti yaitu *hard-skills*, *soft skills* dan karakter dalam proses pengajaran dan pembelajaran berdasarkan pada standar KKNI, dan menghasilkan sebuah model pengembangan kompetensi inti valid dan terpercaya yang dapat diimplimentasikan dalam kurikulum, silabus, RPP dan proses pengajaran dan pembelajaran di Prodi Bahasa Inggris. Secara khusus tujuan penelitian ini dijabarkan sebagai berikut:

1. Untuk membangun instrumen yang terpercaya dan valid untuk mengukur tingkat pengembangan kompetensi inti dalam pengajaran dan pembelajaran.
2. Untuk menganalisis tingkat pengembangan *kompetensi inti* terkini (current) dari segi *hard skills*, *soft skills* dan *character* dalam proses pembelajaran dan pengajaran di prodi bahasa Inggris, FKIP Universitas Jambi.

3.2 Urgensi Penelitian

Perubahan paradigma kurikulum telah dimulai dari kurikulum 2004 berbasis kompetensi, kurikulum 2008 berbasis kompetensi dan karakter, dan disempurnakan dengan kurikulum 2013 berbasis kompetensi inti yaitu *hard skills*, *soft skills* dan *karakter*. Secara lebih terperinci kurikulum ditingkat Universitas dituangkan dalam PP 19 th 2005 Pasal 17 ayat 4, PP 17 th 2010, dan KKNI melalui UU PT No12 tahun 2012, PS 29 secara implisit menjabarkan kompetensi inti mengandung tiga komponen utama yaitu *hard skills*, *soft skills* dan *karakter*, ketiga komponen kompetensi inti tersebut sebagai harus dimiliki oleh lulusan universitas.

Universitas Jambi melalui masing-masing prodi harus bergerak mempersiapkan lulusannya dengan kompetensi inti untuk dapat menjawab tantangan sekarang dan akan datang. Apalagi kalau Indonesia benar-benar ikut berpartisipasi dalam *Free trade market*, maka lulusan prodi Bahasa Inggris, Universitas Jambi harus dipersiapkan dengan kompetensi inti agar mampu bersaing ditataran nasional dan global dengan cara merubah paradigma kurikulum dan proses pengajaran dari model konvensional yang hanya memfokuskan kepada ‘Disciplined knowledge

based' menjadi model pengembangan koptensi inti yaitu Hard Skills, Soft Skills dan Karakter. Oleh karena itu uraian diatas merupakan justifikasi dari betapa penelitian ini sangat perlu dilakukan.

BAB IV. DESAIN DAN METODE PENELITIAN

Penelitian ini didesain untuk tiga tahun. Pada tahun pertama, penelitian akan mengkaji sejauh mana atau bagaimana kompetensi inti yaitu soft skills dan hard skills serta karakter diterapkan dalam syllabus, RPP dan pengajaran dan merancang model pengembangan Soft skills, Hard Skills dan karakter. Pada tahun kedua *uji coba pengembangan akan diterapkan pada 9 mata kuliah*, dievaluasi, direvisi dan merancang model assessmen berbasis Hard Skills, Soft Skills dan Karakter. Pada tahun ketiga penelitian ini diharapkan menghasilkan produk Model Pengembangan Kopetensi Inti dan Model Evaluasi Pengajaran dan Pembelajaran berbasis Kopetensi Inti; *hard Skills, Soft Skills* dan Karakter.

4.1 Rancangan Penelitian

Rancangan penelitian ini adalah penelitian pengembangan dengan menggunakan *mixed-mode method* Kualitatif dan Kuantitatif. Metode penelitian ini dirancang mengikuti alur yang logis, ilmiah dan bisa dipertanggung jawabkan. Penelitian ini tidak mengadopsi ataupun mengadaptasi dari rancangan penelitian yang sudah ada. Karna seorang peneliti sewajarnya mempunyai intuisi keilmuan yang tinggi, intuisi peneliti dibangun atas dasar sumber informasi bacaan, kemudian dinternalisasikan, aktualisasikan sesuai dengan kebutuhan dan kontek yang akan ditelitinya. Oleh karena itu tidak tepat kalau penelitian dibidang ilmu-ilmu sosial khususnya mengadopsi teori atau model penelitian dari peneliti lain.

4.2 Lokasi, Populasi dan Sample

Penelitian ini akan dilaksanakan di Prodi S1 Pendidikan Bahasa Inggris Universitas Jambi. Populasi kajian ini adalah mahasiswa dan dosen S1 Pendidikan Bahasa Inggris. Pada tahap analisis kebutuhan, semua Dosen yaitu sebanyak 37 orang akan menjadi responden bagi pengumpulan data kuantitatif.

3.3 Instrumen Penelitian

Instrumen utama yang digunakan dalam penelitian ini adalah kuisioner, Kurikulum Universitas, syllabus/RPS dan Dokumen. Instrument pendukung berupa alat perekam seperti; Kamera,.

BAB V. HASIL PENELITIAN

5.15 Proses dan Hasil Pengembangan Instrumen Penelitian

Instrumen penelitian telah dikembangkan dengan melalui beberapa tahap sesuai dengan etika ilmiah dan prosedur pengembangan instrument penelitian. Berikut ini dilaporkan tahapan pengembangan instrumen.

Secara singkat pengembangan instrumen penelitian ini dilakukan dengan tahapan seperti berikut

- 1) Analisis kurikulum Pendidikan Tinggi berdasarkan KKNI, teori yang relevan seperti pengajaran dan pembelajaran terkini, lepakaran dan pengalaman peneliti, hasil observasi (empirical studies) dan instrument yang berkaitan,
- 2) mengkaji konstruk dan sub-konstruk yang relevan untuk dikembangkan dalam pengajaran dan telah menghasilkan beberapa konstruk utama dan sub konstruk,
- 3) mengembangkan indikator dari tiap konstruk yang telah ditetapkan,
- 4). Menguji cobakan instrument penelitian dan menguji konsistensi,
- 5). menyelenggarakan seminar dilingkungan prodi Bahasa Inggris dengan besertakan dosen,
- 6) melakukan *exploratory* dan *confirmatory factor analysis*. Peneliti telah mengembangkan dua instrument dengan model *multy-purposes* yaitu *Students' Report* dan *Lecturers' Report* yang bertujuan mengukur core competencies practices dalam process P & P, dan tingkat kepentingannya. Hasil pengembangan instrumen dilaporkan dibawah ini.

5.16 Spesifikasi Instrument Penelitian

Analisis kurikulum telah dilakukan dengan mengkaji standar KKNI. Dari analisis tersebut ditemukan bahwa KKNI menekankan pada pengembangan soft skills jauh lebih penting ketimbang hard-skills. Melalui kajian teoritis seperti pendekatan pengajaran dan pembelajaran, kepakar peneliti dan kurikulum dihasilkan instrument students' self-report dan lecturers self report seperti ditunjukkan dalam Tabel 1. Jumlah konstruk dan statement adalah sama antara instrument untuk dosen dan mahasiswa. Konstruk, sub-konstruk dan indikator yang dikembangkan adalah sama antara instrumen mahasiswa dan dosen. *Students' Report*

menanyakan tentang frekuensi mereka dalam melakukan aktifitas pembelajaran yang mengacu kepada *core competencies*. Sedangkan *Lecturers' Report* menanyakan frekuensi responden dalam menerapkan pernyataan-pernyataan yang berhubungan dengan pengembangan Core Competencies mahasiswa bahasa Inggris.

Tabel 1 Konstruk Utama dsn Sub Konstruk, No. Indikator dan Jumlah Indikatornya.

Konstruk Utama	Sub-Konstruk	No-Item	Jumlah Item
I. Soft Skill	a. Communication	A1 – A9	9
	b. It Skills	B1 – B6	6
	c. Numeracy	C1 – C8	8
	d. Learning how to learn	D1 – D11	11
	e. Problem Solving Skills	E1 – E7	7
	f. Working with others	F1 – F8	8
II. Hard Skill	-	G1 – G10	10
II. Academic Character	g. Honesty	H1 – H8	8
	h. Appreciating	I1 – I7	7
	i. Tolerance	J1 – J5	5
	j. Discipline	K1 – K8	8
	k. Patient	L1 – L8	8
	l. Confidence	M1 – M5	5
	m. Responsible	N1 – N7	7
Core Competencies			107

Tabel 1 menunjukkan *core competencies* terdiri dari tiga konstruk utama yaitu *soft skills*, *hard skills* dan *academic character*. *Soft skills* terdiri dari enam sub-konstruk Communication dengan Sembilan indikator (statemen), IT Skills terdiri dari enam indikator, Numeracy terdiri dari 8 indikator, Learning how to learn terdiri dari 11 indikator, Problem Solving Skills terdiri dari 7 indikator, Working with others terdiri dari 8 indikator. *Hard Skills* mempunyai 11 indikator. Sementara *Academic Character* mengandung tujuh indikator yang terdiri dari *Honesty* mempunyai delapan indikator, *appreciating* tujuh indikator, *tolerance* lima indikator, *discipline* delapan indikator, *confidence* 5 indikator dan *responsible* 7 indikator. Total statement dalam instrumen adalah 107 statemen.

5.17 Rancangan Lay Out Jenis Pengukuran Core Competencies

Instrumen *Core Competencies* dibangun dalam dua jenis pengukuran, Pertama mengukur tingkat penerapan *Core Competencies* dalam proses belajar dan mengajar mereka. Kedua mengukur tingkat kepentingan *Core Competencies* menurut persepsi mahasiswa maupun Dosen. Tabel 2 menunjuk model Students' Report dan table 3 menunjukkan tampilan Lecturers' Report.

a. Students' Self Report

Tabel 2 dibawah ini adalah model students' report (Questionnaires). Ada tiga kolom utama yaitu kolom pernyataan yang berkaitan dengan *core competencies development, level of practices dan level of importance* (Lihat Tabel 2).

Tabel 2 Model Students' Report; Lay Out, Pernyataan, Pilihan Jawaban dan Jenisnya

Core Competencies	Level of Practices					Level of Importance				
	Never	Almost never	Sometimes	Often	Very Often	Not Important at all	Not Important	Neutral	Important	Very Important
A1. Giving oral presentation	1	2	3	4	5	1	2	3	4	5
A2. Using different formats for presenting information memos, forms, and short reports.	1	2	3	4	5	1	2	3	4	5
A3. Using varied vocabularies, expressions and body language in oral presentation and discussion.	1	2	3	4	5	1	2	3	4	5
A4. Integrating ideas or information from various sources in project report and presentation (i.e. progress report and Business or related journals).	1	2	3	4	5	1	2	3	4	5
A5. Summarizing key issues from oral presentation.	1	2	3	4	5	1	2	3	4	5
A6. Giving feedback to an oral presentation	1	2	3	4	5	1	2	3	4	5
A7. Communicating some ideas in writing assignment report.	1	2	3	4	5	1	2	3	4	5
A8. Writing a report clearly, in detail and precisely.	1	2	3	4	5	1	2	3	4	5

A9. Summarizing key issues from written report.	1	2	3	4	5	1	2	3	4	5
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Tabel 2 menunjukkan bahwa *Level of Practices* dan *Level of Importance* sama-sama menggunakan jawaban skala likert 5. Pilihan jawaban sebagai berikut:

Level of Core Competencies Practices

- Never = 1
- Almost Never = 2
- Sometimes = 3
- Often = 4
- Very Often = 5

Level of The Importance of Core Competencies Practices

- Not important at all = 1
- Not Important = 2
- Neutral = 3
- Important = 4
- Very Important = 5

b. Lecturers' Reports

Desain instrumenn yang digunakan antara Students' Self Report dan Lecturers' Report adalah sama. Perbedaannya adalah dari segi isi, seperti yang sudah dijelaskan pada bagian awal. Tabel 2 dibawah ini adalah model lecturers' report (Questionnaires). Ada tiga kolom utama yaitu kolom pernyataan yang berkaitan dengan *core competencies development, level of practices dan level of imporntance* (Lihat Tabel 3). Tabel 2 Model Leturers' Report; Lay Out, Pernyataan, Pilihan Jawaban dan Jenisnya.

Tabel 3. Model Lecturers' Report; Lay Out, Pernyataan, Pilihan Jawaban dan Jenisnya

	Level of Practices					Level of Important				
	Never	Almost never	Sometimes	Often	Very Often	Not Important at all	Not Important	Neutral	Important	Very Important
A. Communication Skills Development										
A1. Asking the students to give oral presentation individually	1	2	3	4	5	1	2	3	4	5
A2. Asking students for using different formats for presenting information, e.g. forms, points, and short reports.	1	2	3	4	5	1	2	3	4	5
A3. Asking students using varied vocabularies, expressions and body language in oral presentation and discussion.	1	2	3	4	5	1	2	3	4	5
A4. Asking students for integrating ideas or information from various sources in project report and presentation (i.e. progress report and Business or related journals).	1	2	3	4	5	1	2	3	4	5
A5. Asking students for summarizing key issues from oral presentation.	1	2	3	4	5	1	2	3	4	5
A6. Encouraging students for giving feedback to an oral presentation	1	2	3	4	5	1	2	3	4	5
A7. Asking students for communicating some ideas in writing assignment report.	1	2	3	4	5	1	2	3	4	5
A8. Asking students for writing a report clearly, in detail and precisely.	1	2	3	4	5	1	2	3	4	5
A9. Asking students for summarizing key issues from written report.	1	2	3	4	5	1	2	3	4	5

Level of Developing Students' Core Competencies

- Never = 1
- Almost Never = 2
- Sometimes = 3
- Often = 4

Very Often = 5

The Importance Level of Developing Students' Core Competencies

Not important at all = 1
 Not Important = 2
 Neutral = 3
 Important = 4
 Very Important = 5

5.18 Hasil Uji Konsistensi Kuesioner Mahasiswa

Setelah students' report dan lecturers' report dikembangkan dengan beberapa tahap seperti yang disebutkan diawal tadi, instrumen penelitian diujikan untuk mengalisa konsistensi antara indikator dalam sebuah konstruk dan anantara indikator dengan konstruknya sendiri. Hasil analisis konsistensi ditunjukkan dalam Tabel 4.

Tabel 4 Hasil Uji Konsistensi Students' Report Core

Konstruk Utama	Sub-Konstruk	Jumlah Item	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
I. Soft Skill	a. Communication	9	.331 - .592	.766
	b. It Skills	6	.281 - .450	.632
	c. Numeracy	8	.022 - .636	.758
	d. Learning how to learn	11	.327 - .596	.815
	e. Problem Solving Skills	7	.389 - .523	.742
	f. Working with others	8	.247 - .288	.694
II. Hard Skill	-	10	.181 - .555	.723
III. Academic Character	g. Honesty	8	.044 - .453	.559
	h. Appreciating	17	.439 - .617	.799
	i. Tolerance	5	.315 - .451	.636
	j. Discipline	8	.391 - .680	.809
	k. Patient	8	.305 - .512	.748
	l. Confidence	6	.497 - .632	.777
	m. Responsible	7	.473 - .670	.813

Core Competencies		107		
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Tabel 4 menunjukkan konstruk soft skills, hard skills, dan akademik karakter secara keseluruhan memberikan nilai konsistensi yang baik yaitu diatas nilai Cronbach Alpha diatas 0.70 yang direkomendasikan oleh para Ahli. Namun demikian untuk sebuah alat ukur yang baik harus dianalisa kedalam tiap-tiap sub-konstruk dan tiap-taip indikator pula. Hasil analisis menunjukkan secara mendalam menemukan beberapa indikator tidak mencapai tingkat konsistensi yang direkomendasikan oleh para ahli (corrected item total correlation pad .300 ketast), indikator-indikator tersebut adalah B5 (.281) communication skills, 2 indicators C3 (.191), C6 (.022), Numeracy dan indikator nomor F3 (.247) dan F7 (.288) pada working with Others.

Dua indikator Hard Skills indikator yaitu G2 (.181), G4 (.164) tidak mencapai corrected item total correlation yang baik. Sedangkan dari Academic Character, di konstruk 'Honesty' indikator H3 (.044), H4 (.174) dan H7 (.230).

Maka statement-statement atau indikator yang tidak mencapai tingkat consistency yang baik tersebut telah diperbaiki dari segi isi dan Bahasa oleh para peneliti. Kemudian instrument dibagikan kembali untuk memperoleh data kajian yang sebenarnya.

5.19 Internal Validity dengan Factor Analysis

5.19.1 Validitas Instrumen

Kesahan konstruk dan sub konstruk dalam telah dilakukan dengan menggunakan Confrimatory factor Analysis dengan sample mencapai 184 responden. Hasil analisis menunjukkan instrument yang dibangun melalui beberapa tahap mencapai tingkat Validitas yang sangat baik. Dibawah ini adalah hasil comfirmatory factor analysis. Validitas konstruk dianggap baik apa bila mencapai factor loading 0.40 keatas (Hair at al. 2011 & Pallant 2011). Tabel 2a dan 2b menunjukkan hasil analisis faktro bagi memastikan validitas konstruk.

Table 4a Nilai factor loading instrumen penerapan Kompetensi Inti dalam Proses P dan P

Soft Skills											Hard Skills		
Com.		IT		Num.	LHTL		PBS		WT		No.	L.F	
No.	L.F	No.	L.F	No.	L.F	No.	L.F	No.	L.F				
A1	.558	B1	.520	C1	.664	D1	.636	E1	.670	F1	.669	G1	.670
A2	.536	B2	.574	C2	.638	D2	.685	E2	.752	F2	.539	G2	.662

A3	.647	B3	.653	C3	.363	D3	.690	E3	.657	F3	.693	G3	.722
A4	.452	B4	.477	C4	.764	D4	.644	E4	.647	F4	.662	G4	.599
A5	.645	B5	.667	C5	.715	D5	.536	E5	.770	F5	.645	G5	.630
A6	.569	B6	.740	C6	.528	D6	.709	E6	.718	F6	.719	G6	.506
A7	.585			C7	.462	D7	.478	E7	.634	F7	.491	G7	.683
A8	.633			C8	.682	D8	.617			F8	.706	G8	.638
A9	.629					D9	.656					G9	.614
						D10	.548					G10	.685
						D11	.625						

Com. = Communication Skills; IT = Information Technology; Num. = Numeracy; LHTL = Learning How to Learn; PBS = Problem Based Learning; WT= Working in Team

Tabel 4b. Nilai factor loading instrumen penerapan Kompetensi Inti dari segi Academic Character dalam Proses P dan P

Academic Character													
Honesty		Appreciation		Tolerance		Discipline		Patient		Confidence		Responsibility	
No.	L.F	No.	L.F	No.	L.F	No.	L.F	No.	L.F	No.	L.F	No.	L.F
H1	.647	I1	.653	J1	.727	K1	.737	L1	.629	M1	.726	N1	.722
H2	.537	I2	.563	J2	.696	K2	.519	L2	.636	M2	.795	N2	.709
H3	.555	I3	.675	J3	.784	K3	.481	L3	.503	M3	.758	N3	.620
H4	.490	I4	.653	J4	.762	K4	.654	L4	.765	M4	.698	N4	.665
H5	.469	I5	.587	J5	.675	K5	.695	L5	.775	M5	.639	N5	.577
H6	.649	I6	.542			K6	.578	L6	.664			N6	.618
H7	.579	I7	.746			K7	.721	L7	.745			N7	.578
H8	.616					K8	.707	L8	.672				

Tabel 5 Hasil Sementara Survei Tingkat Kompetensi Inti Mahasiswa orang mahasiswa Secara Keseluruhan

Practices of Core Competencies in Learning Activities	Level of CC Practices		
	Mean	S.td	Minimum Standard of Practices
a. Communication	3.40	.459	Mean = 4.21
b. IT Skills	3.41	.526	
c. Numeracy	3.28	.493	
d. Learning how to learn	3.40	.516	
e. Problem Solving Skills	3.31	.576	
f. Working with others	3.61	.526	
Soft Skills Keseluruhan	3.40	.392	
Hard Skills	3.45	.500	
a. Honesty	3.42	.494	
b. Appreciating	3.60	.512	
c. Tolerance	3.73	.563	
d. Discipline	3.77	.536	

e. Patient	3.62	.573	
f. Confidence	3.70	.585	
g. Responsible	3.69	.520	
Academic Character	3.64	.408	

Hasil analisis dari 184 kuesioner yang sudah terkumpul menunjukkan tingkat praktek pengembangan core competencies mahasiswa dalam proses pembelajaran menunjukkan bahwa semua soft skills secara keseluruhan memberikan nilai min 3.40, Hard skills secara keseluruhan berada pada 3.45 dan Academic Character berada pada 3.64. Semua nilai min untuk setiap sub-konstruk Soft Skills dan Academic Character Juga berada dibawah mean 4.21. Ini berarti bahwa tingkat Praktek Core Competencies dalam proses pembelajaran mahasiswa masih jauh dibawah standar yang disepakati oleh para ahli Core Competencies (Hadiyanto, 2011, Hadiyanto, 2013, Zalizan, 2006 dan Elizabeth Dunn 2002).

5.20 Hasil Analisis Tingkat Praktek Pengembangan Kompetensi Inti

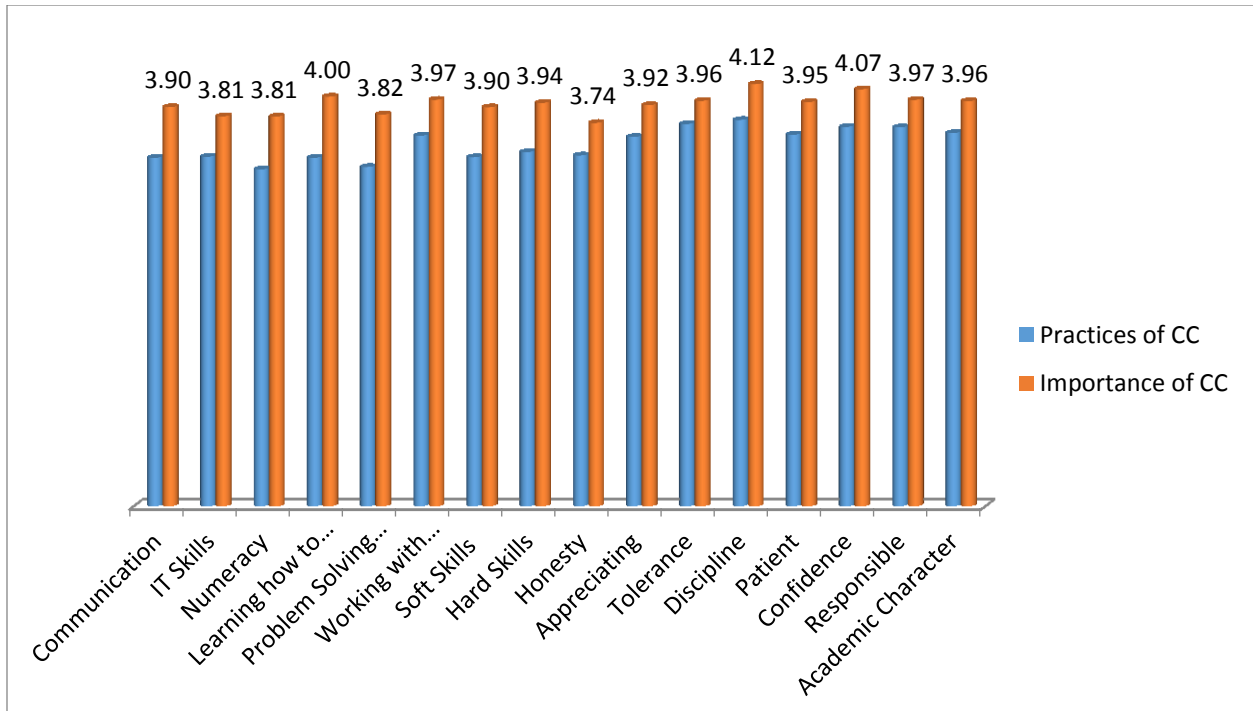
Tabel 6 Hasil Sementara Survei Tingkat Pengembangan Kompetensi Inti Mahasiswa Kuesionnaire Dosen

Practices of Core Competencies in Learning Activities	Level of CC Practices		
	Mean	S.td	Minimum Standard of Practices
g. Communication	3.67	.509	Mean = 4.21
h. IT Skills	3.29	.559	
i. Numeracy	3.25	.640	
j. Learning how to learn	3.87	.417	
k. Problem Solving Skills	3.84	.253	
l. Working with others	3.80	.426	
Soft Skills Keseluruhan	3.64	.358	
Hard Skills	3.81	.411	
h. Honesty	3.75	.524	
i. Appreciating	4.17	.623	
j. Tolerance	3.98	.686	
k. Discipline	3.92	.499	
l. Patient	3.66	.476	
m. Confidence	4.25	.519	
n. Responsible	3.75	.604	
Academic Character	3.91	.423	

Hasil analisis dari 20 kuesioner yang dari kalangan dosen menunjukkan tingkat praktek pengembangan core competencies dalam proses peengajaran menunjukkan bahawa semua soft skills secara keseluruah memberikan nilai min 3.64, Hard skills secara keseluruhan berada pada 3.81 dan Academic Character berada pada 3.91. Semua nilai min untuk setiap sub-konstruk Soft Skills dan Academic Character Juga berada dibawah mean 4.21. Ini berarti bahawa tingkat Penekatan Core Competencies oleh dosen masih jauh dibawah standar yang disepakati oleh para ahli Core Competencies (Hadiyanto, 2011, Hadiyanto, 2013, Zalizan, 2006 dan Elizabeth Dunn 2002).

5.7 Perbandingan Tingkat Kebutuhan Pengembangan KI Menurut Mahasiswa

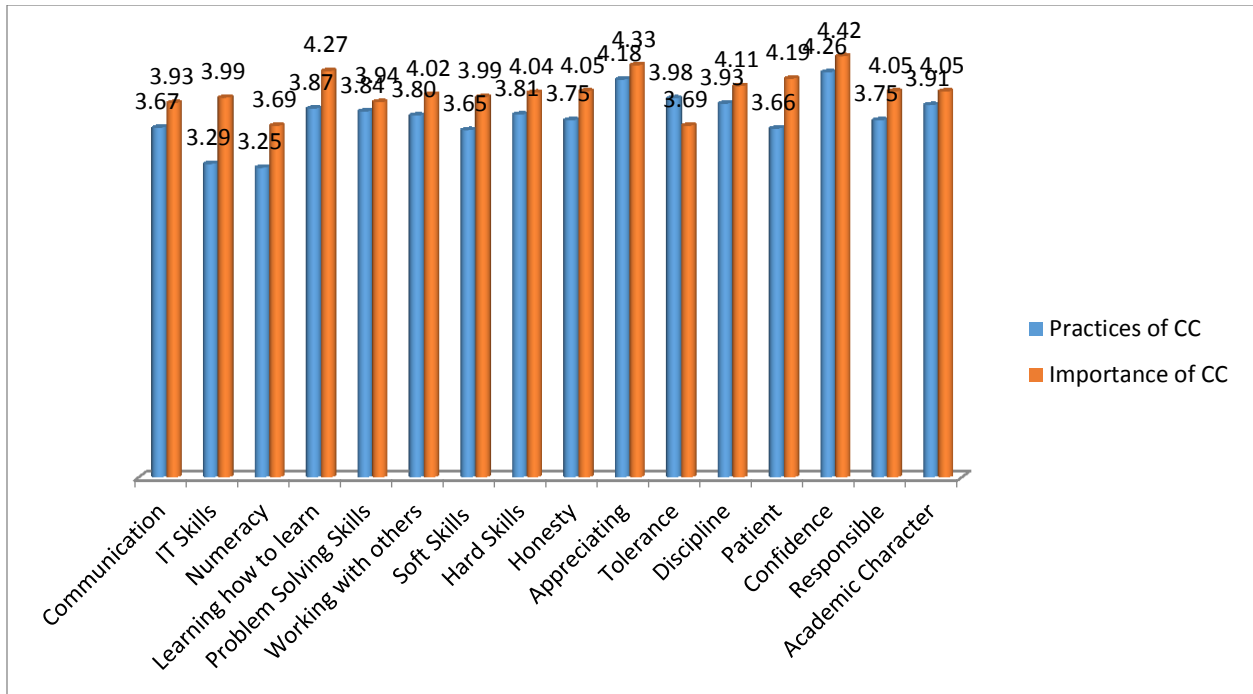
Figur 1 menunjukkan perbandingan nilai min tingkat penerapan dan tingkat kebutuhan pengembangan *Core Competencies*. Hasil analisis menunjukkan bahawa mahasiswa menganggap *core competencies* pada tingkat yang penting. Mahasiswa menyatakan penerapan soft skills, Hard skills dan Academic Character adalah penting dan diperlukan. Nilai min tingkat keperluannya kompetensi inti jauh lebih tinggi dibandingkan dengan nilai min penerapan Kompetensi Inti dalam proses belajar mereka. Ini berarti bahawa mahasiswa menyadari bahawa mereka membutuhkan penerapan kompetensi inti dalam proses pengajaran dan pembelajaran.



Figur 1. Perbandingan Dosen Core Competencies dan The Importance Level of Core Comptencies.

5.8 Perbandingan Tingkat Penerapan dan Kebutuhan Kopetensi Inti Menurut Dosen

Perbandingan Tingkat pengembangan *CoreCompetencies* mahasiswa yang dipraktekkan dalam proses pembelajaran dengan tingkat kepentingannya menurut mereka. Hasil ditampilkan pada figur 2.



Figur 2. Perbandingan Dosen Core Competencies dan The Importance Level of Core Comptencies.

Figur 2 menunjukkan hasil analisis perbandingan penerapan Kompetensi Inti dengan tingkat kepentingan atau kebutuhan pengembangan *Core Competencies*. Dari temuan menunjukkan bahwa dosen menganggap penerapan *core competencies* dalam proses pengajaran adalah penting. Dosen menganggap tingkat keperluan soft skills, Hard skills dan Academic Character adalah dibutuhkan oleh mahasiswa. Nilai min tingkat keperluannya kompetensi inti jauh lebih tinggi dibandingkan dengan nilai min penerapan Kompetensi Inti dalam proses pengejaran dan pembelajaran. Ini berarti bahwa dosen menyadari bahwa penerapan kompetensi inti dalam proses pengajaran dan pembelajaran adalah sangat penting.

5.9 Hasil Content Analysis Silabus Pengajaran

Hasil analisis dari 10 silabus pengajaran dosen menemukan bahawa *core competencies* secara keseluruhan belum dimasukkan secara terstruktur. Soft skill yang dimasukkan dalam kebanyakan silabus ‘communication skills dan working with others’. Hard skills yang paling dominan dalam syllabus namun tidak terlalu menkankan pada penerapan hard skills itu sendiri.

Sedangkan hanya dua silabus yang memasukakan academic character tanggung jawab, disiplin dan confidence. Kesimpulanya masih sangat rendahnya atau minimnya penerapan kompetensi inti dalam silabus P dan P.

5.10 Hasil Pengumpulan Data

Angket dikumpulkan dalam pada setiap semester. Perolehan angket yang terkumpul dapat dilihat pada table 6.

Tabel 7 Jumlah Pengumpulan Data dari Kalangan Mahasiswa

Semester	Jumlah terkumpul
Tiga	44
Lima	46
Tujuh	41
Sembilan	35
Sebelas	18
TOTAL	184

Sedangkan data dari kalangan dosen, sampai pada tanggal 29 Agustus sudah terkumpul sebanyak 20 buah.

5.11 Hasil Makalah Seminar dan Presentasi

Tabel 7 menunjukkan presentasi yang sudah dilakukan dan akan dilakukan pada seminar dan konferensi internasional.

Tabel 8. Presentasi di Konferensi.

Nama Pertemuan	Judul	Waktu, Tempat dan Penyelenggara	Keterangan
Seminar Nasional PBS 2016 Jurusan Pendidikan Bahasa dan Seni FKIP Universitas Jambi	Pengembangan Karakter Academic Mahasiswa Bahasa Inggris dalam Proses Pengajaran dan Pembelajaran	4 Agustus 2016	Sudah di Presentasi

The 1st International Conference on Green Development (GDIC 2016)	Developing Measurement of English Students Core Competencies Practices in Learning Process	Aston Hotel, Jambi Indonesia on 25-26 October, 2016.	Abstract Accepted
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5.12 Rencana Publikasi Ilmiah

Tabel 9 menunjukkan rencana publikasi internasional.

Tabel 9. Rencana Publikasi Internasional

Jurnal terindex Scopus	Judul	Harapan Waktu Publikasi	Keterangan
International Journal of Educational Research http://www.journals.elsevier.com/international-journal-of-educational-research Atau Active Learning in Higher Education http://alh.sagepub.com/	Developing students' self report measurement of Core Competencies Development in teaching and learning Process	December to February	Artikel sudah siap

5.12 Rencana Pengusulan HAKI

Produk instrument penelitian ini berupa students' report dan lecturers' report akan diusulkan sebagai HKI (Lihat Tabel 8).

Tabel 10. Rencana Pengusulan HAKI

Produk	Nama Produk	Waktu Pengusulan	Keterangan
1. Alat pengukuran Students' Report	Model Students' Report Pengembangan Kompetensi Inti	November	Sedang proses pengemban

	Mahasiswa bahasa Inggris		gamm
2. Alat pengukuran Lecturers' Report	Model Lecturers' Report Pengembangan Kompetensi Inti Mahasiswa bahasa Inggris	November	

5.13 Kendala-Kendala

Adapun kendala-kendala yang dihadapi dan efek yang ditimbulkan dari kendala tersebut adalah:

1. Anggaran yang diusulkan tidak sesuai. Sehingga telah membuat desain penelitian berubah secara signifikan. Dan tujuan penelitian juga disesuaikan dengan dana yang tersedia.
2. Pengumuman proposal diterima dipertengahan Maret 2016, sedangkan jadwal penelitian seharusnya di mulai Januari. Waktu yang molor ini juga membuat penelitin ini tidak bisa mencapai target yang maximum.
3. Persetujuan dana baru diberi tahu pertengahan bulan Mei. Hingga perbaikan dan perubahan scenario penelitian harus dilakukan
4. Dana Turun pada bulan Juli, ini njuga menjadi menghambat jalannya penelitian.

Dari kendala-kendala yang disebutkan diatas tadi maka tujuan—tujuan penelitin yang paling strategies akan dicapai tahun kedua dari penelitian ini, misalnya Model pengembangan Kompetensi Inti dan uji coba model dalam kelas pengajaran dan pembelajaran.

BAB V KESIMPULAN

Laporan kemajuan ini ditulis pada saat penelitian sedang berlangsung. Luaran penelitian yang sudah dicapai yaitu berupa instrumen pengukuran pengembangan kompetensi inti dalam bentuk students' report dan lecturers' report. Analisis konsistensi sudah dilakukan pada students' report dan memberikan hasil yang secara keseluruhan adalah baik. Sedangkan instrument lecturers' report belum dianalisis dalam proses penumpukan data. Proses pengembangan instrument yang reliable dan valid membutuhkan tahapan-tahapan dan proses pengembangana yang diakui oleh para pakar dan teruji dari waktu ke waktu. Luaran lain yang akan dicapai adalah publikasi ilmiah, presentasi di koneferensi dan mendapatkan HAKI. Dari segi penerapan Kopetesi Inti maka disimpulkan bahawa tingkat pegembangan Kopetensi Inti dalam proses pengajaran dan pembelajaran mahasiswa masih jauh dibawah standar seharusnya. Dosen dan mahasiswa menyatakan bahawa sangat pentingya penerapan kompetensi inti dalam proses pengajaran dan pembelajaran

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LAMPIRAN-LAMPIRAN



Pengembangan Kompetensi Inti; *Hard Skills, Soft Skills* dan *Academic Character* Mahasiswa Bahasa Inggris dalam Proses Pengajaran dan Pembelajaran

(Developing Core Competencies; Hard Skills, Soft Skills and Academic Character of English Students in Curriculum, and Teaching and Learning Practices)

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STUDENTS REPORT

Instruction

The questionnaire means to gain information related to your practices of core competences in your learning activities. It includes soft skills, hard skills and academic characters building during your study at English department. Remember that there is no right or wrong answers; just answer honestly and accurately. Read the statements carefully and **circle** the appropriate choices that reflect your practices of **core competences**. See as an example below:

Core Competencies	Level of Practices					Level of Importance				
	Never	Almost never	Sometimes	Often	Very Often	Not Important at all	Not Important	Neutral	Important	Very Important
A0. Communicating Ideas with some friends	1	②	3	4	5	1	2	3	④	5

PART I. Respondents’ Demography

1. Gender:
2. Age:
3. Semester :
4. Number of Courses Taken in this Semester:
5. CGPA (IPK) :

PART II: Soft Skills: *Please rate the level of the numeric statements in the table below to reflect your level of soft skill practices you have had during your study time and its level of importance !*

	Level of Practices					Level of Importance				
	Never	Almost never	Sometimes	Often	Very Often	Not Important at all	Not Important	Neutral	Important	Very Important
A. Communication Skill Practices										
A1.Giving oral presentation	1	2	3	4	5	1	2	3	4	5
A2.Using different formats for presenting information memos, forms, and short reports.	1	2	3	4	5	1	2	3	4	5
A3.Using varied vocabularies, expressions and body language in oral presentation and discussion.	1	2	3	4	5	1	2	3	4	5
A4.Integrating ideas from various sources into project report and presentation.	1	2	3	4	5	1	2	3	4	5
A5.Summarizing key issues from oral presentation.	1	2	3	4	5	1	2	3	4	5
A6.Giving feedback to an oral presentation	1	2	3	4	5	1	2	3	4	5
A7.Communicating some ideas in writing assignment report.	1	2	3	4	5	1	2	3	4	5
A8. Writing a report clearly, in detail and precisely.	1	2	3	4	5	1	2	3	4	5
A9.Summarising key issues from written report.	1	2	3	4	5	1	2	3	4	5

B. IT Skills										
B1. Looking for and selecting relevant information from IT sources such as files, CD, the Internet, Online Journal etc.	1	2	3	4	5	1	2	3	4	5
B2. Sharing references, resources and information using CD, email, online group, hang out, FB, WA, mobile phone application, etc.	1	2	3	4	5	1	2	3	4	5
B3. Developing your report (assignment) in the form of text, graphs, chart, image and numbers such as carrying out calculations using suitable software, moving and resizing images.	1	2	3	4	5	1	2	3	4	5
B4. Presenting assignment using power point, graphs, chart, image, numbers, etc.	1	2	3	4	5	1	2	3	4	5
B5. Using software or application features such as database queries, searching machine, spreadsheets, e-dictionary, e-sticky note etc to improve learning efficiency.	1	2	3	4	5	1	2	3	4	5
B6. Developing the structure of presentation by using paragraph styles, page numbers and refined presentation by combining text, graph, chart images, video, and numbers.	1	2	3	4	5	1	2	3	4	5
C. Numeracy										
C1. Reading and understanding tables, charts, graphs and numbers used in different ways like fractions, decimals, percentages, and large numbers in figures or words.	1	2	3	4	5	1	2	3	4	5
C2. Calculating and measuring learning activities and outcome by times, words numbers, sentences, pages. Topics, number of pictures, table etc.	1	2	3	4	5	1	2	3	4	5
C3. Using effective and efficient ways to present material, information and findings.	1	2	3	4	5	1	2	3	4	5
C4. Presenting and calculating main points and sub points in leaning activities and assignment report.	1	2	3	4	5	1	2	3	4	5
C5. Constructing and labelling tables, charts and graphs to illustrate presentation and findings. ICT	1	2	3	4	5	1	2	3	4	5
C6. Managing your time in doing assignment and dealing with any difficulties to meet your deadlines.	1	2	3	4	5	1	2	3	4	5

C7. Monitoring, reflecting, getting feed-back and improving on my use of numeracy to support my learning activities. e.g accounting grammar mistakes made in my writing.	1	2	3	4	5	1	2	3	4	5
C8. Identifying the relevant information sources and outcomes I hope to achieve.	1	2	3	4	5	1	2	3	4	5
D. Learning										
D1. Improving your academic performance as suggested by your lecturers.	1	2	3	4	5	1	2	3	4	5
D2. Assessing the effectiveness and efficiency of my learning activity.	1	2	3	4	5	1	2	3	4	5
D3. Identifying factors that had an impact on my learning outcomes	1	2	3	4	5	1	2	3	4	5
D4. Setting realistic targets and plan to complete my assignment and learning activities.	1	2	3	4	5	1	2	3	4	5
D5. Learning independently at times and be responsible for organising own task.	1	2	3	4	5	1	2	3	4	5
D6. Identifying ways my work best in order to meet my lecturers' standards or expectations.	1	2	3	4	5	1	2	3	4	5
D7. Putting together ideas or concepts from different points of view when completing tasks or during discussions.	1	2	3	4	5	1	2	3	4	5
D8. Reviewing what you have learned and how you learned, including what has gone well and less well.	1	2	3	4	5	1	2	3	4	5
D9. Consulting with lecturers to improve my academic performance.	1	2	3	4	5	1	2	3	4	5
D10. Adapting learning strategy (i.e. independent, collaborative and cooperative) as necessary to improve your academic performance.	1	2	3	4	5	1	2	3	4	5
D11. Creating new information by comparing it from various sources to draw a conclusion.	1	2	3	4	5	1	2	3	4	5
E. Problems solving skills										

E1. Identifying a problem by describing its main features while doing tasks.	1	2	3	4	5	1	2	3	4	5
E2. Coming up with several ways to solve a problem.	1	2	3	4	5	1	2	3	4	5
E3. Using different methods to analyse a problem from different sources (materials, equipment, information, and support from others).	1	2	3	4	5	1	2	3	4	5
E4. Asking friend opinions to solve a problem.	1	2	3	4	5	1	2	3	4	5
E5. Making comparisons with similar problems and finding analogies from readings or own experience.	1	2	3	4	5	1	2	3	4	5
E6. Solving problems by getting and making efficient use of available resources.	1	2	3	4	5	1	2	3	4	5
E7. Presenting your approach to problem solving, including evidence to support your conclusions to lecturers and colleagues.	1	2	3	4	5	1	2	3	4	5
F. Working in team										
F1. Doing learning activities in group.	1	2	3	4	5	1	2	3	4	5
F2. Having serious conversations with colleagues of a different race or ethnicity.	1	2	3	4	5	1	2	3	4	5
F3. Working in team to complete assignment.	1	2	3	4	5	1	2	3	4	5
F4. Resolving conflicts occurred in team work.	1	2	3	4	5	1	2	3	4	5
F5. Giving and sharing constructive feedback in improving team work.	1	2	3	4	5	1	2	3	4	5
F6. Seeking effective ways to keep yourself and others motivated.	1	2	3	4	5	1	2	3	4	5
F7. Respecting diverse perspectives from different races, religion, gender, academic achievement etc) in learning activities.	1	2	3	4	5	1	2	3	4	5
F8. Thinking and offering ideas to a group work to complete and achieve better output of a group assignment.	1	2	3	4	5	1	2	3	4	5

PART III. Hard Skills. Please rate the level of the numeric statements in the table below to reflect your level of Hard Skill practices you have had during your study time and its level of importance!

G. Hard Skills Practices	Never	Almost never	Sometimes	Often	Very Often	Not Important at all	Not Important	Neutral	Important	Very Important
G1. Applying specific knowledge and skills (grammar checking, inherent and coherent idea, etc)	1	2	3	4	5	1	2	3	4	5
G2. Discussing ideas from your specific knowledge of a course with your colleague.	1	2	3	4	5	1	2	3	4	5
G3. Connecting prior knowledge with topic of discussion in oral and written presentation	1	2	3	4	5	1	2	3	4	5
G4. Transferring your knowledge based on into practices.	1	2	3	4	5	1	2	3	4	5
G5. Interpreting your subject-content into technical practices.	1	2	3	4	5	1	2	3	4	5
G6. Interpreting and practicing your subject-content knowledge into real action. e.g. in teaching practice	1	2	3	4	5	1	2	3	4	5
G7. Answering technical questions proposed by lecturer, friends and others people (e.g. Grammar, Spelling, Translation and Vocabulary)..	1	2	3	4	5	1	2	3	4	5
G8. Enhancing your technical skills through practice and reflection (e.g. Grammar, Spelling, Translation and Vocabulary).	1	2	3	4	5	1	2	3	4	5
G10. Developing your competence through experiencing in real work.	1	2	3	4	5	1	2	3	4	5
G11. Representing and reflecting specific knowledge competencies in learning activities and in real practices (e.g. reflect from linguistics awareness and alertness) in real practices.	1	2	3	4	5	1	2	3	4	5

Part IV Academic Characters. Please rate the level of the numeric statements in the table below to reflect your level of Academic Character practices you have had during your study time and its level of importance!

H. Honesty	Never	Almost never	Sometimes	Often	Very Often	Not Important at all	Not Important	Neutral	Important	Very Important
H1. Telling what I can do and can not to group member in a project.	1	2	3	4	5	1	2	3	4	5
H2. Admit friends' strength in class activities.	1	2	3	4	5	1	2	3	4	5
H3. Confessing my weaknesses to my academic supervisors.	1	2	3	4	5	1	2	3	4	5
H4. Telling true resources in oral and writing presentation.	1	2	3	4	5	1	2	3	4	5
H5. Controlling myself for not to present and report a fictive data	1	2	3	4	5	1	2	3	4	5
H6. Copying and pasting to work on my assignments	1	2	3	4	5	1	2	3	4	5
H7. Pretending to understand when lecturers explain a topic of material.	1	2	3	4	5	1	2	3	4	5
H8. Giving appraisal to friends thought it not like as it is.	1	2	3	4	5	1	2	3	4	5
I. Appreciating										
I1. Honouring the improvement of a friend in a lesson.	1	2	3	4	5	1	2	3	4	5
I2. Listening to friend who is asking questions or giving an idea.	1	2	3	4	5	1	2	3	4	5
I3. Paying attention to every words of friends' presentation.	1	2	3	4	5	1	2	3	4	5
I4. Respecting friends with low achievement	1	2	3	4	5	1	2	3	4	5
I5. Encouraging less active friend to be more active.	1	2	3	4	5	1	2	3	4	5
I6. Prioritizing harmony in giving different ideas for the aim of seeking agreement by using unhatred words.	1	2	3	4	5	1	2	3	4	5
I7. Giving appraisal to friends' effort and work.	1	2	3	4	5	1	2	3	4	5
J. Tolerance										
J1. Appreciating differences of ideas of friends who are different from themselves.	1	2	3	4	5	1	2	3	4	5
J2. Appreciating the attitude of others who are different from myself.	1	2	3	4	5	1	2	3	4	5

J3. Accepting the different ways of a group member in presenting and asking questions.	1	2	3	4	5	1	2	3	4	5
J4. Appreciating the different ways of class members in completing assignment.	1	2	3	4	5	1	2	3	4	5
J5. Accepting diversity in a group, for instance difference gender, academic competence, race, religion and interest.	1	2	3	4	5	1	2	3	4	5
K. Discipline										
K1. Following academic rules and regulations at my faculty	1	2	3	4	5	1	2	3	4	5
K2. Coming to a class before the lecture begin.	1	2	3	4	5	1	2	3	4	5
K3. Completing and submitting my assignment by the deadline	1	2	3	4	5	1	2	3	4	5
K4. Organizing my learning activities daily.	1	2	3	4	5	1	2	3	4	5
K5. Scheduling, timing and prioritizing my learning activities.	1	2	3	4	5	1	2	3	4	5
K6. Targeting 70% and above to obtain my target of learning output.	1	2	3	4	5	1	2	3	4	5
K7. Following rules set by classroom agreement or lecturer in learning activities.	1	2	3	4	5	1	2	3	4	5
K8. Following the template, style or format given by lecturer in completing an assignment.	1	2	3	4	5	1	2	3	4	5
L. Patient										
L1. Devoting myself to achieve my goal of learning	1	2	3	4	5	1	2	3	4	5
L2. Willing to hear long explanation and argumant from a friend.	1	2	3	4	5	1	2	3	4	5
L3. Accepting the final result though it is quite disappointing.	1	2	3	4	5	1	2	3	4	5
L4. Controlling my emotion in debating or discussion.	1	2	3	4	5	1	2	3	4	5
L5. Staying motivated though I get unexpected result of my learning.	1	2	3	4	5	1	2	3	4	5
L6. Controlling my emotion when my ideas against or rejected strongly by others.	1	2	3	4	5	1	2	3	4	5
L7. Staying in an effort though I failed many times until I obtain a result.	1	2	3	4	5	1	2	3	4	5
L8. Making myself enjoy under a group leader or lecturer pressure in a task.	1	2	3	4	5	1	2	3	4	5

M. Confident										
M1. Pushing down my nervousness when I am trying to perform or present. (e.g assignment presentation).	1	2	3	4	5	1	2	3	4	5
M2. Encouraging myself while I am presenting my assignment	1	2	3	4	5	1	2	3	4	5
M3. Being confident to ask question or share my ideas without afraid by making mistakes.	1	2	3	4	5	1	2	3	4	5
M4. Encouraging myself to participate more in classroom activities.	1	2	3	4	5	1	2	3	4	5
M5. Encouraging myself to be more confident to perform in the classroom.										
M6. Assuring myself on my own ability in completing a task and assignment.	1	2	3	4	5	1	2	3	4	5
N. Responsible										
N1. Completing my own part as group member in group project and discussion.	1	2	3	4	5	1	2	3	4	5
N2. Totally involving my own in group discussion.	1	2	3	4	5	1	2	3	4	5
N3. Taking a part as moderator in classroom discussion.	1	2	3	4	5	1	2	3	4	5
N4. Checking some errors and mistakes by my own..	1	2	3	4	5	1	2	3	4	5
N5. Revising my report, task or assignment by myself as suggested by lecturers.	1	2	3	4	5	1	2	3	4	5
N6. Taking a role of group leader in group work and discussion.	1	2	3	4	5	1	2	3	4	5
N7. Working and completing individual assignment by myself.	1	2	3	4	5	1	2	3	4	5

Thank You



Pengembangan Kompetensi Inti; *Hard Skills, Soft Skills* dan *Academic Character* Mahasiswa Bahasa Inggris dalam Proses Pengajaran dan Pembelajaran

(Developing Core Competencies; Hard Skills, Soft Skills and Academic Character of English Students in Teaching and Learning Practices)

Researchers:

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LECTURERS REPORT

Instruction

The questionnaire means to gain information related to students’ core competencies development in your teaching practice that includes soft skills, hard skills and academic characters. As you understood, there is no right or wrong answers. We would like you to answer honestly and accurately. Read the statements carefully and **circle** the appropriate choices that reflect your practices of **core competences**. See as an example below:

Core Competencies	Level of Practices					Level of Importance				
	Never	Almost never	Sometimes	Often	Very Often	Not Important at all	Not Important	Neutral	Important	Very Important
A10. Asking students to discuss important points of today lecture.	1	(2)	3	4	5	1	2	3	(4)	5

PART I. Respondents' Demography

6. Gender:
7. Age:
8. Number of Courses Taught in this Semester:

PART II: Soft Skills: *Please rate the level of the numeric statements in the table below related to your effort and strategies in developing the students' soft skills during your teaching practice and its level of importance as well!*

	Level of Practices					Level of Important				
	Never	Almost never	Sometimes	Often	Very Often	Not Important at all	Not Important	Neutral	Important	Very Important
B. Communication Skills Development										
A11. Asking the students to give oral presentation individually	1	2	3	4	5	1	2	3	4	5
A12. Asking students for using different formats for presenting information, e.g. forms, points, and short reports.	1	2	3	4	5	1	2	3	4	5
A13. Asking students using varied vocabularies, expressions and body language in oral presentation and discussion.	1	2	3	4	5	1	2	3	4	5
A14. Asking students for integrating ideas or information from various sources in project report and presentation (i.e. progress report and Business or related journals).	1	2	3	4	5	1	2	3	4	5
A15. Asking students for summarizing key issues from oral presentation.	1	2	3	4	5	1	2	3	4	5
A16. Encouraging students for giving feedback to an oral presentation	1	2	3	4	5	1	2	3	4	5
A17. Asking students for communicating some ideas in writing assignment report.	1	2	3	4	5	1	2	3	4	5

A18. Asking students for writing a report clearly, in detail and precisely.	1	2	3	4	5	1	2	3	4	5
A19. Asking students for summarising key issues from written report.	1	2	3	4	5	1	2	3	4	5
C. IT Skills										
B7. Asking students to look for and select relevant information from IT sources such as files, CD, the Internet, Online Journal etc.	1	2	3	4	5	1	2	3	4	5
B8. Asking students for sharing references, resources and information using CD, email, online group, hang out, FB, WA, mobile phone application, etc.	1	2	3	4	5	1	2	3	4	5
B9. Asking students for developing their report (assignment) in the form of text, graphs, chart, image and numbers such as carrying out calculations using suitable software, moving and resizing images.	1	2	3	4	5	1	2	3	4	5
B10. Asking students for presenting assignment using power point, graphs, chart, image, numbers, etc.	1	2	3	4	5	1	2	3	4	5
B11. Asking students for using software or application features such as database queries, searching machine, spreadsheets, e-dictionary, e-sticky note etc to improve learning efficiency.	1	2	3	4	5	1	2	3	4	5
B12. Asking students for developing the structure of presentation by using paragraph styles, page numbers and refined presentation by combining text, graph, chart images, video, and numbers.	1	2	3	4	5	1	2	3	4	5
D. Numeracy										
C9. Ensure students for reading and understanding tables, charts, graphs and numbers used in different ways like fractions, decimals, percentages, and large numbers in figures or words.	1	2	3	4	5	1	2	3	4	5
C10. Asking students calculating and measuring teaching activities and outcome by times, words numbers, sentences, pages. Topics, number of pictures, table etc.	1	2	3	4	5	1	2	3	4	5

C11. Asking students for using effective and efficient ways to present material, information and findings.	1	2	3	4	5	1	2	3	4	5
C12. Asking students for presenting and calculating main points and sub points in leaning activities and assignment report.	1	2	3	4	5	1	2	3	4	5
C13. Asking students for constructing and labelling tables, charts and graphs to illustrate presentation and findings.	1	2	3	4	5	1	2	3	4	5
C14. Asking your students to do an assignment andguiding them to deal with any difficulties to meet with the deadlines.	1	2	3	4	5	1	2	3	4	5
C15. Asking students for Monitoring, reflecting,getting feedback and improving on their use of numeracy to support their learning activities. e.g. accounting grammar mistakes made in their writing.	1	2	3	4	5	1	2	3	4	5
C16. Helping students in identifying the relevant information sources and outcomes they hope to achieve.	1	2	3	4	5	1	2	3	4	5
E. Learning how to learn										
D10. Suggesting students to improve their performance and way in learning.	1	2	3	4	5	1	2	3	4	5
D11. Asking the students to assess their work effectiveness and efficiency.	1	2	3	4	5	1	2	3	4	5
D12. Asking students to identify factors that had an impact on their learning outcomes.	1	2	3	4	5	1	2	3	4	5
D13. Asking students to set realistic targets and plan to complete their assignment and learning activities.	1	2	3	4	5	1	2	3	4	5
D14. Asking students to be responsible for organising their task.	1	2	3	4	5	1	2	3	4	5
D15. Helping students to learn best in order to meet with your standards or expectations.	1	2	3	4	5	1	2	3	4	5
D16. Asking students tocombine ideas or concepts from different points of view in learning activities.	1	2	3	4	5	1	2	3	4	5
D17. Asking students to evaluatehow they were learning, including what has gone well and less well.	1	2	3	4	5	1	2	3	4	5

D18. Giving students chance to consult to you to improve their performance in learning activities.	1	2	3	4	5	1	2	3	4	5
D19. Asking students to adapt learning strategy (i.e. independent, collaborative and cooperative).	1	2	3	4	5	1	2	3	4	5
D20. Asking students to draw a conclusion from various sources.	1	2	3	4	5	1	2	3	4	5
F. Problems solving skills										
E8. Guiding students to find a way out of a problem while doing tasks (exercises).	1	2	3	4	5	1	2	3	4	5
E9. Asking students to think several ways to solve a problem in learning activities. E.g. by learning from an example.	1	2	3	4	5	1	2	3	4	5
E10. Helping students to use different methods and sources (materials, equipment, information, and support from others) to solve their learning problem.	1	2	3	4	5	1	2	3	4	5
E11. Guiding students to respect diverse perspectives from different races, religion, gender, learning outcome, etc) in learning activities.	1	2	3	4	5	1	2	3	4	5
E12. Asking students to make comparisons between similar problems, finding analogies, and flashing back to their own experience to solve a problem.	1	2	3	4	5	1	2	3	4	5
E13. Asking students to show their approach to solve a problem including evidence to lecturers and colleagues.	1	2	3	4	5	1	2	3	4	5
E14. Guiding students to find a way out of a problem while doing tasks (exercises).	1	2	3	4	5	1	2	3	4	5
G. Working with others										
F9. Asking students to work with others in learning activities.	1	2	3	4	5	1	2	3	4	5
F10. Becoming a bridge to make students involve in talking with a different race or ethnicity than their own.	1	2	3	4	5	1	2	3	4	5

F11. Asking students to work with other colleagues in completing assignment or a project.	1	2	3	4	5	1	2	3	4	5
F12. Helping students in resolving conflicts occurred in team work.	1	2	3	4	5	1	2	3	4	5
F13. Guiding students how to give constructive feedback for improving team work.	1	2	3	4	5	1	2	3	4	5
F14. Seeking effective ways to keep yourself and others motivated.	1	2	3	4	5	1	2	3	4	5
F15. Guiding students to respect diverse perspectives from different races, religion, gender, academic achievement etc) in learning activities.	1	2	3	4	5	1	2	3	4	5
F16. Asking students for thinking and giving their ideas a group work to complete and achieve better output of a group assignment.	1	2	3	4	5	1	2	3	4	5

PART III. Hard Skills. Please rate the level of the numeric statements in the table below related to your effort and strategies in developing the students' hard skills during your teaching practice and its level of importance as well!

H. Hard Skills Practices	Never	Almost never	Sometimes	Often	Very Often	Not Important at all	Not Important	Neutral	Important	Very Important
G9. Asking students for applying specific knowledge and skills (grammar checking, inherent and coherent idea, etc).	1	2	3	4	5	1	2	3	4	5
G10. Giving students time for discussing ideas from their specific knowledge of a course with their colleague.	1	2	3	4	5	1	2	3	4	5
G11. Helping students for connecting prior knowledge with topic of discussion in oral and written presentation.	1	2	3	4	5	1	2	3	4	5
G12. Helping students for transferin theirknowledge based on their knowledge into practices.	1	2	3	4	5	1	2	3	4	5
G13. Interpreting your knowledge into tecnical practice.	1	2	3	4	5	1	2	3	4	5

G14. Asking students for interpreting and practicing their subject-content knowledge into real action. E.g in teaching practice.	1	2	3	4	5	1	2	3	4	5
G15. Stimulating students with technical questions, and asking them to respond their friends' technical questions.	1	2	3	4	5	1	2	3	4	5
G16. Asking students for enhancing their technical skills through practice and reflection (e.g. Grammar, Spelling, Translation, and Vocabulary).	1	2	3	4	5	1	2	3	4	5
G10. Asking students for developing their subject-competence through experiencing in real action.	1	2	3	4	5	1	2	3	4	5
G11. Guiding students to representing and reflecting specific knowledge competencies (e.g, linguistics awareness and alertness) in real practices. .	1	2	3	4	5	1	2	3	4	5

Part IV Academic Characters. Please rate the level of the numeric statements in the table below related to your efforts and strategies in developing the students' Academic character during your teaching practice and its level of importance as well!

H. Honesty	Never	Almost never	Sometimes	Often	Always	Not Important at all	Not Important	Neutral	Important	Very Important
H9. Asking students for telling what they can do and can not to group member in a project.	1	2	3	4	5	1	2	3	4	5
H10. Asking students to admit friends' strength in class activities.	1	2	3	4	5	1	2	3	4	5
H11. Asking students about their problem and weaknesses during the study.	1	2	3	4	5	1	2	3	4	5
H12. Asking students for telling true resources in oral and writing presentation.	1	2	3	4	5	1	2	3	4	5
H13. Asking students for controlling their self for not presenting and reporting fictive data	1	2	3	4	5	1	2	3	4	5
H14. Asking students for copying and pasting to work on my assignments.	1	2	3	4	5	1	2	3	4	5

H15. Explain the materials clearly and repeat it in order to avoid students' pretending in understanding material explained.	1	2	3	4	5	1	2	3	4	5
H16. Giving appraisal to students' thought, even it is not correct.	1	2	3	4	5	1	2	3	4	5
I. Appreciating										
B1. Encouraging students to honour their friends' improvement of in a lesson.	1	2	3	4	5	1	2	3	4	5
B2. Advising other students to listen their friends' questions or an ideas in learning activities.	1	2	3	4	5	1	2	3	4	5
B3. Advising students to pay attention on their friends' presentation in the classroom.	1	2	3	4	5	1	2	3	4	5
B4. Advising students to respects their classmate equally.	1	2	3	4	5	1	2	3	4	5
B5. Asking students to appreciate ideas suggested by their friends by showing an example.	1	2	3	4	5	1	2	3	4	5
B6. Encouraging students to prioritize harmony in giving different ideas for the aim of seeking agreement by using unhatred words.	1	2	3	4	5	1	2	3	4	5
B7. Encouraging students to appraise their friends' effort and work.	1	2	3	4	5	1	2	3	4	5
J. Tolerance										
J6. Guiding students to appreciate different ideas.	1	2	3	4	5	1	2	3	4	5
J7. Asking the students to appreciate the attitude of others who are different from their self.	1	2	3	4	5	1	2	3	4	5
J8. Suggesting the students for accepting the different ways of a group member in presenting and asking questions.	1	2	3	4	5	1	2	3	4	5
J9. Urging students to appreciate the different ways of class members in completing assignment.	1	2	3	4	5	1	2	3	4	5
J10. Asking students for accepting diversity in a group, for instance difference gender, academic competence, race, religion and interest.	1	2	3	4	5	1	2	3	4	5
K. Discipline										
K9. Asking students for following academic rules and regulations at faculty	1	2	3	4	5	1	2	3	4	5

K10. Coming into classroom before the lecture time.	1	2	3	4	5	1	2	3	4	5
K11. Ensuring students for completing and submitting assignment by the deadline	1	2	3	4	5	1	2	3	4	5
K12. Advising students to organize their learning activities daily.	1	2	3	4	5	1	2	3	4	5
K13. Asking students for scheduling, timing and prioritizing their learning activities.	1	2	3	4	5	1	2	3	4	5
K14. Asking students for to obtain 80% and above of their learning output target.	1	2	3	4	5	1	2	3	4	5
K15. Asking students to obey the rules in your classroom (subject).	1	2	3	4	5	1	2	3	4	5
K16. Asking students to follow template, style and format for assignment writing or submission.	1	2	3	4	5	1	2	3	4	5
K17.										
L. Patient										
L9. Advising the students to devote (give more time, energy, attention) themselves to achieve their goal of learning	1	2	3	4	5	1	2	3	4	5
L10. Advising students to hear long explanation and argument from a student.	1	2	3	4	5	1	2	3	4	5
L11. Advising students to accept the result of examination as well as assignment though it is quite disappointing.	1	2	3	4	5	1	2	3	4	5
L12. Advising students to maintain their emotion in a debating or a discussion.	1	2	3	4	5	1	2	3	4	5
L13. Advising students to stay motivated though they get unexpected result of their learning.	1	2	3	4	5	1	2	3	4	5
L14. Advising the students to keep their emotion calm when their ideas were against or rejected strongly by others.	1	2	3	4	5	1	2	3	4	5
L15. Advising students to stay in an effort though they failed many times.	1	2	3	4	5	1	2	3	4	5
L16. Advising students to keep working under a group leader's or a lecturer's pressure.	1	2	3	4	5	1	2	3	4	5
M. Confident										

M7. Helping the students to push down their nervousness in attending a presentation (e.g assignment presentation).	1	2	3	4	5	1	2	3	4	5
M8. Encouraging the students to be more confidence in presenting their assignment.	1	2	3	4	5	1	2	3	4	5
M9. Advising students for being confident to ask question or share their ideas without afraid by making mistakes.	1	2	3	4	5	1	2	3	4	5
M10. Encouraging students to participate more in classroom activities.	1	2	3	4	5	1	2	3	4	5
M11. Encouraging students to be more confident to perform in the classroom.										
M12. Encouraging students to belief on own ability in completing a task and assignment.	1	2	3	4	5	1	2	3	4	5
N. Responsible										
N8. Ensuring students to complete their own part as group member in a group project and a discussion.	1	2	3	4	5	1	2	3	4	5
N9. Focusing the students to involve totally in group discussion.	1	2	3	4	5	1	2	3	4	5
N10. Asking a student to take a part as moderator in classroom discussion or presentation.	1	2	3	4	5	1	2	3	4	5
N11. Giving students chance to check some errors and mistakes by their own.	1	2	3	4	5	1	2	3	4	5
N5. Suggesting students to revise report, task or assignment by their self.	1	2	3	4	5	1	2	3	4	5
N12. Suggesting a students to take a role of group leader in a group work or a discussion.	1	2	3	4	5	1	2	3	4	5
N13. Ensuring students to work and complete individual assignment by themselves.	1	2	3	4	5	1	2	3	4	5

Konsep Pengembangan Karakter Academic Mahasiswa Bahasa Inggris dalam Proses Pengajaran dan Pembelajaran

(The Concept of Developing Academic Character of English Students in Teaching and Learning Practices)

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ABSTRAK

Makalah ini bertujuan untuk memaparkan tahap-tahap penelitian tentang pengembangan karakter mahasiswa bahasa Inggris dalam proses pengajaran dan pembelajaran di Universitas Jambi. Pengembangan dijalankan dengan pendekatan *mixed-mode method* yang akan menggunakan tiga jenis instrumen yaitu kuesioner, FGD *protocol*, dan dokumen berupa silabus, RPP dan kurikulum universitas. Responden dan informan kajian ini adalah mahasiswa dan dosen prodi Pendidikan Bahasa Inggris. Temuan yang diharapkan dari penelitian ini adalah profil pengembangan karakter dan desain awal model pengajaran dan pembelajaran pengembangan karakter mahasiswa. Temuan ini akan disulkan menjadi acuan dalam pengembangan karakter mahasiswa dalam silabus, RPP, proses, evaluasi pengajaran, standard input, proses dan output pengajaran dan pembelajaran di program studi Bahasa Inggris di FKIP Universitas Jambi. Dengan mengintegrasikan pendidikan karakter dalam proses dan output pengajaran, sistem dan model pengajaran dan pembelajaran di lingkungan jurusan Pendidikan Bahasa Inggris, maka output pendidikan akan dapat mencapai standar nasional dan mendekati kesetaraan dengan model pendidikan karakter pengajaran di Universitas di Negara maju.

Key Words: Pengembangan, Karakter, proses pembelajaran, KKNI.

Pengenalan

Gagasan program pendidikan karakter ini dilatarbelkangi dengan semakin marak terjadi tindak kekerasan, korupsi, manipulasi, kebohongan, dan konflik, tingginya angka kenakalan dan kurangnya sikap sopan santun anak didik. Efek negative dari kurangnya penerapan pendidikan karakter samapi tingkat SLTA diantaranya hilangnya budaya sopan santun, kerap tawuran, aksi pornografi, mengkonsumsi narkoba, gemar berbohong, membolos sekolah, minum-minuman keras, mencuri, berjudi kerap melanda anak didik kita. Diperparah lagi dengan minimnya perhatian guru terhadap pendidikan dan perkembangan karakter anak didik dan meningkatnya perkembangan teknologi seperti kemudahan akses internet yang seringkali membawa dampak buruk jika tidak ada upaya efektif untuk menangkalnya.

Proses dari pendidikan SD hingga SLTA, diperparah lagi oleh pendidikan tingkat perguruan tinggi yang tidak menekankan dan luput dari penerapan karakter akademik (Academic Character) dalam proses belajar dan mengajar. Ini dapat dilihat dari seringnya dosen dan mahasiswa terlambat masuk ruang kuliah atau perkuliahan sering tertunda tanpa alasan yang masuk akal, mahasiswa dibiarkan melakukan *copy-paste*, mendaur ulang tugas dari kakak tingkat, menyontek tugas teman, membuang sampah diruang kelas, merendahkan teman-temannya, tidak menghargai dan menghormati dosen, tidak mengerjakan tugas tepat waktu, mencaci maki, memberi pandangan tanpa fakta dan data, pacaran diruang kelas, merasa pintar sendiri, tidak mau menerima pendapat teman, tidak menghargai teman, tidak maerasa bersalah ketika sudah berbuat salah, memalsukan tanda tangan dosen dan lain-lain. Impak negative dari semua ini adalah SDM yang dikeluarkan dari sebuah Universitas tidak memenuhi standard Academic Character yang meliputi *academic Honesty*, *academic appreciation*, *academic tolerance*, *academic discipline*, *academic patient*, *academic confident* and *academic responsibility*.

Permasalahan diatas dapat diatasi dengan menerapkan nilai-nilai karakter akademik seiring dengan proses belajar dan mengajar dan tidak menambah materi ajar dan tidak mengganggu metode s pengajaran dan pengajaran, justru sebaliknya pengajaran akan lebih bervariasi dan metode pengajaran akan lebih kaya dan pas untuk diterapkan. Metode pengajaran dan pembelajaran yang sering disebut dengan metode *blended learning* yang menggabungkan proses pembelajaran dengan *character value* dan *practices*. Model pengajaran bisa dibuat secara sistematis, terencana, konsisten dan evaluatif. Dosen harus memastikan keserasian perkembangan pemerolehan ilmu dengan perkembangan academic character mahasiswa pada setiap proses pengajaran dan pembelajaran. Untuk itu sebuah penelitian pengembangan akan dilaksanakan agar bisa mengkaji secara lebih dalam dan ilmiah tentang pembuatan model dan pengembangan academic character melalui proses pengajaran dan pembelajaran di program studi S1 bahasa Inggris di FKIP Universitas Jambi.

Urgensi Pengembangan

KKNI menekan pada kompoenen sikap atau dalam makalah ini disebut dengan akademik karakter dalam proses pengajaran dan pembelajaran pada perguruan tinggi namun demikian belum adanya model dan alat ukur yang melihat sejauh mana dan seperti apa karakter akademik mahasiswa dapat dikembangkan dalam proses pengajaran dan pembelajaran. Oleh karena itu makalah ini bertujuan memaparkan rancangan pengembangan alat ukur dan pengembangan model pengembangan karakter akademik dalam proses pengajaran dan pembelajaran yang dapat diimplimentasikan dalam proses pengajaran dan pembelajaran di Prodi Bahasa Inggris.

Kajian Teoritis dan Konsep Pengembangan Karakter Akademik Mahasiswa

Karakter atau kepribadian suatu bangsa biasanya diadopsikan dari nilai-nilai agama dan nilai-nilai budaya bangsa yang diyakini kebenarannya secara universal Hakim (2010: 305). Dari segi terminology psikologi, Zalizan (2006) mendefinisikan karakter adalah watak, perangai, sifat dasar yang khas, suatu sifat atau kualitas yang tetap terus menerus dan kekal sehingga bisa dijadikan ciri untuk mengidentifikasikan seseorang. Dalam penelitian ini karakter didefinisikan sebagai sikap dan tingkah laku yang terdiri dari disiplin, jujur, tanggung jawab, menghargai, peduli, cinta, berani, percaya diri, bersih dan nilai-nilai insaniah lainnya yang diaplikasikan dalam proses pembelajaran dan kehidupan nyata setelah menyelesaikan studinya di perguruan tinggi.

Pengembangan karakter dalam pengajaran dan pembelajaran tergantung metode dan strategi yang digunakan oleh staf pengajar. Akademik karakter dapat dipraktekkan langsung dalam proses eksplorasi ilmu dalam kegiatan belajar dan mengajar (Hadiyanto & Mohammed Sani, 2013). Dengan demikian materi kuliah yang semulanya hanya tekstual akan berkembang secara kontekstual (Hadiyanto, 2011). Ini artinya proses pengajaran dan pembelajaran yang mengembangkan akademik karakter mahasiswa sangat tergantung pada model, metode dan strategi pembelajaran yang diterapkan.

Pembentukan karakter terjadi dalam proses pengajaran dan pembelajaran seperti dicontohkan diatas tadi, dalam aktifitas belajar inilah dosen membimbing mahasiswa tentang etika, tidak mudah putus asa jika belum bisa, jujur mengemukakan pendapat, bertanggung jawab sebagai anggota kelompok, menghargai pendapat teman, demokratis, disiplin dalam belajar, mandiri dalam belajar, kreatif dan lain-lain.

Hadiyanto (2011) mengemukakan dalam disertasinya, dalam satu matakuliah, dosen bukan hanya mengatur strategi pembelajar berjalan dengan baik, tapi juga mengamati, mengarahkan dan membangun karakter mahasiswa dengan cara menggali dan mengeksplorasi semua potensi yang ada dalam diri setiap mahasiswa, hingga nilai-nilai insaniah tercermin dari cara mereka berinteraksi, bekerja sama, berbagi ide, bertanggung jawab, memimpin anggota kelompoknya, menghargai, percaya diri, berani dan lain-lain. Sebelumnya senada dengan pendapat diatas Doni (2007) juga memaparkan proses pembelajaran merupakan aktifitas yang sistemik yang terdiri atas banyak komponen. Masing-masing komponen pembelajaran tidak bersifat parsial (terpisah) atau berjalan sendiri-sendiri, tetapi harus berjalan teratur, saling bergantung, komplementer, dan berkesinambungan. Hasil kajian teori, diskusi dan analisis berdasarkan kepakarn peneliti, Komponen akademik karakter yang dihasilkan dari pemahaman

dan kepakarn peneliti dan merujuk ke beberapa refernsi berkaitan Hadiyanto & Mohammed Sani (2013), Hadiyanto (2011), Person, et. all (2009), Doni (20017) dan Zalizan (2006), acuan pengembangan akademik karakter mahasiswa dan alat ukur adalah sebagai berikut *Kejujuran, Appresiasi, Toleransi, Disiplin, Sabar, percaya Diri dan bertanggung jawab*. Dibawah ini dipaparkan pengertian masing-masing karakter dalam kontek penelitian ini.

a) Kejujuran

Kejujuran adalah kemampuan mahasiswa mengakui kekurangan diri, kelebihan teman dan membangkitkan rasa kepercayaan teman-temannya terhadap dirinya, dan mengungkapkan dan melakukan kebenaran dengan perkataan dan tindakan. Indikator yang masuk pada kejujuran akademik adalah;

- mengatakan apa yang sebenarnya
- mengakui kelebihan teman dan kekurangan diri,
- menggunakan sumber rujukan yang terpercaya,
- menggunakan data yang sebenarnya,
- menghindari copy-paste (plagiarism) dalam menjejarkan tugas,
- tidak berpura-pura bisa atau mengerti
- tidak memberikan pujian palsu kepada teman

b) Appresiasi

Appresiasi kemampuan mahasiswa menunjukkan sikap, ucapan dan tindakan yang menghargai teman, ide, kontribusi, kerja, yang dikemukakan teman atau anggota kelompok dalam diskusi tanpa merendahkan dan menyalahkan. Indikator yang berkaitan dengan Apresiasi adalah;

- mendengarkan dan merespon ide-ide teman dengan santun,
- menghormati keberhasilan teman,
- memperhatikan presentasi teman didepan kelas,
- menghargai dan menghormati semua teman,
- memberi keyakinan kepada teman yang kurang aktif dalam kelas,
- memberi ucapan terimakasih dan pujian pada semua ide teman,
- tidak menyalahkan atau merendahkan ide yang dikemukakan teman.

c) Toleransi

Toleransi merupakan kemampuan mahasiswa menerima perbedaan kepribadian, kemampuan, sikap, jenis kelamin, status social dan memanfaatkan perbedaan tersebut untuk mencapai tujuan pembelajaran yang maksimal. Indikator dari Toleransi;

- menerima dan menghargai ide-ide yang berbeda dari idenya sendiri,
- menghargai sikap dan cara teman dalam bergaul di lingkungan kampus,
- memahami dan menerima tingkah laku teman yang berbeda dengan dirinya,
- menerima cara-cara yang berbeda yang ditampilkan anggota kelompok dalam presentasi, dan mengajukan pertanyaan.

- menerima cara-cara atau metode yang ditunjukkan anggota kelompok dalam menyelesaikan tugas.
- menerima perbedaan etnis, agama, jenis kelamin, kemampuan akademik, ketertarikan dan perbedaan lainnya dengan tulus tanpa perselisihan.

d) Disiplin

Disiplin adalah kemampuan mahasiswa mengatur dirinya dan mentaati peraturan akademik, mengikuti dan menghadiri kuliah secara maksimal, menyelesaikan tugas-tugas perkuliahan tepat waktu dengan mencapai targetnya dan standard yang ditetapkan. Indikator dari disiplin adalah:

- Mengikuti peraturan akademik dan peraturan yang berlaku di fakultas.
- Datang ke ruang kelas sebelum kuliah dimulai.
- Menyelesaikan dan mengumpulkan tugas tepat waktu.
- Mengatur dan menjadwalkan aktifitas belajar harian saya.
- Mengikuti format tugas yang diberikan oleh Dosen dengan teliti dan konsisten.
- Menyelesaikan tugas sesuai dengan skala prioritas dan standar kualitas yang maksimum.

e) Sabar

Sabar adalah kemampuan mahasiswa mempertahankan semangat belajarnya sampai mencapai target yang ditetapkannya dan mempertahankan kestabilan emosinya dalam berdiskusi, mengerjakan tugas, menghadapi dan menyelesaikan masalah belajar yang dihadapinya. Adapun indikator dari sabar adalah:

- menjaga semangat dan fokus untuk mencapai tujuan pembelajaran,
- bertahan memperhatikan penjelasan atau argumen yang panjang dari teman,
- menerima apapun hasil pembelajaran setelah berusaha secara maksimum,
- menjaga kestabilan emosi dalam perdebatan dan diskusi,
- mempertahankan motivasi meskipun mendapatkan hasil belajar yang kurang memuaskan.
- Mengontrol emosi saya supaya tetap tenang walaupun ide saya ditentang,
- Tetap berusaha secara maksimal walaupun terkadang menemui kegagalan.

f) Keyakinan Diri

Keyakinan diri adalah kemampuan mahasiswa untuk menampilkan dirinya, kemampuannya dan mengurangi rasa gugup, takut, tertekan, tegang hingga mampu memberikan presentasi dan mengerjakan tugasnya dengan baik. Indikator dari keyakinan diri seperti berikut:

- Menekan rasa gugup sebelum dan saat presentasi,
- Membangkitkan keyakinan diri sendiri ketika akan presentasi,
- Memberanikan diri ketika hendak mengajukan pertanyaan dan berbagi ide.
- Tidak merasa takut dan takut karna berbuat kesalahan secara tidak sengaja.
- Meyakinkan diri tentang usaha dan kemampuan diri sendiri dalam menyelesaikan tugas perkuliahan.

g) Tanggung Jawab

Tanggung jawab didefinisikan sebagai usaha mahasiswa menyelesaikan tugasnya dengan segala kemampuannya, dan melaksanakan perannya dengan baik dan tuntas sebagai anggota kelompok, ketua kelompok dan moderator diskusi. Indikator dari Tanggung Jawab sebagai berikut:

- Menyelesaikan tugas sebagai anggota kelompok.
- Melibatkan diri secara total dalam kelompok diskusi.
- Mengambil tanggung jawab sebagai moderator dalam sebuah diskusi.
- Mengakui kesalahan yang dibuat setelah mendapatkan masukan.
- Berperan sebagai ketua kelompok diskusi.
- Menyelesaikan tugas individu sendiri.

Roadmap Pengembangan

Model pengembangan karakter akademik mahasiswa akan dilakukan secara bertahap. Tahapan pengembangan diilustrasikan dalam roadmap pengembangan seperti ditampilkan dalam Figur 3, dan dideskripsikan dibawahnya.



Figure 3. Roadmap Pengembangan

Tahap I 2016. Kajian Pustaka, Pengembangan Instrumen dan Pengembangan Model

- Produk Instrument untuk mengukur implimentasi Karakter Akademik dalam Pengajaran dan Pembelajaran.
- Produk model awal pengembangan Karakter Akademik dalam Pengajaran dan Pembelajaran.
- Produk publikasi hasil penelitian Tahap I di sebuah Jurnal internasional Scopus dan Scindirect Index, paling tidak terindexed, DOAJ dan Ebscohost.

Tahap II 2017. Implimentasi Model dalam Proses Pengajaran dan Pembelajaran

- Implimentasi model pengembangan Karakter Akademik dalam pengajaran dalam kelas eksperimen
- Evaluasi dan revisi produk model pengembangan Karakter Akademik dalam pengajaran.
- Produk hasil penelitian Tahap II di sebuah Jurnal internasional Scopus dan Sciendirect Index, paling tidak terindexed, DOAJ dan Ebscohost.

Tahap III 2018, Finalisasi Produk

- Evaluasi model pengajaran dan pembelajaran berbasis pengembangan karakter akademik.
- Produk Model final pengembangan Karakter akademik dalam Pengajaran dan Pembelajaran.
- Penulisan buku pedoman penerapan pengembangan karakter akademik mahasiswa dalam pengajaran dan pembelajaran.
- Produk hasil penelitian Tahap III di sebuah Jurnal internasional Scopus dan Sciendirect Index, paling tidak terindexed, DOAJ dan Ebscohost.

Metode Pengembangan

Rancangan penelitian ini adalah penelitian pengembangan dengan menggunakan *mixed-mode method* Kualitatif dan Kuantitatif. Metode penelitian ini dirancang mengikuti alur yang logis, ilmiah dan bisa dipertanggung jawabkan. Penelitian ini tidak mengadopsi ataupun mengadaptasi dari rancangan penelitian yang sudah ada. Karna seorang peneliti sewajarnya mempunyai intuisi keilmuan yang tinggi, intuisi peneliti dibangun atas dasar sumber informasi bacaan, kemudian dinternalisasikan, aktualisasikan sesuai dengan kebutuhan dan kontek yang akan ditelitinya. Oleh karena itu tidak tepat kalau penelitian dibidang ilmu-ilmu sosial khususnya mengadopsi teori atau model penelitian dari peneliti lain.

Instrumen utama yang digunakan dalam penelitian ini adalah kuisisioner, Observasi, Kurikulum Universitas, syllabus/RPP dan Dokumen. Instrument pendukung berupa alat perekam seperti; Kamera, Kamera Video dan MP4. Pada tahun pertama analisis pengembangan karakter akademik dengan responden mahasiswa dan dosen menjadi data yang penting bagi perancangan model pengembangan. Seterusnya dirancang model pengembangan karakter akademik dari analisis temuan data dari responden, informan (mahasiswa, dosen dan observasi aktifitas pembelajaran dan pengajaran) dan hasil analisis kebutuhan dari sisi KKNI.

Pada tahun kedua adalah uji coba model pengembangan karakter akademik mahasiswa dengan *rancangan penelitian eksperimen*. Para peneliti akan mengamati proses belajar dan mengajar dengan menggunakan model pengembangan Karakter akademik mahasiswa. Sebelum uji coba, sebuah workshop akan digelar oleh peneliti dan para dosen yang pengampu matakuliah, yang bertujuan persiapan uji coba model tersebut. Setelah di ujicoba akan dievaluasi dan direvisi. Instrument yang digunakan adalah catatan dan daftar observasi, camera, video camera dan FGD protocol interview. Pada tahun ketiga penerapan model pengembangan karakter mahasiswa diharapkan diselesaikan dengan output buku Model Pengembangan pengembangan karakter mahasiswa dan punlikasi jurnal internasional.

Kesimpulan

Makalah ini melaporkan rencana model pengembangan karakter akademik mahasiswa mulai dari permasalahan, urgensi, kajian teoritis dan konsep dan metode pengembangan. Permasalahan selama ini tenaga pengajar diperguruan tinggi mengabaikan atau tidak menekankan pada pengembangan karakter akademik mahasiswa dalam proses belajar dan mengajar. Ini mungkin dikaernakan belum adanya acuan dan pengukuran yang standar dan model pengembangan karakter mahasiswa dalam proses belajar dan mengajar. Kajian teoritis menyimpulkan paling tidak ada tujuh karakter akademik mahasiswa yang harus diterapkan dalam proses belajar dan mengajaja yaitu adalah kejujuran, apresiasi, toleransi, disiplin, sabar, percaya diri dan bertanggung jawab. Penelitian pengembangan ini dengan menggunakan metode *mixed mode method* akan dan sedang mengembangkan alat ukur dan model pengajaran *blended learning* yang menekan pada pengembangan karakter akademik mahasiswa.

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Lampiran 4 Paper presented at Green Development International Conference

Developing Measurement of English Students Core Competencies Practices in Learning Process

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Abstract. The purpose of this paper is to describe the process of the development of instrument to measure English students' core competencies practices learning process, and it's the result. Self-evaluation questionnaire was designed to measure the students' core competencies practices in their learning process. The first step was analysis of HE curriculum and literature studies including previous existing instrument; the second step was defining constructs and sub-constructs to be developed; the third step was indicator development, and assessment and judgment of researchers to see the appropriateness of each item under the belonging construct, and the fourth step was holding a seminar among lecturers to analyze face validity, confirm content validity as well as check technical errors in the instrument. The development of self-evaluation questionnaire of students' core competencies practices in the learning process come out with three main constructs; Soft Skills, Hard Skills and Academic Character. Soft skills classified into six sub-constructs; communication, IT, numeracy, problem solving, and working with others. Hard skill was classified into 11 indicators with no classification into sub-construct. Academic character classified into seven sub-constructs; honesty, appreciation, tolerance, discipline, patient, confidence and responsible. In conclusion the measurement of students' core competencies practices in learning process was successfully developed, and high validity and consistency were obtained.

Key Words: core competencies, soft skills, hard skills, academic character, Indonesian Conceptual Framework-KKNI.

INTRODUCTION

A large number of researches have been conducted, discussed and widely published among scholars on the development of core competencies, generic skills, life skills or interpersonal skills at university since 1990s. A survey questionnaire was widely used as an instrument to measure the output of the study. However, the developed instrument applied was unreliable and

invalid in which lead to misinterpretation of the results. This is because of the procedures and process of instrument development was unexplained and unjustifiable (Esposito, 2002).

In relation to this study, Indonesian Qualification Framework (KKNI) emphasized on Core Competencies Outcomes of graduate. To implement the KKNI, Indonesian Higher Education Curriculum suggested core competencies development must be embedded in the teaching and learning process in undergraduate program. Every program needs to design and formulate how to embed core competencies development in the teaching and learning process as well as the instrument for evaluating the development of core competencies itself (Tim Kurikulum dan Pembelajaran Direktorat Pembelajaran dan Kemahasiswaan, 2014).

Thought the KKNI has been issued since 2013, however the implementation of core competencies development in the teaching and learning process at university level particularly in English Department does not apply yet. It is because that there is no particular guidance and instrument of core competencies practices. In conjunction with the issue, the researchers initiated to conduct a research to produce a model of core competencies development in the teaching and learning process at university level particularly in English department. The first phase of the research is the instrumentation development and need analysis on core competencies development model. This paper reports the process and outcomes of the first phase development.

The objective

This paper aims to define, describe and discuss the process and outcomes of instrument development for core competencies practices in teaching and learning process at English Department at University of Jambi. This paper also aims to report and discuss the content main construct, sub construct and indicator developed. The validity and reliability of the instruments are also discussed.

Defining Core Competencies and Its Instrumentation

In this study, by referring to some previous resources such as Hadiyanto & Suratno, 2015, Bialik, et., al. (2015), Hassan., et. al. (2013), Hadiyanto & Mohammed Sani (2013), Hadiyanto. (2011), Hadiyanto, (2010), Person, Ann., et. al. (2009) and Zalizan., et. al (2006) core competencies reconceptualise and redefine as skills developed during teaching and learning process at university in order to provide students with three major competencies; Soft Skills, Hard Skills and Character. Soft skills include communication skills, IT Skills, numeracy skills, learning how to learn skills, problem solving skills, working with others and subjects core competencies. Hard skills related to major knowledge skills; in these study hard skills is the ability of students use their four major English skills and specific skills of each major skill in real practices. Academic character is defined as the practical values which are automatically embed in the students learning activities to support their soft and hard skills performance.

In relation to Preparing the classroom for core competencies development certainly requires proper planning and preparation. Giving a full lecture or demonstrating the core competencies

practices; soft skills, hard skills and academic character are not proven methods of developing the skills among the students. The literature stresses the importance of both theory and practice as necessary elements in the process of learning (and the development of core competencies through real practice, yet many writers assert that students have difficulty in transferring theoretical concepts acquired in the classroom to practical applications in the workplace in areas as varied as aviation, all disciplines knowledge. For answering the issues some expert suggested that important opportunities for the development of core competencies must occur in the selection of delivery methods. Teaching contexts can provide an explicit focus on the development of core competencies, thus providing students with opportunities to develop them. The students' core competencies will be highly promoted if the large opportunity given to the students to practice these attributes within learning activities and otherwise (Hadiyanto & Suratno, 2015, Hassan., et. al. 2013, Hadiyanto, 2010).

Students learn most effectively when they have the opportunity to interact with other students. Interaction among students typically leads to group problem solving. When students are unable to meet together, appropriate interactive technology for learning such as E-mail, E-learning, Online learning, Online course some current ICT application, should be provided to encourage their IT skills as well encourage their small group and individual communication. Assignments in which students work together and then report back or present to the class as a whole, encourage student-to-student interaction. Ensure clear directions and realistic goals for group assignments. Distant students need to reflect on what they are learning. They need to examine the existing knowledge frameworks in their heads and how these are being added to or changed by incoming information (Hadiyanto, 2010).

In short there are many ways of achieving the goals and learning outcomes or program objectives that have been set by each institution. Nevertheless the approaches used in designing the curriculum and the selection of the teaching-learning activities must be based on sound learning principles. Students learning activities should be designed with a view of encouraging students to actively participate in their process of learning. Priority is placed on lecturer setting goals and objectives for the students' engagement and activities related to the promotion of core competencies (Hadiyanto, 2013; Washer 2007; .Zalizan Mohammad Jelas & NorzainiAzman 2005)

Measurement of core competencies practices in the process of learning was discussed in literature study at previous stage. Some theories were retrieved and characterized into practical statements of core competencies. In daily teaching, hard Skills are typically easy to observe, quantify and measure. The evaluation formally designs for this type of skills for every subject. However the hard skills in term practices in real contact were rarely measured by educator. Soft skills are typically hard to observe, quantify and measure by a test. Self- evaluation questionnaire model were be developed to measure students' experience, learning activities, learning strategies and how they cope with E-learning, online learning and ICT based learning. Academic Character qualities are defined as distinct from soft skills, which represent the ability to feel, knows, express and practice of humanism values in learning activities context. In this study, academic character encompasses into seven characters, honesty, appreciating, tolerance, discipline, patient, confidence and responsible (Bialik, et., al 2015; British Council, 2015; Tim Kurikulum dan Pembelajaran Direktorat Pembelajaran dan Kemahasiswaan, 2014; Wilson., et. al. 2014; Lowden, et. al. 2011; Hadiyanto, 2010; Hadiyanto, 2011; Hadiyanto, 2013; Zalizan 2006; and Vezzuto, 2004)

Method

The development used qualitative and quantified method in deferent steps and analysis. The measurement was design with model of self-evaluation. The first step was analysis of HE curriculum and literature studies including previous existing instrument; the second step was defining constructs and sub-constructs to be developed; the third step was indicator development, and assessment and judgment of researchers to see the appropriateness of each item under the belonging construct, the fourth step was holding a seminar among lecturers to analyze face validity, confirm content validity as well as check technical errors in the instrument; the fifth steps confirmatory factor analysis and the last step was consistency analysis.

The Outcome of Instrument Development

The outcomes of Indonesian HE curriculum guidelines and literature studies as the first step of instrumentation development come out with three mains construct of core competencies: Soft Skills, Hard Skills and Academic Character. Then researcher coming to second step, it was defining sub-constructs. The result categorized soft skills into communication, IT Skills, Numeracy, Learning how to learn, Problem Solving Skills, Working with others. **Hard Skill** was not divided. Based most of hard skills practices had been embedded into hard skills, and based on KKNi itself hard skills only 20% of total skills needed, and it's already measure by CGPA. In this case hard skills cover the general content subject practices.

The third step was indicator development, assessment and judgment of researchers to see the appropriateness of each item under the belonging construct. The result coming with numbers of indicators toward each sub-construct (scale). Core competencies in term of soft skills coming with 49 indicators and categorized into six sub-constructs of indicators. Core competencies in term of Hard skills coming with 10 indicators, while Academic Character was coming with seventh sub constructs with 49 indicators.

The fourth step was holding a seminar attended by some lecturers and master degree students to analyze face validity, confirm content validity as well as check technical errors in the instrument. The result was coming with some revisions. There are twelve indicators for soft skills, three indicators for hard skills and nine indicators for academic character had been revised. Since factor analysis ideally conducted on sample size at least 150 (Pallant, 2010), the fifth and the sixth step, they are confirmatory factor analysis and final consistency analysis could not be conducted yet. The instruments development will be validated and reported completely in the next writing report. The result of instrument development the first steps until the fourth step are displayed in Table 1.

Tabel 1 Results of Construct, Sub-construct and Indicators Development of Core Competencies

Core Competencies	Indicators
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Soft Skills	
A. Communication	1. Doing presentation, 2. Using Different formats, 3. UsingVocabularies, expressions and body language, 4. Integrating ideas or information, 5. Summarizing key issues (Oral), 6. Giving feedback, 7. Communicating some ideas in writing, 8. Writing a report, 9. Summarizing key issues (written).
B. It Skills	1. Selecting relevant information, 2. Sharing references, resources and information, 3. Developing assignment in the form of text, image, chart, etc, 4. Presenting using some illustrations in power point,5. Using software or application features, 6. Developing the structure of presentation
C. Numeracy	1. Reading tables, charts, graphs and numbers, 2. Measuring learning activities and outcome, 3. Using effective and efficient ways, 4. Presenting based on points but calculable, 5. Labeling tables, charts and graphs, 6. Managing time for working on assignment, 7. Improving on use of numeracy to support learning, 8. Identifying the relevant information sources
D. Learning how to learn	1. Improving academic performance, 2. Assessing the effectiveness and efficiency, 3. Identifying factors impacted on learning outcomes, 4. Setting realistic targets and plan, 5. Learning independently and be responsible, 6. Identifying ways my work best, 7. Putting together ideas or concepts, 8. Reviewing what and how to learn, 9. Consulting with lecturers, 10. Adapting learning strategy, 11. Comparing information from various resources.
E. Problem Solving Skills	1. Identifying a problem, 2. Solving problems with several ways, 3. Using different methods to analyses a problem, 4. Accommodating diverse perspectives, 5. Solving problems by resources provided, 6. Presenting an approach to solve a problem
F. Working with others	1. Learning activities in a group, 2. Having conversations with different races in learning, 3. Working in team, 4. Resolving conflicts in team work, 5. Giving feedback to improve team work, 6. Keeping yourself and others motivated, 7. Respecting diverse perspectives, 8. Thinking and offering ideas to a group work
Hard Skills	1. Applying specific knowledge and skills, 2. Discussing ideas specific knowledge of a course, 3. Connecting prior knowledge with topic of discussion, 4. Transferring knowledge based on into practices, 5. Interpreting subject-content into technical practices, 6. Practicing your subject-content knowledge, 7. Answering technical questions proposed by enhancing your technical skills, 8. Developing

	specific competence, 9. Representing specific competencies
Academic Character	
A. Honesty	1. Telling what I can do and cannot, 2. Admit friends' strength, 3. Confessing my weakness, 4. Telling true resources, 5. Not to present and report a fictive data, 6. Not copying and pasting for assignment, 7. Not pretending to understand, 8. Giving a lie appraisal.
B. Appreciating	1. Honoring friends' improvement, 2. Listening to friend, 3. Paying attention to a friends' presentation, 4. Respecting friends equally, 5. Encouraging less active friend, 6. Prioritizing harmony in giving different ideas, 7. Giving appraisal to friends' effort and work.
C. Tolerance	1. Appreciating differences of ideas, 2. Appreciating the attitude of others, 3. Accepting the ways offriends in presenting, 4. Appreciating ways of a friend in completing assignment, 5. Accepting diversity in a group.
D. Discipline	1. Following academic rules, 2. Coming to a class earlier, 3. Submitting assignment by the deadline, 4. Organizing learning activities daily, 5. Scheduling, timing and prioritizing activities, 6. Targeting learning output to be obtained, 7. Following rules set by classroom agreement, 8. Following a style in completing assignment.
E. Patient	1. Self-Devoting, 2. Hearing long explanation, 3. Accepting the result, 4. Controlling emotion, 5. Staying motivated, 6. Working on assignment even under pressure
F. Confidence	1. Pushing downnervousesness, 2. Encouraging to present, 3. Being confident, 4. Encouragingto participate, 5. Encouraging to be more confident to perform, 6. Assuring own ability.
G. Responsible	1. Completing my own part as group, 2. Own involving in group discussion, 3. Taking a part as moderator, 4. Own Checking for some errors and mistakes, 5. Own revising of report, 6. Taking a role of group leader, 7. Completing assignment

Discussion

A set of questionnaire was developed to acquire information of the practices of core competencies through the students' engagement and activities. Questionnaire academically is able to measure the students' core competencies practices in teaching and learning process. The instrument core competencies consist of three main scales soft skills and, hard skills and academic character. Soft skills and academic character was developed in multiple measures each of which consists of multiple items, while hard skills were developed on a single scale which consists of multiple items. The instrument was design in questionnaire form with 5 likert scale alternative answers. The number 1 to 5 was used to describe respondent core competencies practices. We should note that there are many different types of measures, but the vast majority

of scales used by behavioral scientists in survey questionnaires are Likert scales that utilize an interval level of measurement.

It might be there is some similar instrument in measuring soft skills, generic skills, interpersonal professional skills, and character however it is not found yet the instrumentations developed in measuring core competencies practices in the process of teaching in learning. While many researchers may not be interested in measurement development per se, they just looking at and use an existing Instrument without knowing how the instrumentation developed as the result they often used inadequate, inappropriate or unreliable and could not measure what expected to measure. Some available questionnaire developed aims to measure graduates' soft skills, generic skills or interpersonal skills performance at work place, however this instrument developed to investigate the development of core competencies applied in the classroom setting, embedded between soft skills, hard skills and academic character.

The instrument development are following research ethic, logic, scientific and using both qualitative and quantitative data, in term of theory and practice. The procedure and steps applied in the development processed are very clear, academically responsibility and normally used and accepted and commonly understood by social scientist. In addition, it is true that this instrument developed to measure core competencies practices teaching and learning process for EFL students at English Department of Jambi University, however it is academically adaptable and usable for any field of courses in term of investigating core competencies practices in teaching and learning activities.

Conclusion

This article presented the process measurement of core competencies practices in teaching and learning activities at English Department of Jambi University. Four out of five steps had been done; they are; analysis of HE curriculum and literature studies including previous existing instrument; defining constructs and sub-constructs; indicators development, and assessment and judgment of researchers and holding a seminar among lecturers. While the fifth step is confirmatory factor analysis, and ideally conducted on sample size at least 150. However, it assumed that there will be no changes made for the main construct and also sub-construct, however the changes might be made for indicators based on the analysis result later. The result the fourth steps come out with core competencies soft skills, hard skills and academic character. Soft skills is coming with 49 indicators and categorized into six sub-constructs; hard skills coming with 10 indicators, while Academic Character was coming with seventh sub-constructs with 49 indicators.

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Constructing the Measurement of EFL Students' Core Competencies Practices in Learning Activities

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Abstract. This article aims to describe the process and the result of a measurement development for English students' core competencies practices in learning process. Self-evaluation questionnaire was developed to measure the students' core competencies practices in their learning process. Sixth steps were applied in the instrument constructions; they were literature studies; defining constructs and sub-constructs; constructing indicators; assessing and judging indicators; defining face validity, confirming content validity, consistency testing; and confirming constructs validity. The result came out with three main constructs; soft skills, hard skills and academic character. Soft skills classified into six sub-constructs with 49 indicators. Hard skill was classified into 11 indicators with no classification into sub-construct. While academic character classified into seven sub-constructs with 48 indicators.

Key Words: core competencies, soft skills, hard skills, academic character, Indonesian Conceptual Framework-KKNI.

INTRODUCTION

Much research on development of core competencies, generic skills, life skills or interpersonal skills at university had been discussed broadly and hugely published since 1990. Most of the research was conducted in field settings where the most commonly used method of data collection is the survey questionnaire. Unfortunately, the measurement developed and used often has lacked reliability and Validity which has led to difficulties in interpreting research results. This is because of the procedure and the process of the measurement development was unexplained and unjustifiable (Esposito, 2002).

In relation to this study, Indonesian Qualification Framework (KKNI) emphasized on Core Competencies Outcomes of graduate. To implement the KKNI, Indonesian Higher Education Curriculum suggested core competencies development must be embedded in the teaching and learning process in undergraduate program. Every program needs to design and formulate how to

embed core competencies development in the teaching and learning process as well as the instrument for evaluating the development of core competencies itself (Tim Kurikulum dan Pembelajaran Direktorat Pembelajaran dan Kemahasiswaan, 2014).

Thought the KKNi had been established since 2013, however the implementation of core competencies development in teaching and learning process at English Department of University of Jambi is not practice yet in real action. This caused by there is no to guidance and instrumentation of core competencies practices. In relation to the issue, the researcher initiated to conduct a research to produce a model of core competencies development in the teaching and learning process at English Department of University of Jambi. The first phase of the research is instrumentation development and need analysis on core competencies development model. This paper reports the process and outcomes of the first phase of the development.

The objective

This paper aims to define, describe and discuss the process and outcomes of instrument development for core competencies practices in teaching and learning process at English Department at University of Jambi. This paper also aims to report and discuss the content main construct, sub construct and indicator developed. And validity and reliable of the instruments are also discussed.

Defining Core Competencies and Its Instrumentation

In this study, by refereeing to some previous resources such as Hadiyanto & Suratno, 2015, Bialik, et., al. (2015), Hassan., et. al. (2013), Hadiyanto & Mohammed Sani (2013), Hadiyanto.(2011), Hadiyanto, (2010), Person, Ann ., et. al. (2009) and Zalizan., et. al (2006) core competencies reconceptualise and redefine as skills developed during teaching and learning process at university in order to provide students with three major competencies; Soft Skills, Hard Skills and Character. Soft skills include communication skills, IT Skills, numeracy skills, learning how to learn skills, problem solving skills, working with others and subjects core competencies. Hard skills related to major knowledge skills; in these study hard skills is the ability of students use their four major English skills and specific skills of each major skill in real practices. Academic character is defined as the practical values which are automatically embed in the students learning activities to support their soft and hardskills performance.

In relation to Preparing the classroom for core competencies development certainly requires proper planning and preparation. Giving a full lecture or demonstrating the core competencies practices; soft skills, hard skills and academic character are not proven methods of developing the skills among the students. The literature stresses the importance of both theory and practice as necessary elements in the process of learning (and the development of core competencies through real practice, yet many writers assert that students have difficulty in transferring theoretical concepts acquired in the classroom to practical applications in the workplace in areas as varied as aviation, all disciplines knowledge. For answering the issues some expert suggested that important opportunities for the development of core competencies must occur in the selection of delivery methods. Teaching contexts can provide an explicit focus on the development of core competencies, thus providing students with opportunities to develop them. The students' core

competencies will be highly promoted if the large opportunity given to the students to practice these attributes within learning activities and otherwise (Hadiyanto & Suratno, 2015, Hassan., et. al. 2013, Hadiyanto, 2010).

Students learn most effectively when they have the opportunity to interact with other students. Interaction among students typically leads to group problem solving. When students are unable to meet together, appropriate interactive technology for learning such as E-mail, E-learning, Online learning, Online course some current ICT application, should be provided to encourage their IT skills as well encourage their small group and individual communication. Assignments in which students work together and then report back or present to the class as a whole, encourage student-to-student interaction. Ensure clear directions and realistic goals for group assignments. Distant students need to reflect on what they are learning. They need to examine the existing knowledge frameworks in their heads and how these are being added to or changed by incoming information (Hadiyanto, 2010).

In short there are many ways of achieving the goals and learning outcomes or program objectives that have been set by each institution. Nevertheless the approaches used in designing the curriculum and the selection of the teaching-learning activities must be based on sound learning principles. Students learning activities should be designed with a view of encouraging students to actively participate in their process of learning. Priority is placed on lecturer setting goals and objectives for the students' engagement and activities related to the promotion of core competencies (Hadiyanto, 2013; Washer 2007; .Zalizan Mohammad Jelas & NorzainiAzman 2005)

Measurement of core competencies practices in the process of learning was discussed in literature study at previous stage. Some theories were retrieved and characterized into practical statements of core competencies. In daily teaching, hard skills are typically easy to observe, quantify and measure. The evaluation formally designs for this type of skills for every subject. However the hard skills in term practices in real contact were rarely measured by educator. Soft skills are typically hard to observe, quantify and measure by a test. Self-evaluation questionnaire model were developed to measure students' experience, learning activities, learning strategies and how they cope with E-learning, online learning and ICT based learning. Academic Character qualities are defined as distinct from soft skills, which represent the ability to feel, know, express and practice of humanism values in learning activities context. In this study, academic character encompasses into seven characters, honesty, appreciating, tolerance, discipline, patient, confidence and responsible (Bialik, et., al 2015; British Council, 2015; Tim Kurikulum dan Pembelajaran Direktorat Pembelajaran dan Kemahasiswaan, 2014; Wilson., et. al. 2014; Lowden, et. al. 2011; Hadiyanto, 2010; Hadiyanto, 2011; Hadiyanto, 2013; Zalizan 2006; and Vezzuto, 2004)

Method

The development used qualitative and quantified method in deferent steps and analysis. The measurement was design with model of self-evaluation. The first step was analysis of HE curriculum and literature studies including previous existing instrument; the second step was defining constructs and sub-constructs to be developed; the third step was indicator development, and assessment and judgment of researchers to see the appropriateness of each item under the belonging construct, the fourth step was holding a seminar among lecturers to analyze face

validity, confirm content validity as well as check technical errors in the instrument; the fifth steps confirmatory factor analysis and the last step was consistency analysis.

The Outcome of Instrument Development

The outcomes of Indonesian HE curriculum guidelines and literature studies as **the first step** of instrumentation development come out with three mains construct of core competencies: Soft Skills, Hard Skills and Academic Character. **The second step** was defining sub-constructs. The result categorized soft skills into communication, IT Skills, Numeracy, Learning how to learn, Problem Solving Skills, Working with others. Hard Skill was not divided. Based most of hard skills practices had been embedded into hard skills, and based on KKNI itself hard skills only 20% of total skills needed, and it's already measure by CGPA. In this case hard skills cover the general content subject practices.

The third step was indicator development, assessment and judgment of researchers to see the appropriateness of each item under the belonging construct. The result coming with numbers of indicators toward each sub-construct (scale). Core competencies in term of soft skills coming with 49 indicators and categorized into six sub-constructs of indicators. Core competencies in term of Hard skills coming with 10 indicators, while Academic Character was coming with seventh sub constructs with 49 indicators. **The fourth step** was holding a seminar attended by some lecturers and master degree students to analyze face validity, confirm content validity as well as check grammatical errors of the instrument of core competencies practices as a whole. Some indicators had been revised by considering participants' suggestion, and as the result all indicators toward each sub-construct can be understood and agreed by the seminar participants. The number of indicator had been revised based on sub-construct were one indicator of communication skills, four indicators of numeracy, three indicators of problem solving skills, and one indicator of working in team. While there was no indicator of hard skills revised. In term of academic character, two indicators of honesty, three indicators of patient, three indicators of confidence and three indicators responsible were revised.

The fifth step was trying out the questionnaires and consistency testing with 50 respondents. Pallant (2011) and Hair, et. al () suggested that Cronbach alpha coefficient .60 for a construct consists of 10 items and below, while coefficient .70 is recommended for a construct that consists of more than 10 items. And Corrected item-total correlation at 0.30 is acceptable. The result of consistency analysis is presented in Table 2.

Table 2. Corrected Item-Total Correlation and Cronbach's Alpha if Item Deleted

Construct	Number of Indicator	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
CORE COMPETENCIES	107	-	.952
I. Soft Skill	49	-	.903
a. Communication	9	.331 - .592	.766
b. It Skills	6	.281 - .450	.632
c. Numeracy	8	.022 - .636	.758

d. LHTL	11	.327 - .596	.815
e. Prob. Solving Skills	7	.389 - .523	.742
f. Working with others	8	.247 - .388	.694
II. Hard Skill	10	.181 - .555	.723
III. Academic Character			
a. Honesty	8	.044 - .453	.559
b. Appreciating	17	.439 - .617	.799
c. Tolerance	5	.315 - .451	.636
d. Discipline	8	.391 - .680	.809
e. Patient	8	.305 - .512	.748
f. Confidence	6	.497 - .632	.777
g. Responsible	7	.473 - .670	.813

The result of consistency analysis found that 10 indicators of Core Competencies yielded low consistency or did not obtained recommended corrected item total correlation value at .300 (Julie Pallant, 2012, Hair, et. al 2011). The ten unreliable indicators distributed into sub-constructs as follow: two indicators of communication skills, two indicators of numeracy skills, two indicators of working with others, two indicators of hard skills, three indicators of academic characters in term of honesty. The indicators were not deleted but they were revised in term of content and phrases. Then the content and statement of indicators had been revised and redistributed for sample size 150 and above. Sample size at 150 and bigger is good to run factor analysis in order to confirm construct validity (Julie Pallant, 2012, Hair, et. al 2011).

The sixth steps confirmatory factor analysis was conducted with sample size 186 and above. The criterion for the construct validity was considered as acceptable if the items in each construct yielded loading factor at least 0.40 or higher, in others way to say the statement used in the construct is measured what supposed to measure (Hair at al. 2011 & Pallant 20011). The factor loading was investigated thought *Component Matrix* and *Rotated Component Matrix*. The result of factor analysis is presented in Table 2 and 3.

Table 2 Loading factor (L.F) of item upon component of core competencies

Soft Skills												Hard Skills	
Com.		IT		Num.	LHTL		PBS		WT				
No.	L.F	No.	L.F	No.	L.F	No.	L.F	No.	L.F	No.	L.F	No.	L.F
A1	.558	B1	.520	C1	.664	D1	.636	E1	.670	F1	.669	G1	.670
A2	.536	B2	.574	C2	.638	D2	.685	E2	.752	F2	.539	G2	.662
A3	.647	B3	.653	C3	.363	D3	.690	E3	.657	F3	.693	G3	.722
A4	.452	B4	.477	C4	.764	D4	.644	E4	.647	F4	.662	G4	.599
A5	.645	B5	.667	C5	.715	D5	.536	E5	.770	F5	.645	G5	.630
A6	.569	B6	.740	C6	.528	D6	.709	E6	.718	F6	.719	G6	.506
A7	.585			C7	.462	D7	.478	E7	.634	F7	.491	G7	.683
A8	.633			C8	.682	D8	.617			F8	.706	G8	.638

A9	.629					D9	.656					G9	.614
						D10	.548					G10	.685
						D11	.625						

Com. = Communication Skills; IT = Information Technology; Num. = Numeracy; LHTL = Learning How to Learn; PBS = Problem Based Learning; WT= Working in Team

Table 3 confirms that all of the items were related strongly with its construct. All statements now are valid to measure its construct. The statements in communication skills yielded factor loading in the range .452 to .647, information technology in the range .477 to .740, numeracy in the range .462 to .764, learning how to learn in the range .478 to .709, and problem solving between .634 to .770 and working with others between .539 to .719. Hard skills yielded factor loading .599 to .722. The factor loading of each variable (items) confirm that the statements of the construct explain and measure what supposed to do.

Table 3 Loading factor (L.F) of item upon component of core competencies

Academic Character													
Honesty		Appreciation		Tolerance		Discipline		Patient		Confidence		Responsibility	
No.	L.F	No.	L.F	No.	L.F	No.	L.F	No.	L.F	No.	L.F	No.	L.F
H1	.647	I1	.653	J1	.727	K1	.737	L1	.629	M1	.726	N1	.722
H2	.537	I2	.563	J2	.696	K2	.519	L2	.636	M2	.795	N2	.709
H3	.555	I3	.675	J3	.784	K3	.481	L3	.503	M3	.758	N3	.620
H4	.490	I4	.653	J4	.762	K4	.654	L4	.765	M4	.698	N4	.665
H5	.469	I5	.587	J5	.675	K5	.695	L5	.775	M5	.639	N5	.577
H6	.649	I6	.542			K6	.578	L6	.664			N6	.618
H7	.579	I7	.746			K7	.721	L7	.745			N7	.578
H8	.616					K8	.707	L8	.672				

Construct validity of Academic Character in term of loading factor as shown in Table 4 confirms that all of the items were related strongly toward its construct. On other hand, the statements used to measure academic character are valid to measure its construct. The loading factors yielded are from .469 to .647 for honesty, .542 to .746 for appreciation, .675 to .784 for discipline, .503 to .775 for patient, .639 to .795 for confidence and .577 to .722 for responsibility.

It is concluded that the process of the instrument development had produced valid and reliable measurement of the students' practices of core competencies during their study at English department at Universitas Jambi. Table 4 shows the final result of main content of statements toward its construct in core competencies development.

Tabel 1 Results of Construct, Sub-construct and Indicators Development of Core Competencies

Core Competencies	Indicators
Soft Skills	
G. Communication	1. Doing presentation, 2. Using Different formats, 3. UsingVocabularies, expressions and body language, 4. Integrating ideas or information, 5. Summarizing key issues (Oral), 6. Giving feedback, 7. Communicating some ideas in

	writing, 8. Writing a report, 9. Summarizing key issues (written).
H. It Skills	1. Selecting relevant information, 2. Sharing references, resources and information, 3. Developing assignment in the form of text, image, chart, etc, 4. Presenting using some illustrations in power point,5. Using software or application features, 6. Developing the structure of presentation
I. Numeracy	1. Reading tables, charts, graphs and numbers, 2. Measuring learning activities and outcome, 3. Using effective and efficient ways, 4. Presenting based on points but calculable, 5. Labeling tables, charts and graphs, 6. Managing time for working on assignment, 7. Improving on use of numeracy to support learning, 8. Identifying the relevant information sources
J. Learning how to learn	1. Improving academic performance, 2. Assessing the effectiveness and efficiency, 3. Identifying factors impacted on learning outcomes, 4. Setting realistic targets and plan, 5. Learning independently and be responsible, 6. Identifying ways my work best, 7. Putting together ideas or concepts, 8. Reviewing what and how to learn, 9. Consulting with lecturers, 10. Adapting learning strategy, 11. Comparing information from various resources.
K. Problem Solving Skills	1. Identifying a problem, 2. Solving problems with several ways, 3. Using different methods to analyses a problem, 4. Accommodating diverse perspectives, 5. Solving problems by resources provided, 6. Presenting an approach to solve a problem
L. Working with others	1. Learning activities in a group, 2. Having conversations with different races in learning, 3. Working in team, 4. Resolving conflicts in team work, 5. Giving feedback to improve team work, 6. Keeping yourself and others motivated, 7. Respecting diverse perspectives, 8. Thinking and offering ideas to a group work
Hard Skills	1. Applying specific knowledge and skills, 2. Discussing ideas specific knowledge of a course, 3. Connecting prior knowledge with topic of discussion, 4. Transferring knowledge based on into practices, 5. Interpreting subject-content into technical practices, 6. Practicing your subject-content knowledge, 7. Answering technical questions proposed by enhancing your technical skills, 8. Developing specific competence, 9. Representing specific competencies
Academic Character	
H. Honesty	1. Telling what I can do and cannot, 2. Admit friends' strength, 3. Confessing my weakness, 4. Telling true resources, 5. Not to present and report a fictive data, 6. Not

	copying and pasting for assignment, 7. Not pretending to understand, 8. Giving a lie appraisal.
I. Appreciating	1. Honoring friends' improvement, 2. Listening to friend, 3. Paying attention to a friends' presentation, 4. Respecting friends equally, 5. Encouraging less active friend, 6. Prioritizing harmony in giving different ideas, 7. Giving appraisal to friends' effort and work.
J. Tolerance	1. Appreciating differences of ideas, 2. Appreciating the attitude of others, 3. Accepting the ways offriends in presenting, 4. Appreciating ways of a friend in completing assignment, 5. Accepting diversity in a group.
K. Discipline	1. Following academic rules, 2. Coming to a class earlier, 3. Submitting assignment by the deadline, 4. Organizing learning activities daily, 5. Scheduling, timing and prioritizing activities, 6. Targeting learning output to be obtained, 7. Following rules set by classroom agreement, 8. Following a style in completing assignment.
L. Patient	1. Self-Devoting, 2. Hearing long explanation, 3. Accepting the result, 4. Controlling emotion, 5. Staying motivated, 6. Working on assignment even under pressure
M. Confidence	1. Pushing downnervousesness, 2. Encouraging to present, 3. Being confident, 4. Encouragingto participate, 5. Encouraging to be more confident to perform, 6. Assuring own ability.
N. Responsible	1. Completing my own part as group, 2. Own involving in group discussion, 3. Taking a part as moderator, 4. Own Checking for some errors and mistakes, 5. Own revising of report, 6. Taking a role of group leader, 7. Completing assignment

Discussion

A set of questionnaire was developed to acquire information of the practices of core competencies through the students' engagement and activities. Questionnaire academically is able to measure the students' core competencies practices in teaching and learning process. The instrument core competencies consist of three main scales soft skills and, hard skills and academic character. Soft skills and academic character was developed in multiple measures each of which consists of multiple items, while hard skills were developed on a single scale which consists of multiple items. The instrument was design in questionnaire form with 5 likert scale alternative answers. The number 1 to 5 was used to describe respondent core competencies practices. We should note that there are many different types of measures, but the vast majority of scales used by behavioral scientists in survey questionnaires are Likert scales that utilize an interval level of measurement.

It might be there is some similar instrument in measuring soft skills, generics skills, interpersonal professional skills, and character however it is not found yet the instrumentations developed in measuring core competencies practices in the process of teaching in learning. While many researchers may not be interested in measurement development per se, they just looking at and use an existing Instrument without knowing how the instrumentation developed as the result they often used inadequate, inappropriate or unreliable and could not measure what expected to measure. Some available questionnaire developed aims to measure graduates' soft skills, generic skills or interpersonal skills performance at work place, however this instrument developed to investigate the development of core competencies applied in the classroom setting, embedded between soft skills, hard skills and academic character.

The instrument development are following research ethic, logic, scientific and using both qualitative and quantitative data, in term of theory and practice. The procedure and steps applied in the development processed are very clear, academically responsibility and normally used and accepted and commonly understood by social scientist. In addition, it is true that this instrument developed to measure core competencies practices teaching and learning process for EFL students at English Department of Jambi University, however it is academically adaptable and usable for any field of courses in term of investigating core competencies practices in teaching and learning activities.

Conclusion

This article presented the process measurement of core competencies practices in teaching and learning activities at English Department of Jambi University. Four out of five steps had been done; they are; analysis of HE curriculum and literature studies including previous existing instrument; defining constructs and sub-constructs; indicators development, and assessment and judgment of researchers and holding a seminar among lecturers. While the fifth step is confirmatory factor analysis, and ideally conducted on sample size at least 150. However, it assumed that there will be no changes made for the main construct and also sub-construct, however the changes might be made for indicators based on the analysis result later. The result the fourth steps come out with core competencies soft skills, hard skills and academic character. Soft skills is coming with 49 indicators and categorized into six sub-constructs; hard skills coming with 10 indicators, while Academic Character was coming with seventh sub-constructs with 49 indicators.

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Zalizan Mohd. Jelas, Norzaini Azman, Manisah Mohd. Ali, Norazah Mohd. Nordin, Ab. Halim Tamuri. 2006. "Developing Kompetensi inti at Graduates: A Study of Effective Higher Education Practices in Malaysian Universities" in *Summary Report*. Bangi: Faculty of Education, Universiti Kebangsaan Malaysia.

Lampiran 5 Biodata Ketua dan Anggota Tim Peneliti.

I. BIODATA KETUA

1	Nama lengkap(dengan gelar)	HADIYANTO, M.Ed., Ph.D
2	Jenis Kelamin	L
3	Jabatan Fungsional	Lektor/IIIc
4	NIP/NIK/Identitas lainnya	197203231998031002
5	NIDN	0023037202
6	Tempat dan Tanggal Lahir	Kerinci, 23 Maret 1972
7	Alamat e-mail	hadi_tesl05@yahoo.com
8	Nomor Telepon/HP	07415917080/081363142193
9	Alamat Kantor	FKIP UNJA, Kampus Pinang Masak Jl.Raya.Jambi-Ma.Bulian KM 15 Mendalo Darat Jambi Kode Pos. 36361
10	Lulusan yang Telah dihasilkan	S1 = 40 orang.
11	Mata Kuliah yg Diampu	Speaking (S1) Research on ELT (S1) Research Proposal and Seminar (S1) Quantitative Research (S2) Language Testing (S1) ICT for English Language Teaching (S2) Lannguage acquisition (S2).

B Riwayat Pendidikan

	S1	S2	S3
Nama Perguruan Tinggi	Universitas Jambi	National University of Malaysia (UKM)	National University of Malaysia (UKM)
Bidang Ilmu	Pendidikan Bahasa Inggris	Teaching English as Second language	Adult & Professional Development Education (Higher Education)
Tahun Masuk-Lulus	1997	2006	2011
JudulSkripsi/Thesis/Disertasi	The Teacher's Performance in Applying Communicative Approach in English Instruction in SMU Negeri Kodya Jambi	English Lecturers' Readiness Towards The Internet Usage In Teaching And Learning at Selected Institutions In Indonesia	The Development of Core Competencies Among Economic Students In National University of Malaysia (Ukm)

			and Indonesia (UI)
Nama Pembimbing/Promo Tor	Drs. Yon Adlis, M.Pd Drs. Saharudin, M.Ed	Prof Madya.Dr. Momammed Amien Embi	Dr. Mohammed Sani Ibrahim Prof.Madya. Dr. Norzaini Azman Prof. Madya.Dr. Ruhizan

C. Pengalaman Penelitian Dalam 5 Tahun Terakhir

No	Tahun	Judul Penelitian	Pendanaan	
			Sumber*	Jml(Juta Rp)
1	2011	The Development of Core Competencies Among Economic Students In National University of Malaysia (UKM) and Indonesia (UI)	Beasiswa DIKTI	RP. 16.000.000
2	2009	A study of Effective Higher Education Practices in Malaysian Universities	IRPA	RP. 800.000.000 (RM 270.000)

D. Pengalaman Pengabdian Kepada Masyarakat/Pelatihan Dalam 5 Tahun Terakhir

No	Tahun	Judul Pengabdian Kepada Masyarakat/Pelatihan	Pendanaan	
			Sumber*	Jmlh (juta) Rp
1.	2013	Rekonstruksi Matakuliah: From Vision, Mission into Classroom Action	LP3M	Dibayarkan
2.	2013	Rekonstruksi Matakuliah: From Vision, Mission into Classroom Action	LP3M	Dibayarkan
3.	2012	Spiritual Quotient, Life Motivation and Life Skills (SQMLS). Training for Under Graduate Students of Islamic Studies.	Islamic Studies Center of UNIZA Trengganu, Malaysia	RP 13.000.000 RM 4000.
4.	2012	Spiritual Quotient, Life Motivation and Life Skills (SQMLS) Training for Post Graduate Students of FPEND UKM	Swadana Mahasiswa Doktor FPEND Universiti Kebangsaan Malaysia	RP. 4000.000 (RM 1.250.000)
5	2012-2013	PLPG	DIKNAS	Dibayarkan

E. Pengalaman Penulisan Artikel Ilmiah Dalam Jurnal Internasional Dalam 5 Tahun Terakhir

No	Judul Artikel Ilmiah	Volume/Nomor/Tahun	Nama Jurnal
1.	The Practices of Students' Generic Skills among Economics Students at National University of Indonesia. Authors: Hadiyanto & Suratno	Vol. 5, No. 2, 2015	Higher Education Studies Journal. Toronto, Canada. http://www.ccsenet.org/journal/index.php/hes/article/view/45364
2.	Teaching in a Digital Era: English Lecturers' Readiness toward the Internet Use in Teaching and Learning at Selected Higher Education Institutions in Indonesia. Authors: Hadiyanto, Amirul Mukminin, Makmur, Marzul Hidayat, Failasofah	Vol. 9, No. 2, 2013, pp. 113-124	Asia-Pacific Collaborative Education Journal. http://apcj.alcob.org/index.php?mid=Issue&page=6
3.	Students' generic skills at the National University of Malaysia and the National University of Indonesia. Authors: Hadiyanto, Mohammed Sani Ibrahim	Vol 83, Pgs 1-1126, (4 July, 2013)	<u>Procedia - Social and Behavioral Sciences</u> www.sciencedirect.com
4.	Beyond the Classroom: Religious Stressors and Adjustment Among Indonesian Muslim Graduate Students in an American Graduate School. Authors: Amirul Mukminin, Fridi Yanto, Hadiyanto	April 2013, 4(2)	Turkish Online Journal of Qualitative Inquiry http://www.tojqi.net
5.	The Development of Core Competencies at Higher Education: A Suggested Model for Universities in Indonesia. Authors: Hadiyanto	Volume 3, Number 1, August 2010.	EDUCARE International Journal for Educational Studies www.educare-ijes.com

F. Pengalaman Penyampaian Makalah Secara Oral Pada Pertemuan/ Seminar Ilmiah Internasional Dalam 5 Tahun Terakhir

No	Nama Pertemuan Ilmiah/Seminar	Judul Artikel Ilmiah	Waktu dan Tempat
1.	2 nd World Conference On Educational Technology Researches (WCETR---2012 Secretariat)	The Students' Generic Skills Practice at National University of Malaysia and National University of Indonesia.	27 to 30 June, 2012. Near East University, Nicosia – North Cyprus
2.	International Conference on Education, Teacher Certification, Bilingual Policy and The Quality of <i>Education</i>	Issues of Quality Standard on Higher Education	Monday, March 19, 2012 SMA Titian Teras Jambi Indonesia
3.	Enhancing Learning Experiences in Higher Education: International Conference	The students' Core Competencies Development at University: a Comparative Study between National University of Malaysia (UKM) and National University of Indonesia (UI)	2-3 December 2010 Hong Kong. Run Run Shaw Building, The University of Hong Kong
4.	The 7 th World Conference on Muslim Education World – COME 2009 Globalization: Its Impacts on & Challenges to Education in The Muslim World	The Development of Core Competencies in Higher Education Curriculum: A Global Challenge for Universities in ASIA	21 st – 23 rd December 2009. Grand Blue Wave Hotel Shah Alam, Selangor, Malaysia
5.	International Conference on Quality, Productivity and Performance Measurement. Enhancing Global Competitiveness Through Strategic Measurement	Curriculum Changes in Higher Education in ASIA: An Issue of Developing Core Competencies at Universities	16 to 18 November 2009. Palm Garden Hotel, Putrajaya, Malaysia

Semua data yang saya isikan dan tercantun dalam biodata ini adalah benar dan dapat dipertanggungjawabkan secara hukum. Apabila di kemudian hari ternyata dijumpai ketidaksesuaian dengan kenyataan, saya sanggup menerima risikonya.

Demikian biodata ini saya buat dengan sebenarnya untuk memenuhi salah satu persyaratan dalam pengajuan penelitian pada Universitas Jambi Tahun Anggaran 2016.

Jambi, 07 November 2016
Ketua Peneliti,

Hadiyanto, M.Ed., Ph.D
NIP. 197223031998031002

BIODATA ANGGOTA I

A. Identitas Diri

1.	Nama Lengkap/NIP	Eddy Haryanto, SPd. MSc. MPP, PhD
2.	Jabatan Fungsional	Lektor (IIIId)
3.	Jabatan Struktural	Sekretaris Prodi Magister PGSD
4.	NIP/Identitas Lainnya	197301102001121001
6.	NIDN	010017301
7.	Pangkat dan Golongan	Golongan IIIId
8.	Pendidikan Terakhir	Pascasarjana S-3 Central Luzon State University, Filipina
9.	Tempat, Tanggal Lahir	Palembang, 10/01/1973
10.	Jabatan Akademik	Lektor Madya pada FKIP Universitas Jambi
11.	Alamat Rumah	Jl. Kol. Abunjani no. 31 Simpang 3 Sipin, Kota Jambi
12.	Lulusan yang dihasilkan	S-1 = +100 orang S-2 = + 10
13	Mata Kuliah Yang diampu	1. Kebijakan Pendidikan 3. Teaching English as Foreign Language 4. Metode penelitian kuantitatif dan kualitatif

B. Riwayat Pendidikan

		S1	S2	S3	Postdocs
1	Nama Perguruan Tinggi	Universitas Jambi	1. Central Luzon State University, Filipina 2. Australian National University	Central Luzon State University, Filipina	Groningen University, Belanda
2	Bidang Ilmu	Pendidikan Bahasa Inggris	1. Manajemen Pendidikan 2. Kebijakan Publik	Development Education	Billigual Education
3	Tahun masuk-Lulus	Agustus 1992-Maret 1997	1999 – 2001	January 2008-Desember 2011	September 2012-July 2013
4.	Judul Skripsi/Tesis/Diseriasi/		Performance of Agricultural Extension Education Students at College of Education of Central Luzon State University in English subject'	Implementation of the international standard school in Jambi province, Indonesia: Implication for Policy Reform	Billigual Education

C. Pengalaman Penulisan Artikel Ilmiah Dalam Jurnal, dalam 5 tahun terakhir

No.	Judul Artikel	Volume/Nomor/Tahun	Nama Jurnal
1.	Mukminin, A., Haryanto, E., Makmur, Failasofah, Fajaryani, N., Thabran, Y., & Suyadi. (2013). The achievement ideology and top-down national standardized exam policy in Indonesia: Voices from local English teachers.	4(4), 19-38/2013	Turkish Online Journal of Qualitative Inquiry, TURKI
2.	Haryanto, E. and Mukminin, A. (2012). The Global, the National and the Local goals: English Language Policy Implementation in an Indonesian International Standard School.	3 (2), 69-78/2012	Excellence in Higher Education Journal, USA
3.	Implementation of the international standard school in Jambi province, Indonesia: Implication for Policy Reform.	2012	Journal of Institute of Graduate Studies, Central Luzon State University.
4.	Performance of Agricultural Extension Education Students at College of Education of Central Luzon State University in English subject',	2010	Journal of College of Education, Central Luzon State University.

D. Pengalaman Penyampain Makalah Secara Oral pada pertemuan/Seminar dalam 5 tahun terakhir

No.	Nama Pertemuan Ilmiah/Seminar	Judul	Waktu dan tempat
1.	The International Seminar on Education	Standardized Exam Policy in Indonesia: Impacts, Policy Alternatives and Policy Reform	16, 17, 18 January 2015, Bengkulu University.
2.	The Annual Graduate Education Conference,	Good Governance Challenge to Graduate Education.	March 2010, Bacolor, Pampanga, Filipina
3.	International Seminar on Education with the theme: "Good practices in education across disciplines and grade-levels"	Good Practices or Teaching to the Test? Stories from the Frontlines and Policy Implications of the Top-Down National Standardized Exam in Indonesia	January 18, 2014, Jember University,

E. Pengalaman Penulisan buku dalam 5 tahun terakhir

No.	Judul	Tahun	Jumlah Halaman	Penerbit
1	Policy Without Planning.	2012	100	LAP LAMBERT Academic Publishing, Germany

Semua data yang saya isikan dan tercantum dalam bioadata ini adalah benar dan dapat dipertanggungjawabkan secara hokum.Apabila di kemudian hari ternyata dijumpai ketidaksesuaian dengan kenyataan, saya sanggup menerima resiko.

Demikian Biodata ini saya buat dengan sebenar-benarnya untuk memenuhi salah satu persyaratan dalam pengajuan penelitian pada Universitas Jambi 2016

Jambi, 07 November 2016

Anggota Penelitian

**Eddy Haryanto, S.Pd., M.Sc.Ed, M.PP. PhD.
NIP. 197301102001121001**

BIODATA ANGGOTA 2

A. Identitas Diri

1	Nama lengkap (dengan gelar)	Nunung Fajaryani, S.Pd., M.Pd
2	Jabatan Fungsional	Asisten Ahli/III B
3	Jabatan Struktural	-
4	NIP/NIK/Identitas lainnya	198106182009122001
5	NIDN	0018068103
6	Tempat dan Tanggal Lahir	Palembang, 18 Juni 1981
7	Alamat Rumah	Jl. Teuku Cik Ditiro RT. 11 No. 3 Telanaipura Jambi
8	Nomor Telepon/Faks	085267357932
9	Alamat Kantor	Jl. Jambi-Muara Bulian km. 15 Mendalo
10	Nomor Telepon/Faks	
11	Alamat e-mail	Inung_qonita@yahoo.com
12	Lulusan yang telah dihasilkan	20 orang
13	Mata Kuliah yang Diampu	<ol style="list-style-type: none"> 1. Curriculum of EFL 2. Writing II 3. Listening Comprehension III 4. Grammar IV 5. Classroom Action Research 6. TEYL 7. Paragraph Writing

B. Riwayat Pendidikan

	S1	S2
Nama Perguruan Tinggi	Universitas Sriwijaya	Universitas Sriwijaya
Bidang Ilmu	TEFL	TEFL
Judul Skripsi/Thesis/Disertasi	Students' Difficulties in Identifying the Main Ideas of Reading Text	An Analysis of English Instructional Materials Presented in the Textbooks for the Fifth Grade Pupils of SD Muhammadiyah Palembang
Nama Pembimbing/Promotor	<ol style="list-style-type: none"> 1. Drs. Sofendi, M.A., Ph.D 2. Dra. Rita Hayati, M.A 	<ol style="list-style-type: none"> 1. Drs. Sofendi, M.A., Ph.D 2. Drs. Soni Mirizon, M.A

C. Pengalaman Penelitian dalam 5 Tahun Terakhir

No	Tahun	Judul Penelitian	Pendanaan	
			Sumber	Jumlah (Juta Rp)
1	2013	Prosa Lisan Pralogis Masyarakat Jambi	DIPA Mandiri	Rp. 9.500.000
2	2013	The Achievement Ideology and Top Down National Standardized Exam Policy:	Mandiri	-

		Voices from Local Teachers		
3	2014	Young Learners' Politeness Strategies at One of English Courses in Jambi	Mandiri	-
4	2014	The Importance of ICT in Teaching and Learning: a Survey Study for Graduate Students in Jambi	Mandiri	-

D. Pengalaman Pengabdian Kepada Masyarakat dalam 5 Tahun Terakhir

No	Tahun	Judul Pengabdian Kepada Masyarakat	Pendanaan	
			Sumber	Jmlh (Juta) Rp
1	2010	Sosialisasi Pembuatan Proposal Penelitian Tindakan Kelas dalam Usaha Peningkatan Kompetensi Profesional Guru SD di Kota Jambi	Mandiri	-
2	2011	Penggunaan Kegiatan Roundrobin untuk Memotivasi Kemampuan Berbicara Bahasa Inggris Para Siswa Jurusan Akuntansi di Sekolah Menengah Kejuruan Revany Indra Putra Kota Jambi	Mandiri	-
3	2013	Workshop Penggunaan TALULAR dalam Kegiatan Belajar Mengajar di Sekolah Dasar untuk Meningkatkan Kreatifitas dan Inovasi Guru dalam Mengembangkan Sumber Belajar	Mandiri	-
4	2014	Inovasi Pembelajaran Bahasa Inggris untuk Sekolah Dasar dengan TALULAR (<i>Teaching and Learning Using Locally Available Resources</i>) di Kelurahan Buluran Kecamatan Telanaipura Kota Jambi	DIPA Reguler Mandiri	Rp.9.500.000

E. Pengalaman Penulisan Artikel Ilmiah dalam Jurnal dalam 5 Tahun Terakhir

No	Judul Artikel Ilmiah	Volume/Nomor/Tahun	Nama Jurnal
1	Applying Cooperative Learning to Promote Students Character Building	ISBN 978-602-8047-33-3, 2011	Proceedings of the 58 TEFLIN International Conference: "Language Teaching and Character Building". IKIP PGRI Semarang, Indonesia
2	An Analysis of English Textbooks for the Fifth Grade Pupils of Elementary School	ISBN 978-602-96839-4-3, 2012	Proceedings of the 59 TEFLIN International Conference: "English

			Language Learning and Teaching in the Digitization Era” Widya Mandala University Press, Surabaya, Indonesia.
3	Historical Background and Some Features of American Black English and American Standard English	Vol. 13 No.3 Oktober 2013	Jurnal Ilmiah Universitas Batanghari Jambi
4	Integrating ICT in English Language Teaching: Rationales and Teachers’ Role	Vol. 3 No.02 September 2013	Jurnal Ilmiah Dikdaya
5	The Achievement Ideology and Top Down National Standardized Exam Policy: Voices from Local English Teachers	October 2013, 4(4)	Jurnal Internasional The Turkish Online Journal of Qualitative Inquiry (TOJQI)
6	Good Practices or Teaching to the Test? Stories from the Frontlines and Policy Implications of the Top-Down National Standardized Exam in Indonesia.	ISBN: 978-602-96824-0-3, 2014	Proceeding International Seminar “Good Practices in Education across Disciplines and Grade-Levels” FORKOM Pimpinan FKIP Se-Indonesia dan FKIP Universitas Jember, Gress Publishing Yogyakarta, Indonesia
7.	Just Testing or Assessing Language Competence? Indonesian English Teachers’ Voices on the National Standardised Examination Policy	ISBN:978-602-9056-89-1, 2014	Tenth International Conference Selections 2014: Language Curriculum and Assessment, Institut Teknologi Bandung
8.	English Pre-service Teachers as New Comers at Placement Schools: Changes, Contrasts, and Surprises	ISBN 978-602-8043-43-4	Proceeding the 2015 International Seminar on Education, FKIP University Press 2015, FKIP UNIB bersama FORKOM FKIP dan School of Education di ASEAN
9.	The Importance of ICT in	2014	Proceeding the first

	Teaching and Learning: a Survey Study for Graduate Students in Jambi		International Conference on Education, Technology and Sciences 2014, University of Jambi
10.	Stories from the Frontlines: Female English Teachers and the National Standardized Exam Policy	2014	Proceeding the First Sriwijaya University Learning and Education International Conference 2014. Sriwijaya University, Palembang

F. Pengalaman Penyampaian Makalah secara Oral pada Pertemuan/ Seminar Ilmiah dalam 5 Tahun Terakhir

No	Nama Pertemuan Imiah/Seminar	Judul Artikel Ilmiah	Waktu dan Tempat
1	The 58 TEFLIN International Conference	Applying Cooperative Learning in Promoting Students' Character Development	3-5 November 2011 IKIP PGRI Semarang
2	The 59 TEFLIN International Conference	An Analysis of English Textbooks for the Fifth Grade Pupils of Elementary School	6-8 November 2012 UniversitasWidya Mandala, Surabaya
3	The 60 TEFLIN International Conference	The Achievement Ideology and Top Down National Standardized Exam Policy: Voices from Local English Teachers.	27-29 Agustus 2013 Universitas Indonesia
4	The third International Conference on Language Education (ICOLE)	Unintended Consequences of the Top-Down National Exam Policy in Indonesia: What We Know and What We Do Not Know from Local English Teachers.	6-7 Desember 2013 The Language Center of the State University of Makassar (UNM)
5	International Seminar on Education	Good Practices or Teaching to the Test? Stories from the Frontlines and Policy Implications of the Top-Down National Standardized Exam in Indonesia.	18 Januari 2014 FKIP Universitas Jember
6	International Conference on Education, Technology and Sciences	The Importance of ICT in Teaching and Learning: a Survey Study for Graduate Students in Jambi	19-20 Nopember 2014 Hotel Abadi Jambi
7.	The 1 st Sriwijaya University Learning and Education	Stories from the Frontlines: Female English Teachers	16-18 Mei 2014 Hotel Aryaduta

	International Conference 2014	and the National Standardized Exam Policy	Palembang, Indonesia
8.	Tenth International Conference: Language Curriculum and Assessment	Just Testing or Assessing Language Competence? Indonesian English Teachers' Voices on the National Standardised Examination Policy	3-5 Juni 2014 Institut Teknologi Bandung
9.	The 2015 International Seminar on Education	English Pre-service Teachers as New Comers at Placement Schools: Changes, Contrasts, and Surprises	16-18 Januari 2015 Bengkulu, Indonesia
10.	The 11 th Annual CamTESOL Conference on English Language Teaching	Challenges of English Teachers in Educating Young Muslim Learners	28-1 Maret 2015 Phnom Penh, Cambodia

Jambi, 07 November 2016

Anggota,

Nunung Fajaryani, S.Pd., M.Pd

BIODATA ANGGOTA 3

A. Identitas Diri

1	Nama Lengkap	Masbirorotni, S.Pd.,M.Sc.Ed
2	Jabatan Fungsional	Asisten Ahli
3	Jabatan Struktural	-
4	NIP / NIK / Identitas lainnya	19820105 200604 2 001
5	NIDN	0005018202
6	Tempat dan Tanggal Lahir	Jambi, 5 Januari 1982
7	Alamat Rumah	Jl. KH. A. Somad, RT.04. Kel. Mudung Laut, Kec. Pelayangan, Jambi, 36252
8	Nomor Telepon / Faks	-
9	Alamat Kantor	FKIP Universitas Jambi Kampus Pinang Masak, Jl. Raya Jambi – Ma. Bulian KM. 15 Mendalo Kab. Ma. Jambi
10	Nomor Telepon / Faks	(0741) 583453
11	Alamat e-mail	Eka_rotni@yahoo.com
12	Mata Kuliah yang Diampu	<ol style="list-style-type: none"> 1. Listening for Academic Purposes 2. Listening for General Purposes 3. Language Testing 4. TEFL II 5. English for Economics 6. English for Taxation

A. Riwayat Pendidikan

	S1	S2
Nama Perguruan Tinggi	Universitas Jambi	Central Luzon State University
Bidang Ilmu	Pendidikan Bahasa Inggris	Educational Management
Tahun Masuk – Lulus	1999 - 2005	2010-2012
Judul Skripsi / Thesis / Disertasi	Students' Ability in using "will" and " be going to" in Future Tense	Academic Performance Of Teacher Education English Major Students At Universitas Jambi, Indonesia
	<ol style="list-style-type: none"> 1. Yulhenly Thabran, SS.,MA 2. Drs. Makmur, M.Hum 	<ol style="list-style-type: none"> 1. Prof. Soledad M. Roguel 2. Rhodora I. De La Rosa, PhD 3. Regidor G. Gaboy, PhD

B. Pengalaman Penelitian Dalam 5 Tahun Terakhir

No.	Tahun	Judul Penelitian	Pendanaan	
			Sumber	Jumlah

1	2014	Analisa Gaya Belajar Siswa dalam Belajar Bahasa Inggris	DIPA UNJA Program Mandiri	Rp. 9,5 juta
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C. Pengalaman Pengabdian Kepada Masyarakat dalam 5 Tahun Terakhir

No	Tahun	Judul Pengabdian Kepada Masyarakat	Pendanaan	
			sumber	Jumlah
1	2013	Workhsop Penggunaan “TALULAR” dalam Kegiatan Belajar Mengajar di Sekolah Dasar untuk Mengembangkan Kreatifitas dan Inovasi Guru Menyiapkan Sumber Belajar	Mandiri	Rp. 1 juta
2	2014	Pelatihan Menggunakan “TALULAR” dalam Kegiatan Belajar Mengajar Bahasa Inggris di SD Al-Falah Jambi	DIPA UNJA Program Mandiri	Rp. 9,5 juta

D. Pengalaman Penulisan Artikel Ilmiah Dalam Jurnal Dalam 5 Tahun Terakhir

No	Judul Penelitian/ Karya Ilmiah	Tahun	Penerbit/Majalah Ilmiah	Ket.
1.	Gender And Achievement Emotions Of Freshmen Education Students In Math 102 (Fundamental Of Mathematics)	2013	Jurnal Edumatica, FKIP, MIPA, Vol. 3 No. 2, Oktober 2013	
2.	Good Practices or Teaching to the Test? Stories from the Frontlines and Policy Implications of the Top-Down National Standardized Exam in Indonesia	2014	Proceeding International Seminar, Good Practices in Education Across Disciplines and Grade-Levels	
3.	Academic Performance of Teacher Education English Major Stuentns at Universitas Jambi, Indonesia	2013	Jurnal Ilmiah Universitas Batang Hari Vol. 13 No.3 Oktober 2013	

4.	The Mastery of English Study Program's Students of Jambi University in Applying "Will" and "Be Going To" in Simple Future.	2008	Majalah Percikan Vol.94 Edisi November 2008, ISSN: 0854 - 8986	
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E. Pengalaman Penyampaian Makalah Secara Oral Pada Pertemuan / Seminar Ilmiah Dalam 5 Tahun Terakhir

No	Nama Pertemuan Ilmiah / Seminar	Judul Artikel Ilmiah	Waktu dan Tempat
1.	The 2015- International Seminar on Education	Lesson from The Philippines : Gender And Achievement Emotions Of Freshmen Education Students In Math	16 – 18 Januari 2015, Universitas Bengkulu, Bengkulu
2.	The 61st TEFLIN International Conference	Good Practices or Teaching to the Test? Stories from the Frontlines and Policy Implications of the Top-Down National Standardized Exam in Indonesia	7 – 9 Oktober 214, UNS, Solo

Semua data yang saya isikan dan tercantum dalam biodata ini adalah benar dan dapat dipertanggungjawabkan secara hukum. Apabila di kemudian hari ternyata dijumpai ketidaksesuaian dengan kenyataan, saya sanggup menerima risikonya.

Demikian biodata ini saya buat dengan sebenarnya untuk memenuhi salah satu persyaratan dalam pengajuan penelitian Kelompok Dosen Universitas Jambi dana DIPA Tahun 2015.

Jambi, 07 November 2016

Anggota

Masbirorotni,S.Pd, M.Sc.Ed
NIP.19820105 200604 2 001