THE CONTRIBUTION OF ACADEMIC SUPERVISION TO STUDENTS' LEARNING READINESS

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The Contribution of Academic Supervision to Students' Learning Readiness: Pedagogic and Professional Competence as the Mediating Variable

The study aimed to measure academic supervision's contribution through the teachers' pedagogical and professional competencies on the students' learning readiness in vocational high school. The present study belongs to quantitative research with ex-post factor completed with hypothesis tested using Partial Least Square Equation Modelling (PLS-SEM). The samples were taken through a non-probability test using purposive sampling, involving 71 teachers and 96 students of private vocational schools in Gunungkidul Regency. PLS-SEM was employed because the samples were less than a hundred. Meanwhile, the hypothesis was tested using a path coefficient; it is accepted if the t-statistic was above 1.96 and the p-value less than 0.05. The data analysis showed several findings. First, pedagogical competence contributes to learning readiness. Second, professional competency does not contribute to learning readiness. Third, academic supervision contributes to professional competence. Fourth, academic supervision contributes to professional competence. Further, indirect effect analysis was conducted simultaneously to the variables to test the hypothesis. Similarly, the analysis results are significant if the t-statistic is above 1.96 and the p-value less than 0.005. In the present study, the analysis results of the indirect effects are as follows. First, the relation of academic supervision (SA) and pedagogical competence (KP) and learning readiness (KB) showed the indirect effect score -0.295, with t-statistic value 2.329 and p-value 0.020. Second, the relation of academic supervision (SA) and professional competence (KPR) and learning readiness (KB) reached the indirect effect value of 0.002, with t-statistic 1.740 and p-value 0.082. Based on the indirect effect scores, it can be concluded that academic supervision contributes to the teachers' pedagogical competence contributes to the learning readiness. Besides, academic supervision through the teachers' professional competence does not contribute to learning readiness.

Keywords: academic supervision, pedagogical competence, professional competence, students' learning readiness

Introduction

Competent and reliable human resources have become a key factor in national development. Notably, in education, teachers' teaching competencies guarantee to learn quality (Suryanto, 2020). It is in line with Karwati and Priansa (2013), explaining that education should provide the best service. Therefore, teachers are required to adjust to the development of the era. Besides, they must improve their competence, such as pedagogical and professional competence, to achieve teaching and learning success (Rahman, 2014). The learning quality reflects the educational quality through the guidance that involves the principal's academic supervision (Suriansyah & Effendi, 2019). Suryani (2015) studied the implementation of academic supervision to improve the teaching process. She revealed that supervision is one form of monitoring and maintaining the track taken by the teachers. Besides, it helps teachers accomplish tasks more appropriately. Similarly, Sagala (2010) noted that one of the principal's efforts to improve the teachers' roles and competencies is supervision. Meanwhile, the teaching and learning success manifests in the students' learning outcome. Further, students who are ready to learn are motivated to optimize their efforts (Nuryati, 2019). Mardati et al. (2019) stated that teachers' values and leadership are the external factors influencing students' learning readiness.

Several studies have discussed academic supervision, pedagogical competence, professional competence, and students' learning readiness. For example, Pambudi (2014) researched the topic "Kontribusi Supervisi Pengajaran Kepala Sekolah terhadap Kompetensi Profesional Guru SD di Gugus VI Kecamatan Depok Kabupaten Sleman Tahun 2013". The findings revealed that supervision has a positive and significant correlation with the teachers' professional competence. Saleh et al. (2019), with the research entitled "The Effect of School Head Academic Supervision on Pedagogic

Capability of Basic School teachers in Manggala District Kota Makasar," revealed the same results. The principal's academic supervision has a positive and significant correlation with the teachers' pedagogical competence. Meanwhile, Nuryati (2019) with "Pengaruh Kesiapan belajar terhadap hasil belajar siswa kelas VII di SMP Negeri 1 Singingi", concluded a strong relationship between students' learning readiness and their learning outcomes in mathematics in grade VII in SMP Negeri 1 Singingi. Further, Mardati, Suyatno, & Pambudi (2019), with her research, "The Influence of Teacher Leadership and Teacher Values on Students Learning Readiness at Junior High School in Pangkalpinang City," found the aspects that increase the students' learning readiness. Besides, she revealed the external factor that influences it, such as the teachers' role. Another study by Muspawi et al. (2020), through qualitative research entitled "Upaya Kepala Sekolah untuk Peningkatan Kompetensi Profesional Guru," mentioned that the principal took several efforts to improve the teachers' professional competence. For example, the principal guided and involved the teachers in several school activities, seminars, workshops, or Teachers Working Group. In short, previous studies have not emphasized the contribution of academic supervision to the pedagogical and professional competence of teachers that affect the students' learning readiness.

Review of Literature

Academic Supervision

Supervision is a process designed to help teachers learn the daily tasks at school, allowing them to use their knowledge and capabilities to provide the best service for the students, teachers, and the school. Besides, it makes the school an effective learning environment (Mulyasa, 2013). Academic supervision improves the teaching process by stimulating the teachers to help themselves (Paulsen et al., 2014). A principal should be

the teachers' navigator, guiding them efficiently to instill trust, stimulating, and supervising their research. Further, a principal should be professional and cooperative to support the teachers in solving their problems and assist them in continuing the study and developing themselves professionally, allowing them to improve their teaching and learning quality (Karwati & Priansa, 2013).

Therefore, it can be concluded that academic supervision is a set of efforts to guide, help, and nurture the teachers to improve the quality of the learning process and outcome, leading to the achievement of the learning goals.

Teachers' Pedagogical Competence

Based on the Government Regulation of the Republic of Indonesia Number 19 of 2005, in Suryanto (2020), teachers' pedagogical competence refers to the ability to manage the learning activities, which includes understanding the learners, designing and implementing the learning, evaluating the learning process, and developing the learners to actualize their potentials. Teachers' competence includes the learners' capability, learning design and implementation, evaluation, and support to achieve their potentials (Busse et al., 2014). Pedagogy is the teachers' ability to manage the learning process (Febrianis et al., 2014). Pedagogical competence is the specific competence that distinguishes teachers from other kinds of the profession; it is an occupation that represents the teachers' abilities to make learnings understood by the learners.

Teachers' pedagogical competence means the teachers' abilities to understand the learners, design and implement the teaching process, evaluate the learning, and develop their potentials.

Teachers' Professional Competence

Laws Number 14 of 2005 mentioned that professional competence is the teachers' ability to master the learning materials. Meanwhile, according to Orazbayeva (2016), teachers' professional competence is considered the general characteristic that determines the readiness and abilities to sufficiently accomplish the professional duties independently and responsibly amidst the changing social and professional environment. This way, they can perform their professional activities and develop their potentials. Rahman (2014) stated that professional competence is related to the abilities to master knowledge core and essence.

To sum up, teachers' professional competence is the teachers' abilities as the ground for their duty accomplishment. The capabilities need to be sustained. Competence means the ability to understand the educational foundation and plan and evaluate the learning process.

Students' Learning Readiness

According to Slameto (2010), readiness means an individual's whole condition that prepares him to respond or to answer in a particular way. Readiness is one aspect that influences students' learning outcomes. Meanwhile, Dangol and Shrestha (2019) stated that students are ready to learn when physically, mentally, and emotionally prepared. Learning allows students to gain experience leading to improving their behaviors, qualitatively, and quantitatively (Widyaningytas, Karmin, & Radiyono, 2013).

Therefore, learning readiness refers to the students' abilities to develop their potentials and skills in the classroom. Readiness provides the students' benefits and experience to follow the learning activities.

Based on the theories, the hypothesis of the present study was as follows.

H1: Pedagogical competence contributes to the learning readiness

H2: Professional competence contributes to the learning readiness

H3: Academic supervision contributes to the pedagogical competence

H4: Academic supervision contributes to the professional competence

H5: Through teachers' pedagogical competence, academic supervision contributes to the learning readiness

H6: Through teachers' professional competence, academic supervision contributes to the learning readiness

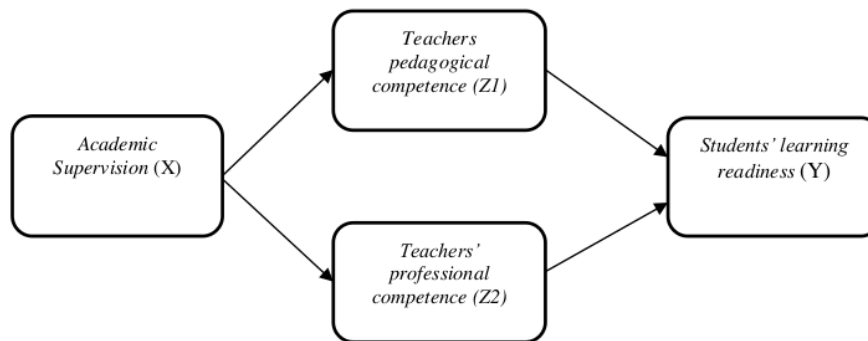The scheme describing the assumptions was presented in the figure 1.

Figure 1. The correlation among variables

Research Method

Research Design

The research was quantitative using ex post facto of which the hypothesis was tested using Partial Least Square Structural Equation Modelling (PLS-SEM) with smartPLS version 3.0 application. The data were analyzed in two steps. The first is a reflective evaluation to test the validity and reliability of each variable's indicators. Second is the formative evaluation to determine the significance of the relationships among variables and determine whether the hypothesis is accepted or rejected.

Participants

The population consisted of teachers and students of SMK Muhammadiyah in Gunungkidul Regency. From the population, samples were taken using a non-probability test with a purposive sampling method. Criteria were determined to select the samples, obtaining seventy teachers and ninety-six students as the respondents.

Data collecting and analyzing technique

The data were collected using questionnaires with the Likert scale. It consisted of four types: academic supervision competency, teachers' pedagogical competency, teachers' professional competency, and students' learning readiness. The questionnaires adapted the instruments used in previous studies. The data were analyzed using PLS-SEM because the samples were less than a hundred. The path coefficient analysis is accepted if the evaluation result of the t-statistic is above 1.96 and the p-value less than 0.05.

Findings

Indicator testing

Table 1. Construct Reliability and Validity

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Learning Readiness	0,822	0,857	0,869	0,526
Pedagogical Competence	0,932	0,941	0,940	0,516
Professional Competence	0,913	0,922	0,927	0,518
Academic Supervision	0,966	0,969	0,968	0,553

Table 1 showed that a construct is reliable if the Cronbach's Alpha and the Composite Reliability score are greater than 0.60. Besides, it is valid if the average variance extracted (AVE) is greater than 0.50. The validity and reliability indicate that each indicator can explain the relevant variables.

Heterotrait-Monotrait Ratio (HTMT) Test

Table 2. Heterotrait-Monotrait Ratio

	Learning Readiness	Pedagogical Competence	Professional Competence	Academic Supervision
Learning Readiness				
Pedagogical Competence	0,181			
Professional Competence	0,140	0,904		
Academic Supervision	0,145	0,623	0,575	

Heterotrait-Monotrait Rato (HTMT) test is a discriminant validity test to measure a construct's appropriateness for a particular variable. If it is appropriate, the HTMT must be less than 0.9. Based on the table, the HTMT revealed several findings. First, pedagogical competence, professional competence, and academic supervision are appropriate constructs for learning readiness. Second, academic supervision is a good construct for pedagogical and professional competence. Furthermore, third, professional competence cannot be a construct for pedagogical competence.

Hypothesis Testing

Evaluating the R-squared value

Table 3. R square

	R Square	R Square Adjusted
Learning Readiness	0,070	0,042
Pedagogical Competence	0,388	0,382
Professional Competence	0,331	0,324

R-squared is the ability of the exogenous variable to explain the endogenous variable. The R-squared values are categorized into three. If R-squared is 0.75, it is a substantial (strong) model; if it is 0, 50, it is moderate, and if it is 0.25, it is weak. The test results

presented in the table showed that academic supervision could explain professional competence as much as 0.331 or 33.1%, an indication that the model is weak. Similarly, academic supervision can explain the pedagogical competence as much as 0.338 or 38.8%, or weak. Meanwhile, a very weak model was also indicated by the academic supervision R-squared results. It can explain the professional competence as much as 0.70 or 7%.

Path Coefficients/Direct Effect Test

A hypothesis is accepted or rejected using PLS-SEM through the bootstrapping in the path coefficient analysis, with the t-statistic must be above 1.96 and the p-value less than 0.05.

Table 4. Path Coefficients/Direct Effect

	Original Sample	Sample Mean	Standard Deviation	T statistics	P values
KP → KB	-0,473	-0,510	0,181	2,614	0,009
KPR → KB	0,398	0,419	0,206	1,928	0,054
SA → KP	0,623	0,649	0,068	9,111	0,000
SA → KPR	0,575	0,599	0,076	7,571	0,000

Explanation: SA (*supervisi akademik*-academic supervision), KP (*kompetensi pedagogic*-pedagogical competence), KPR (*kompetensi professional*-professional competence), KB (*kesiapan belajar*-learning readiness)

The path coefficient results in the table showed several findings. First, pedagogical competence contributed to the learning readiness with the t-statistic 2.614 and p-value 0.009 (<0.05). It means that pedagogical competence directly affects the students' learning readiness. Second, professional competence does not contribute to learning readiness with the t-statistics of 1.928 and the p-value 0.054 (< 0.05). It proved that teachers' professional competence is no direct effect on the students' learning readiness. Third, academic supervision contributes to pedagogical competence, with t-statistic

9.111 and p-value 0.000 (<0.05). It indicates a direct effect of academic supervision on the teachers' pedagogical competence. Fourth, academic supervision contributes to professional competence, with t-statistic 7.571 and p-value 0.000 (< 0.05), meaning that academic supervision directly influences the teachers' professional competence.

Indirect Effect Analysis

Table .5 Indirect Effect

	Original Sample	Sample Mean	Standard Deviation	T statistics	P values	Explanation
SA→KP → KB	-0,295	-0,332	0,127	2,329	0,020	Significant
SA→KPR → KB	0,229	0,252	0,132	1,740	0,082	Not significant

Indirect effect analysis functions to test the influence of exogenous variables on the endogenous variables mediated by the intervening variables. In the present study, the exogenous variable was academic supervision, while the intervening variables were teachers' pedagogical competence and professional competence. Meanwhile, the endogenous variable was the students' learning readiness. The significance criteria were fulfilled if the t-statistic value is above 1.96 and the p-value less than 0.005. based on the table, it is clear that the academic supervision, through the teachers' pedagogical competence, contributes to the learning readiness because the t-statistic was 2.329 (> 1.96) and the p-value 0.020 (< 0.05). However, the teachers' professional competence as the intervening variable causes an indirect effect or gives no contribution to the students' learning readiness because the t-statistic was 1.740 (<1.96) and p-value 0.082 (>0.05). The evaluation of the relationships among variables of the research was presented in figure 2.
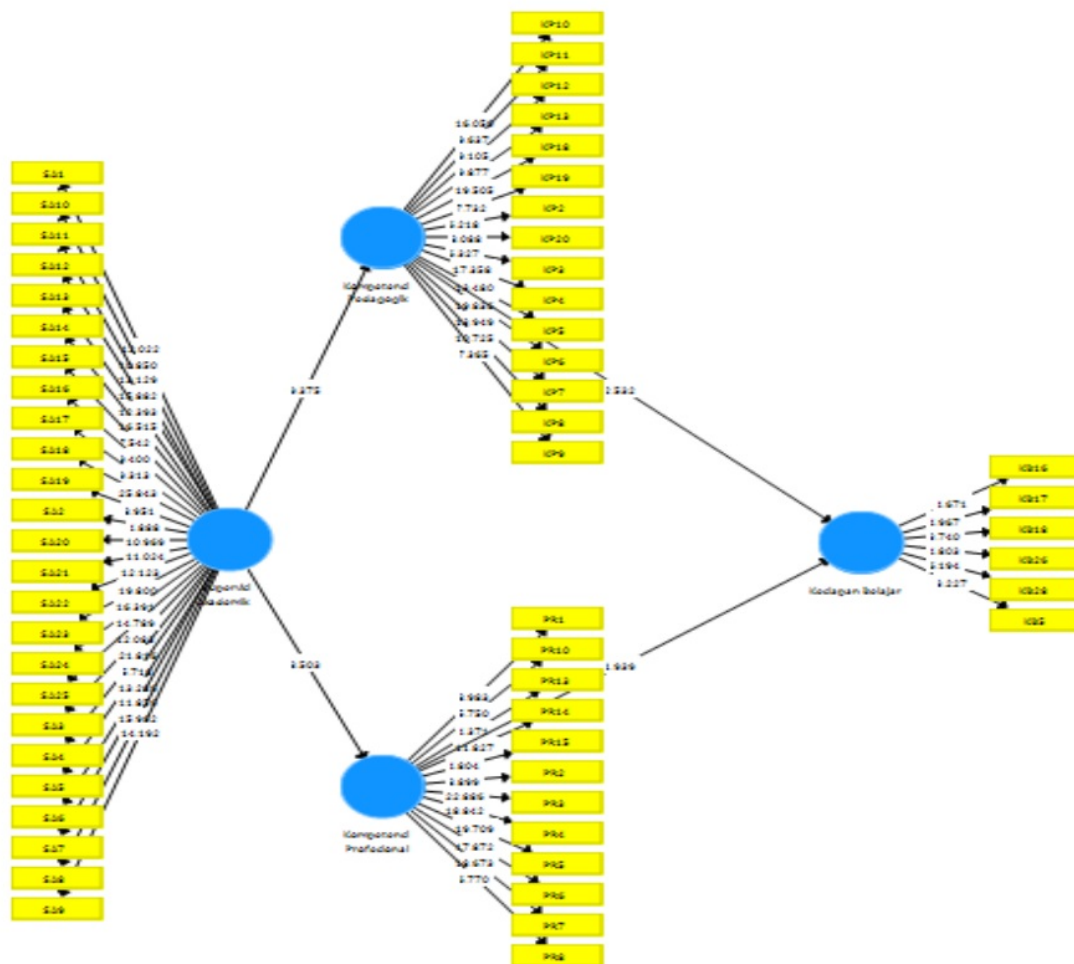
Figure 2. Model Evaluation of the relationships among research variables

Discussion

Based on the findings, the hypothesis results are as follows.

H1: Pedagogical competence contributes to the learning readiness

The path coefficient results showed that the hypothesis assuming that the pedagogical competence contributes to the learning readiness was accepted. The t-statistic was 2.614 and the p-value 0.009 (below 0.05). It indicated a direct effect of the teachers'

pedagogical competence on the students' learning readiness. Teaching and learning activities are the reciprocal interaction between teachers and students in the classroom. Teachers serve to manage the learning activities in the classroom optimally. According to Anwar (2018), teachers' pedagogical competence is the teachers' abilities to understand the learners by applying cognitive development principles, personality principles, and need analysis. Meanwhile, Firman et al. (2019) explained that pedagogical competence is the teachers' ability to manage a learning practice that involves the learners understanding all skills through careful and representative preparation. Hence, a teacher must understand the students' initial readiness, including physical, mental, and emotional aspects. Teachers' improvement is possible through understanding the learners' psychological development (Balqis et al., 2014). It supported Dangol and Shrestha's (2019) finding, mentioning that physically, mentally, and emotionally prepared students are ready to learn. The readiness includes the willingness to give responses in the classroom activities (Mulyadi, 2013). Hence, the study concluded that teachers' pedagogical competence contributes to the students' learning readiness.

H2: Professional competence contributes to the learning readiness

The path coefficient results rejected the hypothesis assuming that professional competence contributes to learning readiness. The t-statistic was 1.928, and the p-value was 0.054 (>0.05), showing no direct effect of teachers' professional competence on the students' learning readiness. According to Sanjaya (2013), professional competence refers to an in-depth and broad understanding of the teaching materials. Meanwhile, Suprihatiningrum (2016) proposed that teachers' professional competence includes mastering the school curriculum and the substantive knowledge underlying the teaching materials. Besides, teachers must be willing to learn new knowledge. Children's

characteristics highly influence their readiness, apart from the teachers' academic performance (Murray & Harrison, 2011). Hao (2016) mentioned that learning readiness is related to the learning attention span. In addition, interests in the materials the lowest aspect of the students' attention. Similarly, Kunter et al. (2013) stated that the teachers' general abilities do not influence their teaching performance in relation to classroom management. Therefore, teachers' professional competence does not contribute to the students' learning readiness.

H3: Academic supervision contributes to the pedagogical competence

The analysis of the path coefficient result showed that the third hypothesis was accepted. The t-statistic value was 9.111 and p-value 0.000> 0.05. In other words, academic supervision directly affected the teachers' pedagogical competence. Supervision in teaching activities is a series of assistance provided for the teachers to improve the teaching and learning process (Imron, 2015). Teachers' pedagogical competence is the ability to manage the learning process; it includes planning, implementing, and evaluating the learners' learning process (Rahman, 2014). The principal's crucial role is supervising the teachers, encouraging them to develop their creativity and innovation, solving any problem, and thinking critically. Further, Rahabav (2016) mentioned that teachers should facilitate themselves to create a conducive learning environment and help manage the class in academic supervision. To sum up, academic supervision contributes to the teachers' pedagogical competence.

H4: Academic supervision contributes to the professional competence

The results proved that the fourth hypothesis was accepted because the path coefficient resulted in the t-statistic value of 7.571 and p-value 0.000>0.05. It means that there is a direct effect of academic supervision on the teachers' professional competence.

Academic supervision is intended to help teachers to complete their tasks effectively (Purwanto, 2014). Sahertian (2010) explained that teachers need supervision to grow and develop themselves. Meanwhile, Rahayu et al. (2018) proposed that a principal must pay attention to the teachers' professional competence through supervision. It is in line with Rahabav (2016) stating that to improve the teachers' professionalism, the principal holds a significant role: a supervisor. Hence, the supervision pattern is expected to enhance the teachers' professional competence, especially in mastering the teaching materials. Further, academic supervision contributes to the teachers' professional competence.

H5: Academic supervision through teachers' pedagogical competence contributes to the learning readiness

The analysis showed that the hypothesis stating that academic supervision through the teachers' pedagogical competence contributes to learning readiness. The t-statistic value was 2.329 (above 1.96) and p-value 0.020 (below 0.05). It proves the indirect effect of academic supervision on learning readiness. One of the principal's supervisory activities to increase the learning process is through academic supervision that involved teachers in developing the teaching management according to the learning objectives (Amanda et al., 2017). Further, Paulsen et al. (2014) proposed that academic supervision is the activity to help teachers improve their pedagogical competence in accordance with the learning goals. The research conducted by Istiningsih et al. (2020) found that the implementation of academic supervision is intended to improve and enhance the learning quality through the teachers' pedagogical competence. It is expected to establish a mutual symbolism between the supervisor and the supervised teachers. Teachers are said to influence the students' learning readiness Bulaeva et al. (2018). It is expected that students increase their learning outcomes (Guo, 2018 ;Kyriakides et al.,

2019). The students' success in learning is influenced by several factors, such as learning motivation. Learning readiness includes attention, motivation, and development. Therefore, it can be concluded that academic supervision through the teachers' pedagogical competence contributes to the students' learning readiness.

H6: Academic supervision through the teachers' professional competence does not contribute to the learning readiness

The indirect effect analysis results rejected the sixth hypothesis because the academic supervision through the teachers' professional competence does not contribute to the students' learning readiness. It was evident in the t-statistic value, which was less than 1.96 (1.740) and the p-value above 0.05 (o,082). It means that the indirect effect did not occur. As mentioned previously, supervision is the principal's effort in supporting the teachers' development process through consultation in developing the teaching materials and building the learning condition (Renata et al., 2018). Bermawi and Fauziah (2015) revealed that the principal serves as the supervisor whose activities provide professional services in improving the teachers' professional competence. Meanwhile, academic supervision is intended to improve and increase the learning quality through the teachers' professionalism. Besides, feedbacks will also help increase the teachers' professionalism in the classroom (Istiningsih et al., 2020). Academic supervision is aimed to encourage the teachers to increase their professionalism quality through self-development, self-growth, and self-actualization. Thorndike, which was followed by Slameto (2010), mentioned that readiness is the learning requirement. It consists of attention, motivation, and development. In line with the idea, Nurhasanah and Sobandi (2019) explained that attention is one of the internal factors affecting the students' learning outcome. According to Hao (2016), students' attention influences the classroom's teacher and the learning process. Meanwhile, teachers do not affect

students' attention. Therefore, academic supervision through the teachers' professional competence does not contribute to the students' learning readiness. Through supervision, teachers can develop themselves and improve their abilities.

Conclusion

Based on the analysis, the present study reached several conclusions. First, pedagogical competence contributes to the students' learning readiness, while professional competence does not. Second, academic supervision contributes to the teachers' pedagogical and professional competence. Third, academic supervision contributes to the students' learning readiness through the teachers' pedagogical competence, while the teachers' professional competence does not contribute to the learning readiness.

Acknowledgment

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