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## **Supervisors' role quality and its effect on the students' ability in compiling reports**

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### **ABSTRACT**

The reality of the lack of students' understanding regarding the PTK principles is that they are plagiarizing and have difficulties in compiling reports, which are the supervisors' unresolved responsibility. This research aimed to analyze the role quality of first and second supervisors performing their tasks as supervisors for the subject PKP and their influences on students' abilities in writing the PKP reports. This is survey research using a correlational-quantitative approach. About 143 respondents were selected purposefully, consisting of 15% of the entire 953 population (total students following the subject PKP at PGSD UPBJJ-UT Makassar). The data collection method utilized questionnaires, documentation, and observation. Data were analyzed utilizing descriptive and differential statistical techniques. Results of this research indicate that (1) the role quality of both supervisors is in the highest category, while the students' capability in writing the PKP reports is at a high level. (2) The role quality of these supervisors, both in partial and simultaneous conditions, is affected positively and significantly in writing the PKP reports. Based on calculating the determinant coefficient, the role quality of these supervisors delivers a relatively small influence, namely about 9.1% for writing PKP reports of students.

Keywords: report writing, students' ability, students' perceptions, supervisor

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### **INTRODUCTION**

One way that allows students (teacher candidates) to apply the theoretical teaching practices acquired during their education is to conduct research in practice (Kim, Jörg, & Klassen, 2019; Ping, Schellings, & Beijgaard, 2018). To achieve this, research should focus on classroom activities, such as action research (Kasula, 2015). Through Classroom Action Research (CAR), teachers and educational practitioners directly get the theory that they build themselves, not those given by other parties (Arikunto, Suhardjono, & Supardi, 2021; Wiyarsi, 2017).

Unfortunately, the students of the Undergraduate Program of Elementary School Teacher Education [Indonesian: S1-PGSD] as teacher candidates still encounter several obstacles in compiling the CAR report. These obstacles include lacked understanding of the principles of CAR (Haryati & Wahyuni, 2012), manuscript writing that does not follow the rules of scientific work, low synthesis ability, inappropriate formats of writing, less ability to arrange discussions and relate theories, and sentences that are difficult to understand (Duzor, 2016). These constraints have an impact on the many weaknesses in student research reports, including only duplicating practical instructions and not training students to build arguments (Wackerly, 2018). The feedback given by the supervisor has not been carried out optimally, so students have not been trained to produce better writing. Whereas this feedback can help increase students competence in compiling CAR reports (Burnham, 2013).

To facilitate the achievement of these competencies, the S1-PGSD Program of Open University (UT) provides the Professional Capability Improvement Course [Indonesian: *Mata*

*Kuliah Pemantapan Kemampuan Profesional (MK-PKP)*]. The distance Learning Program Unit of Open University [Indonesian: *Unit Program Belajar Jarak Jauh-Universitas Terbuka (UPBJJ-UT)*] as the administrator and those responsible for all PKP course activities involve two supervisors for the success of the mentoring (Widuroyekti, 2015; Malta, 2013).

The first supervisor is a lecturer whom UPBJJ-UT has assigned to help students in the PKP tutorials or guidance class. This supervisor guides students in planning and compiling the PKP report in the tutorial class with a ratio of 1 supervisor for 10 students (Tim FKIP-UT, 2010). By the PKP course syllabus, the first supervisor provides theoretical and technical guidance in PKP courses regarding how to determine problems, develop CAR plans, carry out analysis and follow-up learning in each cycle, and compile research reports. This supervisor ensures that students prepare PTK proposals as midterm exam assignments. The second supervisor, meanwhile, is a teacher that the students have chosen to assist them in documenting or observing learning advancements that result from the research school. This supervisor guides students in learning improvement practices in their respective classes, including preparing the Lesson Plan [Indonesian: *Rencana Pelaksanaan Pembelajaran (RPP)*] and analyzing each stage of the learning process in each cycle. However, the first supervisor continues to monitor PTK activities and ensure that PTK reports meet scientific requirements as final semester assignments (Tim FKIP-UT, 2010; Tim Penulis FKIP-UT, 2007).

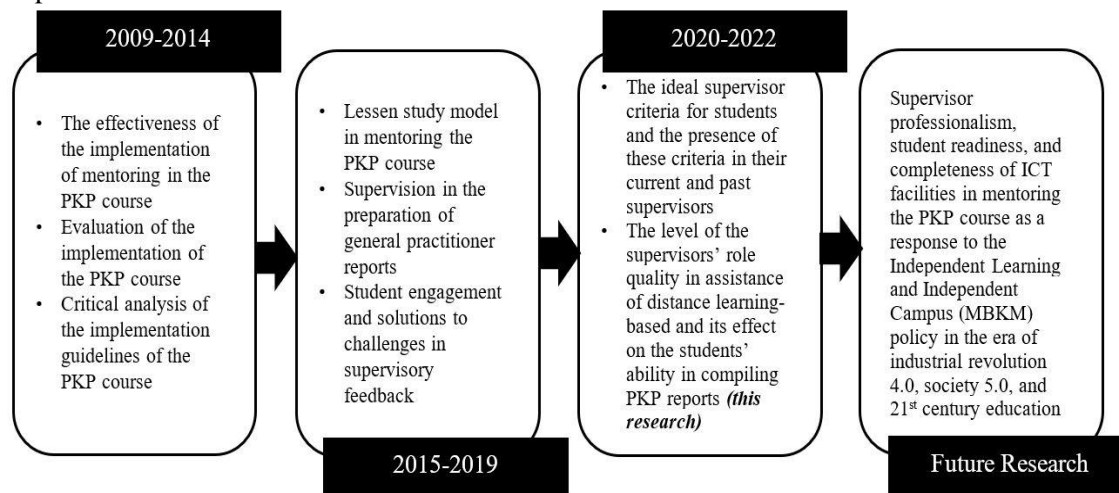
Through the mentoring and guidance activities carried out by the first and second supervisors, it is expected that students have the ability and are accustomed to applying CAR principles. Furthermore, they may be able to take advantage of learning improvement practices or PKP reporting stages. This assumption is based on the opinion of Agricola et al. (2021), who revealed that the role of supervisors is needed in improving students' CAR report compilation skills because they accompany, correct, and ensure the fulfillment of the scientific requirements of a research report, both in content and technically.

However, according to the results of the monitoring conducted by the researchers on the PKP course in S1-PGSD of UPBJJ-UT Makassar, out of 1,081 students' PKP reports, there were 470 (43.47%) that did not pass for being assessed after going through verification (not following the PKP guidelines and conducting plagiarism). This indicates that the supervisors have not carried out their roles optimally. Furthermore, it shows that the problems in the implementation of the PKP course are relatively complex.

The complexity of the problems of implementing the PKP course has attracted the attention of many researchers, such as Chandrawati, Tatminingsih, & Budiastra (2009) those who study the effectiveness of the implementation of mentoring in the professional capability improvement course; Haryati & Wahyuni (2012) focus their study on the evaluation of the implementation of the PKP course for students; Setiana (2013) has a critical study about the implementation guidelines of the PKP course at Open University; and Suhartono & Darmayanti (2015) describe the lesson study model in mentoring the PKP practices to scale up students' capability at improving learning. Jackson et al. (2019) conducted a systematic review that aims to map the research field and develop a conceptualization of the nature of such educational alliances within postgraduate supervision for general practitioners; Bastola (2022) reports a study examining the perceptions that Nepalese Master's supervisors and students held of student engagement with and challenges in supervisory feedback; and Davis (2018) explores students' perceptions of qualities they believe their ideal supervisor should possess as well as those they see as characterizing their current and past supervisors. The research roadmap can be seen in Figure 1.

Figure 1 shows that those previous studies only examined the implementation of the PKP course in terms of effectiveness, program evaluation, guidelines improvement, and guidance model offer. Meanwhile, regarding supervisors, it only discussed supervision in mentoring, solutions to challenges in supervisory feedback, and ideal supervisor criteria. No one has specifically examined the quality of the supervisors' role based on students' perceptions and its effect on the students' ability in compiling the PKP report in the professional capability improvement course as expected by the researchers in this study. Students' perceptions are chosen

as an object in this study to obtain objective data regarding the quality of the first and second supervisors' roles in the PKP course at PGSD UPBJJ-UT Makassar.



**Figure 1. Research Roadmap for Mentoring in Compiling Report**

Based on the previous studies, the importance of the supervisor's role, and the problems of students in compiling reports that have been described, the researchers are interested in investigating students' perceptions concerning the quality of the supervisors' role and its influence on their ability to compile PKP reports, focusing on: (1) the quality of the roles of the first and second supervisors; (2) the ability of students in compiling the PKP reports, and (3) the influence of the quality of the roles of the first and second supervisors on the ability of students in compiling PKP reports. This study is important because theoretically, it contributes to the theory of improving the quality of the supervisors' role in supervising the preparation of student PKP reports of distance learning. Empirically, it can provide input to UPBJJ-UT Makassar, especially in terms of the appointment of the first and second supervisors. Furthermore, this can be a consideration for the Central Management of UT in determining policies related to the implementation of the PKP course for students.

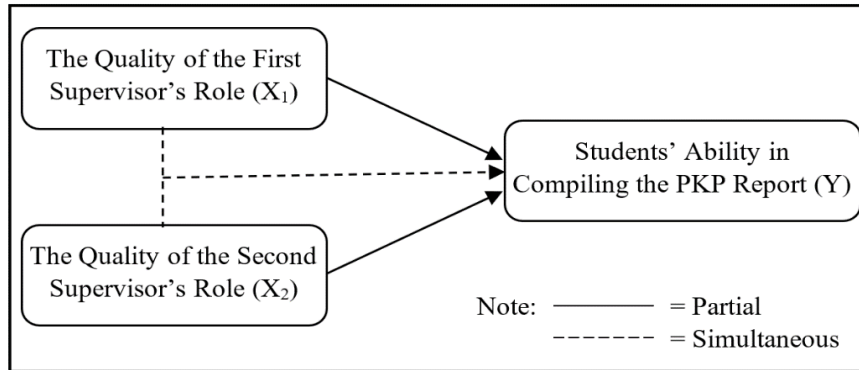
## METHOD

The type of study was a survey with a quantitative approach. A survey is a sampling process of a determined population using a questionnaire as the main data collection tool (Arikunto, 2013). The quantitative technique is based on defining variables, data collection in the form of numbers, and analysis using a statistical format (Sugiyono, 2010). The quantitative survey in this research is intended to analyze statistically the arguments, thoughts, and feelings of students regarding the quality roles of supervisors and their influences on the capability of writing the PKP subject reports of students.

The population of this study was all students of the Basic Education [Indonesian: *Pendidikan Dasar* (PENDAS)] Program who enrolled in the Professional Capability Improvement Course (MK-PKP) for Elementary School Teacher Education (PGSD) in the 2020.1 registration period at the Distance Learning Program Unit, Open University (UPBJJ-UT) Makassar, totaling 953 students. Samples were selected using the purposive sampling technique, by taking 15% of the total population (Arikunto, 2013). Therefore, the total number of samples in this study was 143. The use of the purposive sampling technique is due to the existence of two special criteria in determining the sample, namely (1) PENDAS Program students enrolling in MK-PKP PGSD, in the 2020.1 registration period, and (2) students who made the most mistakes in compiling the PKP-PGSD report from Pangkep, Bantaeng, Jeneponto, Selayar, and Pinrang Regencies during the 2020.1 registration period.

This study applied a correlational design to analyze the relationship between the quality of the role of the first and second supervisors and the ability of PGSD students in compiling the PKP

report. The scheme for this research design can be seen in Figure 2. The figure indicates that this study has three variables, namely the quality of the role of the first supervisor ( $X_1$ ) and the quality of the role of the second supervisor ( $X_2$ ) as the independent variables, and the ability of students in compiling the report ( $Y$ ) as the dependent variable. Based on these variables and the theory previously described, this study hypothesizes that the first supervisor and the second supervisor influence the ability of students in compiling the PKP report.



**Figure 2. The Research Scheme**

In this study, data were collected using observation, questionnaires, and documentation. The observations were conducted to directly observe the PKP-PGSD guidance. Quantification of the results of observations was carried out by calculating the frequency of accomplishment of each indicator of the supervisors' role in guidance. It was conducted through observation guidelines (checklist). The questionnaires used are based on the PKP-PGSD guidance developed Tim FKIP-UT (2010) to obtain data on the quality of the roles of the first and second supervisors from the MK-PKP-PGSD students as respondents. Items of the questionnaire were set based on the indicator of the supervisors' role, consisting of 19 items for the first supervisor, 7 items for the second supervisor, and 7 items for the students' abilities in compiling the PKP report as attached. Each item as a research instrument was on a Likert scale with five options: very high, high, medium, low, and very low. Furthermore, the data obtained from the questionnaire then went through the stages of validity testing (Aiken's  $V$  formula) and reliability testing (Cronbach's  $\alpha$ :  $> 0.7$ ). The documentation was carried out to collect data on the students' scores of the MK-PKP PGSD and manuscripts of students' CAR reports related to technical and content as a representation of students' abilities in compiling the PKP report.

The data was processed in the SPSS v. 25 application. The output of the processed data was then analyzed using descriptive and inferential statistical techniques. The descriptive statistical technique was used to describe the condition of research variables without the intent of generalization (Yaumi & Damopolii, 2016). In other words, it was used to find out the real condition of the quality of the roles of the first and second supervisors and the ability of students in compiling the PKP report based on the results of statistical analysis in the form of a table of categories. The categorization of variable levels (very high, high, moderate, low, and/or very low) was determined based on the position of the mean value of the respondents' answers in the category interval. The value of the interval was determined using the formula (1).

$$\frac{\text{the sum of highest scores} - \text{the sum of lowest scores}}{\text{the number of categories}} \dots \dots \dots (1)$$

Meanwhile, the inferential statistical technique was used to test the hypothesis. For hypothesis testing, the researchers employed the t-test to determine the partial effect and the multiple linear regression test (F-test) to determine the simultaneous effect (Sugiyono, 2010).

## FINDING AND DISCUSSION

### Finding

#### *The first supervisors' role quality (X<sub>1</sub>)*

The quality of the role of the first supervisor is based on data questionnaire results with indicators of the ability to guide, direct, and supervise students in: (1) reflecting on their learning process, including (a) problem identification (respondents stated very high 69.9%, high 23.8%, moderate 4.9%, and low 1.4%), (b) problem analysis (very high 69.2%, high 25.2%, moderate 4.9%, and low 0.7%), (c) alternative solutions (very high 55.2%, high 35.0%, moderate 9.1%, and low 0.7%), (d) problem-solving (very high 58.7%, high 33.6%, moderate 7.0%, and low 0.7%), and (e) problem formulation (very high 62.9%, high 30.1%, and moderate 7.0%), (2) compiling the lesson plan for the improvement, observation sheets, and other data collection instruments (very high 50.3%, high 39.2%, moderate 9.1%, and low 1.4%), (3) reviewing and discussing the lesson plan for the improvement and observation sheets (very high 53.8%, high 37.1%, moderate 8.4%, and low 0.7%), (4) examining and providing approval to the lesson plan for the improvement in cycle 1 along with the observation sheet (very high 58.7%, high 30.8%, and moderate 10.5%), (5) explaining the components of APKG1 PKP-PGSD and APKG2 PKP-PGSD (APKG is the abbreviation for “*Alat Penilaian Kemampuan Guru*” or “Teacher Ability Assessment Tool” in English) (very high 55.2%, high 35.7%, moderate 8.4%, and low 0.7%), (6) explaining the lesson plan for the improvement of cycle 2, in which the draft must be improved based on the results of the reflection in cycle 1 (very high 46.2%, high 46.8%, moderate 6.3%, and low 0.7%); (7) using the results of reflection to improve the draft lesson plans for the improvement of cycle 2 (very high 51.0%, high 38.5%, moderate 9.8%, and low 0.7%); (8) discussing the results of the improvement in the learning process (very high 61.5%, high 30.1%, and moderate 8.4%), (9) processing learning improvement data (very high 51.7%, high 39.2%, moderate 8.4%, and low 0.7%), (10) explaining the systematics and components of the PKP report and Report Assessment Tools (Indonesian: *Alat Penilaian Laporan (APL)*) for the PKP report (very high 60.8%, high 35.0%, and moderate 4.2%), (11) explaining how to search and cite literature from the internet and other sources (very high 51.7%, high 36.4%, moderate 10.5%, and low 1.4%), (12) explain how to compile the PKP report (very high 72.7%, high 23.1%, moderate 3.5%, and low 0.7%), (13) reviewing and discussing the draft of the PKP report (very high 59.4%, high 33.6%, and moderate 7.0%), (14) reviewing students' PKP report (very high 65.7%, high 26.6%, and moderate 7.7%), and (15) finalizing and validating students' PKP reports (very high 60.1%, high 32.2%, and moderate 7.7%). The level of the quality of the first supervisor's role in the PKP course can be seen in Table 1.

**Table 1. The category of the quality of the first supervisors' role**

No.	Interval	Category	Frequency	Percentage	Scores		
					Mean	Min	Max
1	79.9 – 95	Very High	125	87.4	85.57	52	95
2	64.7 – 79.8	High	18	12.6			
3	49.5 – 64.6	Moderate	-	-			
4	34.3 – 49.4	Low	-	-			
5	19 – 34.2	Very Low	-	-			
Total			143	100			

Table 1 indicates that the average value of the role quality of the first supervisor is in the very high range, meaning that the quality of the role of the first supervisor is included in the very high category.

#### *The second supervisors' role quality (X<sub>2</sub>)*

The quality of the second supervisor's role is based on indicators of the ability to guide, direct, and supervise students in (1) observing (very high 74.8%, high 22.4%, and moderate 2.8%) and providing (very high 62.2%, high 36.4%, and moderate 1.4%) input for the implementation of learning improvement practices carried out by students using APKG2 PKP-PGSD, (2) discussing (very high 69.2%, high 25.2%, moderate 4.9%, and low 0.7%) and providing (very

high 62.9%, high 30.8%, moderate 45.6%, and low 0.7%) input on the results of student learning reflections and lesson plans using APKG1 PKP-PGSD, (3) discussing (very high 53.8%, high 44.1%, moderate 1.4%, and low 0.7%) and providing (very high 58.7%, high 35.0%, moderate 5.6%, and low 0.7%) input on the implementation of learning improvement practices based on observations using observation sheets, and (4) writing down all the results of mentoring into the supervisory journal for the second supervisor concerning the PKP course with students (very high 61.5%, high 36.4%, moderate 1.4%, and low 0.7%). The level of quality of the second supervisor's role in the PKP course can be seen in Table 2.

**Table 2. The Category of the quality of the second supervisor's role**

No.	Interval	Category	Frequency	Percentage	Scores		
					Mean	Min	Max
1	29.5 – 35	Very High	129	90.2			
2	23.9 – 29.4	High	14	9.8			
3	18.3 – 23.8	Moderate	-	-	32.13	16	35
4	12.6 – 18.2	Low					
5	7 – 12.5	Very Low					
Total			143	100			

Table 2 shows that the average value of the role quality of the second supervisor is in the interval of very high. It indicates that the quality of the role of the second supervisor is included in the very high category.

***Students' ability in compiling the PKP reports (Y)***

Students' ability to prepare research reports in PKP courses is based on their final scores, which can be seen in Table 3.

**Table 3. Students' PKP course scores**

Scores		Frequency	Percent (%)
85	B+	31	21.7
87	A-	12	8.4
89	A-	29	20.3
90	A-	66	46.2
91	A	1	.7
92	A	2	1.4
93	A	2	1.4
Total		143	100.0

The score data is complemented by questionnaire data about various competencies that are set as indicators to make students be considered able to compile the PKP report (Y) properly and correctly are: (1) being able to find, analyze, and formulate learning problems faced [very high 22.4%, high 74.8%, and moderate 2.8%], (2) being able to find and design solutions to those problems through a learning improvement plan [very high 24.4%, high 71.4%, and moderate 4.2%], (3) being able to implement learning improvements [very high 22.4%, high 76.2%, and moderate 1.4%], (4) being able to find the strengths and weaknesses of their performance in learning improvements, and (5) being able to be scientifically responsible for learning improvement actions carried out in the form of reports [very high 21.7%, high 77.6%, and moderate 0.7%].

**Table 4. The category of the students' ability in compiling the PKP report**

No.	Standard Course Grades	Category	Frequency	Percentage	Scores		
					Mean	Min	Max
1	91 – 100	Very High	5	3.5			
2	81 – 90	High	138	96.5			
3	71 – 80	Moderate	-	-	88.54	85	93
4	61 – 70	Low					
5	56 – 60	Very Low					
6	0 – 55	Not Pass					
Total			143	100			

The level of students' ability in compiling the PKP report can be seen in Table 4. Table 4 indicates that the average value of students' ability in compiling the PKP report is in the high category, meaning that the quality of students' ability in compiling the PKP report was included in the high category.

***The influence of the X<sub>1</sub> on Y***

The results of partial regression coefficient testing can be seen in Table 5.

**Table 5. The results of the partial regression coefficient test (T-test)**

Model	Coefficients <sup>a</sup>		Standardized Coefficients	t	Sig.
	Unstandardized Coefficients				
	B	Std. Error	Beta		
1 (Constant)	90.966	2.097		43.385	.000
The Quality of the Role of the First Supervisor	.083	.028	.309	2.908	.004
The Quality of the Role of the Second Supervisor	.296	.080	.392	3.689	.000

a. Dependent Variable: Students' Ability in Compiling the PKP Report

It is known that the value of  $t_{table}$  is  $t = (a/2; n-k-1) = (0.05/2; 143-2-1) = (0.025; 140) = 1.97705$ . If confronted with the data in Table 4 then indicates that  $t_{count}$  is  $> t_{table}$  ( $2.90800 > 1.97705$ ) and the value of Sig. is  $< 0.05$ . Therefore,  $H_0$  is rejected, meaning that the quality of the role of the first supervisor partially has a positive and significant effect on students' ability in compiling the PKP report.

Table 5 also shows that the regression coefficient of the quality of the role of the first supervisor is relatively small, namely 0.083. It means that if the quality of the role of the first supervisor is added by 1, then students' ability in compiling the PKP report will increase by 0.083. In addition, the coefficient is positive, indicating that there is a unidirectional relationship between the quality of the role of the first supervisor and students' ability in compiling the PKP report. If the quality of the role of the first supervisor is improved, students' ability in compiling the PKP report will also increase.

***The influence of the X<sub>2</sub> on Y***

Based on the results presented in Table 5, the value of  $t_{count}$  is 3.689, the value of Sig. is 0.000, and the value of  $t_{table}$  is 1.97705. It indicates that  $t_{count}$  is  $> t_{table}$  ( $3.68900 > 1.97705$ ) and the value of Sig. is  $< 0.05$ . Therefore,  $H_0$  is rejected, meaning that the quality of the role of the second supervisor partially has a positive and significant effect on students' ability in compiling the PKP report.

Furthermore, the regression coefficient of the quality of the role of the second supervisor is 0.296. It means that if the quality of the role of the second supervisor is added by 1, then students' ability in compiling the PKP report will increase by 0.296. In addition, the coefficient is positive, indicating that there is a unidirectional relationship between the quality of the role of the second supervisor and students' ability in compiling the PKP report. If the quality of the role of the second supervisor is improved, students' ability in compiling the PKP report will also increase.

***The influence of the X<sub>1</sub> and X<sub>2</sub> on Y***

The results of multiple linear regression can be seen in Table 6. It is known that the value of  $F_{table}$  is  $F = (k; n-k) = (2; 143-2) = (2; 141) = 3.060$ . If confronted with the data in Table 5 then indicates that  $F_{count}$  is  $> F_{table}$  ( $7.023 > 3.060$ ) and the value of Sig. is  $< 0.05$ . Therefore,  $H_0$  is rejected, meaning that the quality of the role of the first and second supervisors simultaneously has a positive and significant effect on students' ability in compiling the PKP report.

**Table 6. The results of the simultaneous regression coefficient test (F-test)**

Model		ANOVA <sup>a</sup>				
		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	57.767	2	28.883	7.023	.001 <sup>b</sup>
	Residual	575.772	140	4.113		
	Total	633.538	142			

a. Dependent Variable: Students' Ability in Compiling the PKP Report

b. Predictors: (Constant), The Quality of the Role of the Second Supervisor, The Quality of the Role of the First Supervisor

To find out the contribution level of the influence of the quality of the role of the first supervisor ( $X_1$ ) and the second supervisor ( $X_2$ ) simultaneously on students' ability in compiling the PKP report, it can be seen in Table 7.

**Table 7. The Results of the Determination Test ( $R^2$ )**

Model	Model Summary			
	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.302 <sup>a</sup>	.091	.078	2.028

a. Predictors: (Constant), The Quality of the Role of the Second Supervisor, The Quality of the Role of the First Supervisor

Based on Table 7, the coefficient of determination  $R^2$  (R-squared) is 0.091 or 9.1%. This shows that the percentage of the influence of the quality of the role of the first supervisor ( $X_1$ ) and the second supervisor ( $X_2$ ) simultaneously on students' ability in compiling the PKP report is 9.1%. In other words, students' ability in compiling the PKP report can be influenced by the quality of the role of the first supervisor ( $X_1$ ) and the second supervisor ( $X_2$ ) simultaneously by 9.1%. Meanwhile, the remaining 90.9% is the influence of other variables not examined in this study.

## Discussion

### *The supervisors' role quality in the PKP course*

It was found that the quality of the role of the first and second supervisors in implementing the PKP course included in the very high category and had a positive and significant effect on students' ability in compiling the PKP report. This is in line with the results of a study conducted by Malta (2013) that the quality of the supervisor is one of the factors that affect the effectiveness of the PKP course.

The result also reinforces the findings of Wiyatmo, Mundilarto, and Widodo (2010), that supervisors possess a role contribution highly enough in each step of the final task writing of students. Furthermore, in terms of academic qualification, all first supervisors should hold a master's degree and the second supervisors should be teachers who have experience in conducting Classroom Action Research (CAR). Both academic qualifications and experience become assets for supervisors to carry out their roles in each step of mentoring in quality (Abdulrasheed, Nyako, Bello, & Joda, 2016).

In addition, the results also showed that the significance level of the influence of the quality of the role of the second supervisor (0.296) was higher than that of the first supervisor (0.083) on students' ability in compiling the PKP report. The second supervisor is a supervisor who is directly chosen by students from their colleague teachers who teach at the same institution or in other educational units but the place is not far from the student's domicile so that it is easy for students to meet (Setiana, 2013; Tim FKIP-UT, 2010). This indicates the importance of peer tutors or peer discussion partners in compiling the PKP report (Ardiyanti, 2019). The intensity of togetherness that has been built by students with the second supervisor has an impact on the flexibility of educative interactions between them so that students do not feel ashamed to ask questions and discuss (Masruhani, 2016). Meanwhile, the first supervisor is a lecturer with the Distance Learning [Indonesian: *Pembelajaran Jarak Jauh* (PJJ)] system so that there is an outer and inner distance in their educational interactions (Burga, 2019). The interaction in the



supervision carried out by the first supervisor is bound by the relationship pattern between lecturers and students so the interaction tends to be more rigid (Inah, 2015).

Based on the observation of carrying out the PKP subject mentoring, this inclined rigidly educational interaction is resulted by the first supervisor teaching style, in general, is a directive pattern mentoring of script criticism. The directive is to let students understand their expectations, to deliver particular guidance regarding what should be done and how to do that, to set up its operational standard, to ask students to know standard rules and regulations, schedules and work coordination, as well as to confirm his/her position as a supervisor (Banjarnahor, 2017). This mentoring style composes students getting more independence in writing the PKP subject reports. These written report manuscripts, made by students, are checked by the first supervisor and critical comments of improvement in both content and techniques are provided.

The second supervisor style of mentoring, on the other hand, is supportive and participative. The supportive mentoring style is characterized by a supervisor who is calm, approachable, and able to care about the needs and situation of students. Furthermore, the participative one is categorized by a supervisor who participates with his/her students from the step of planning, analyzing the problem, solving the problem, and carrying out the classroom action research, as well as writing the report manuscript (Banjarnahor, 2017). Therefore, the second supervisor accompanies truly the student during the research activities with the result that problems in writing reports are well discussed together. It does not just receive a report manuscript of PKP subject and then criticize it.

Based on the findings of Banjarnahor (2017), the supporting mentoring style combined with the participative one has a higher significant influence level than the directive mentoring style of mentoring on student academic capability. This confirms the findings of this research that the role quality of the second supervisor who integrated supportive and participative mentoring styles has a higher significant influence level than the role quality of the first supervisor who only merely used a directive mentoring style on student capability of writing PKP subject report.

### ***The influence of supervisors' role quality on students' ability in compiling the PKP report***

Based on the quality of students' ability in compiling the PKP report was included in the high category. The ability in compiling the PKP report is a competency that must be possessed by students for compiling reports concerning the results of classroom action research so that they may meet scientific principles (Widuroyeki, 2015). Competence as an indicator for assessing the ability to compile reports in the PKP course is not only seen in the final results of student research reports that meet scientific criteria but must be also seen in the process of compiling the research report so that students truly carry out action research in response to learning problems faced in the classroom (Setiana, 2013).

The interesting thing in the results of this research is that the quality of the role of the first and second supervisors is included in the very high category but the coefficient of determination is still relatively very low. This means that the influence of other variables affecting students' ability in compiling the PKP report is higher. Based on the confrontation with the previous theory, this generally is the impact of three things, namely (1) modernization, (2) the ineffectiveness of the PJJ system, and (3) the ability of students to operate computers.

First, the development of science and technology in the modern era has an impact on information being received faster and easier to access so the supervisors' role can have no greater impact than other determinants in improving students' abilities, including in compiling the PKP report (Malta, 2013).

Second, the lack of a significant level of the influence of the quality of the lecturers' role that is in the very high category on students' ability in compiling the PKP report is a result of the ineffectiveness of the PJJ system (Kridasakti & Waluya, 2020; Tait, 2000; Schoenfeld-Tacher & Persichitte, 2000). The PJJ system which requires the first supervisor to conduct online-based learning in the PKP course is not supported by good online learning facilities for all students, especially the slow internet network because students of PGSD UPBJJ-UT Makassar are generally in rural areas far from the city so that the internet network in their location is not smooth (Garad, Al-Ansi, & Qamari, 2021; Rumble, 2019).

Third, based on the researchers' observations, students of PGSD UPBJJ-UT Makassar generally are senior elementary school teachers who are less able to operate computers. Although the quality of supervisors for the PKP course is in the very high category, the ability of students to operate computers is low. Therefore, it is difficult to produce a PKP report that meets technical scientific principles. This analysis is strengthened by the results of a study conducted by Wulandari (2015) that the variables of computer knowledge, computer attitude, and computer facilities have a positive and significant effect on learning outcomes (especially, in compiling reports) with a determination level of 60.60%. This means that the ability to operate a computer is very important in compiling a student report.

Moreover, those data indicate that an ineffective system of Distance Learning (PJJ) is not only caused by a lack of affordable facilities and technological-based educational infrastructures but also due to some of the educational communities, indeed, are not capable (not ready) yet to accept a digitalization of education. Indonesian people are still in a transformation process of educational civilization, shifting from traditional to modern. Hence, the PJJ system functioning as a successful benchmark of educational digitalization should cognize several factors like supervisor professionalism, affordably technological-based infrastructures of education, and learners' (students) capability who utilize the technology in education (Frolova, Rogach, & Ryabova, 2020; Mertala, 2020). Notably, the mentoring process of PKP subjects using the PJJ system requires the soft skills of students to operate the technology (computer) in writing up the PKP report technically.

The data also indicates that students are not ready for the online learning system. This is indicated by the incomplete supporting facilities and educational tools of online-based owned by students. Meanwhile, there is no government policy regarding the development of online-based educational infrastructure or collaboration with Internet service providers so that every student can certainly access the Internet easily, cheaply, and smoothly. In addition, some students still find it difficult to operate a computer as an online learning tool. Therefore, the supervisors' role in PKP learning is getting wider, namely transferring soft skills to operate computers for students, especially Microsoft Word as a report compilation tool.

## **CONCLUSION**

Based on the results and discussion, it can be concluded as follows. First, the quality of the role of the first supervisor in the implementation of the Professional Capability Improvement Course (MK-PKP) on students of PGSD UPBJJ-UT Makassar is generally in the very high category. Likewise, the quality of the role of the second supervisor in the implementation of the PKP course on students is also in the very high category. Furthermore, students' ability in compiling the PKP report is also in the high category. Second, the quality of the role of the first and second supervisors in implementing the PKP course has a positive and significant effect, both partially and simultaneously, on students' ability to compile the PKP report. The coefficient of determination  $R^2$  (R-squared) is 0.091 or 9.1%. This indicates that the influence of the quality of the role of the first and second supervisors simultaneously on students' ability in compiling the PKP report is 9.1%. Meanwhile, the remaining 90.9% is the influence of other variables not examined in this study.

From those conclusions, it can be recommended as follows. (1) Supervisors are expected to be able to maintain the performance of their roles which have been carried out well. In addition, if it is necessary, they must always improve their quality so that the implementation of the PKP course may produce good and sustainable quality performance. (2) The management of UT is expected to be able to continue to monitor and evaluate the implementation of the PKP course so that solutions for every problem faced can be found. In addition, efforts to optimize the determinants of achieving the objectives of the PKP course are the responsibility of all parties. (3) The government is expected to be able to prioritize educational facilities, especially those that support the effectiveness of online-based distance learning compared to other infrastructure developments. The transformation of educational civilization in the modern world has occurred

and the government must respond with the right policies so that the quality of education in Indonesia can compete with the educational advantages of developed countries.

The limitation of this research is the use of quantitative methods in revealing quality. Therefore, hopefully, further research will qualitatively examine more deeply the quality of the role of supervisors in PKP courses which have implications not only on the ability of students in compiling reports but also on increasing the supervisors' competence as part of the quality of the roles expected by all parties.

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