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Fashion design education students learning readiness; increase or decrease

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Abstract
This study is based on the problem of many students do not have the learning readiness in fashion design education. This study aimed at the influence of pedagogy and learning interest on fashion design education students learning readiness. The total population was 497 students of the Fashion Design Program of Universitas Negeri Padang. The sampling technique used in this study is total sampling. A total of 497 respondents were successfully collected. The data analysis technique used is Partial Least Square Structural Equation Modelling (PLS-SEM). The results showed that: There is a significant effect of pedagogy toward fashion design education students learning readiness and there is a significant effect of learning interest toward fashion design education students learning readiness. What could be said from the result of the study is that good pedagogical abilities of lecturers could be increased fashion design education students learning readiness and high learning interest of students could be increased fashion design education students learning readiness.

Keywords: Pedagogy, Learning Interest, Learning Readiness, Fashion Design, Students

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Introduction

Student readiness in carrying out learning is the most important part of achieving learning objectives. Learning readiness is a basic thing that must exist in a student to take part in the learning process in the classroom. Learning readiness is a condition where students have four important things in learning which include physical, thinking, concentration, and focus readiness (Fikriyanda et al., 2018). Students who have good learning readiness will certainly be ready to take part in a good learning process in class, to obtain satisfactory learning outcomes. Readiness to learn that must be possessed by students consists of several aspects, namely material aspects (reading books, lesson notes, modules, and job sheets for learning), emotional aspects (student attitudes), and psychological aspects (physical condition and motivation) and intellectual (student understanding). Student readiness in learning is a condition of students who have been prepared to carry out a learning activity. Students' self-readiness will give birth to a struggle to achieve what they aspire to.

Irgatoglu (2021) stated that learning readiness is a condition of oneself that has been prepared to carry out an activity. Hajaryanti and Kuraedah (2018) explain that learning readiness is a test that is carried out in the initial conditions of a learning activity, to determine a person's readiness to respond or answer within oneself to achieve certain teaching goals. Readiness is a very important factor in the learning process (Ernawati, 2021). By having good learning readiness, something produced will be better than the results achieved without good readiness. Good learning readiness will make it easier for students to follow the learning process. Readiness to learn is one of the conditions that must be owned by students. Readiness to learn can be improved through various efforts, including improving the pedagogical concepts of lecturers (Efendi, 2021; Giatman et al., 2019; Lumbantobing, 2020; Ningsih et al. 2018) and increasing student learning interest (Dasuki et al., 2017; Harrackiewicz et al., 2018; Nagele et al., 2018; Anjum, 2020).

One of the efforts to improve student learning readiness is pedagogy competence, where the pedagogical competence possessed by the lecturer will greatly determine the readiness of students to participate in the learning process. Pedagogic competence is competence where lecturers can condition learners or students. The

main competencies that must be possessed by lecturers are pedagogical, personality, and professional competencies (Hakim, 2015). With that lecturers can utilize and master technology to develop the strategies needed to teach in the classroom.

Interest in learning is also a driving factor in the readiness of students to take part in learning. Bernacki and Walkington (2018) stated that interest in learning is a sense of preference and a sense of interest in a thing or activity, without anyone telling. Irgatoglu (2021) stated that a person's interests can be divided into two groups, namely: innate interests and interests that arise due to external influences. Innate interest is an interest that arises by itself without being influenced by other factors, be it environmental factors or needs. This interest is usually influenced by heredity or natural talent. While the interests arise due to external influences, a person's interests can change due to influences from outside the individual, such as the environment and needs. This interest is strongly influenced by the environment, the encouragement of parents,

The pedagogical abilities of lecturers and students' interest in learning must be developed because they have a significant effect on student learning readiness. As for fashion design education students, they need to control their emotions in increasing their interest in preparing for the learning process. Likewise, the pedagogical ability of the lecturers in managing the fashion design education student class also really needs to be developed in increasing the readiness of students to participate in the learning process. However, many students are currently participating in the learning process in an unprepared condition (Baber, 2020; Dangol and Shrestha, 2019; Widodo et al., 2020). Most students present in class only fulfill the quantity of attendance in the learning process, without preparing themselves to follow the learning process properly. This issue requires the study to reveal matters related to the readiness of students to participate in the learning process to prepare them to become graduates who are ready to be accepted in the world of work. Many students do not have the readiness to learn in fashion design education, such as often being late for class, not focusing on following the learning process, students who are sleepy in participating in the learning process, and missing lecture notes.

This study measured the influence of pedagogy and learning interest on fashion design education students learning readiness. This is motivated by the fact that studies that look at causal relationships of these variables simultaneously and thoroughly are still scarce. The results of this study are expected to provide empirical data regarding the factors that influence the learning readiness of students in fashion design education to achieve the objectives of the learning process.

Method

This study was conducted with a quantitative approach. The type of study is causal research. The total population was 497 students of the Fashion Design Program of Universitas Negeri Padang. The sampling technique used in this study is total sampling. A total of 497 respondents were successfully collected. The sample consisted of 121 male and 376 female students. The majority of the respondents (326 or 65.6%) were 21-23 years old, 147 of them (29.6%) were under 21, and 24 (4.8%) were above 23. The type of data used is primary and secondary data. The data collection technique was conducted through a questionnaire with an online survey. The variables of the study are pedagogy and learning interest (independent variables) and learning readiness (dependent variable). The instrument in this study was a Likert scale. The inferential analysis technique in this study used PLS-SEM (Partial Least Square Structural Equation Modelling).

Results and Discussion

Result

The PLS-PM structural equation model is composed of two sub-models: the measurement model and the structural model.

Measurement Model

The notion stated by Hair et al. (2021) on the latent or unobservable concept that generated changes in the observable indicators is measured indirectly using the measurement model assessment. Throughout the process of assessing reflective measuring models, four factors had to be done and followed as a statistic: (1) internal consistency reliability, (2) indicator reliability, (3) convergent validity, and (4) discriminant validity (Hair et al., 2022). A measurement model was undertaken, and the result as shown in figure 1 and Table 1 reports the outer loading, indicator reliability, composite reliability, AVE scores, and the Cronbach Alpha value.

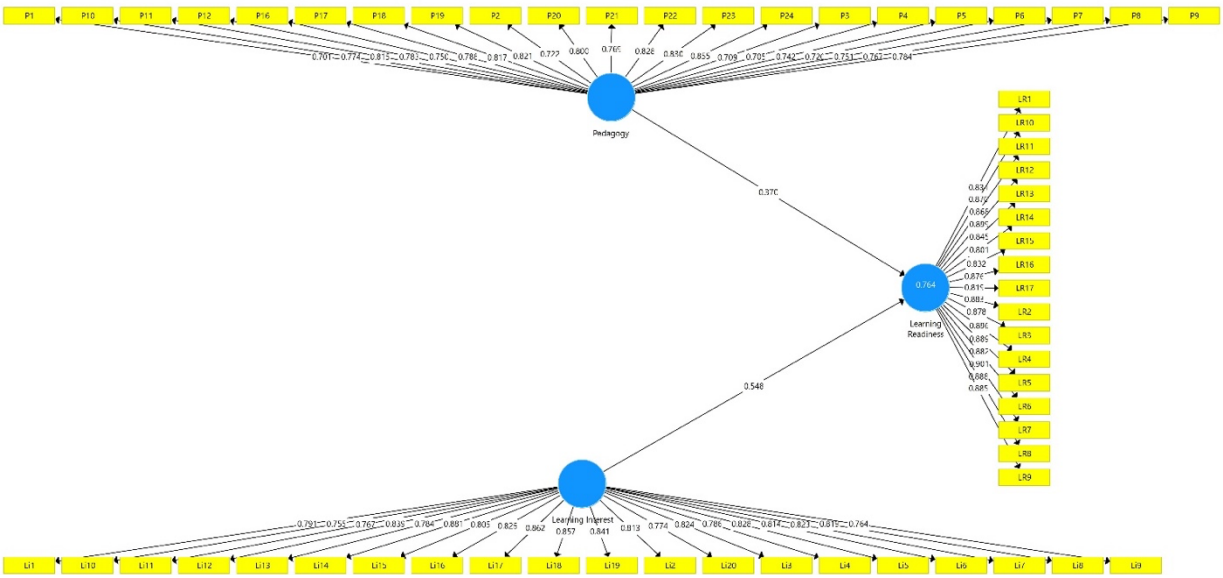

Figure 1. Measurement Model

Table 1. Measurement Model

Latent Variable	Indicators	Outer Loadings	Cronbach Alpha	Composite Reliability	AVE
Pedagogy	P1	0.701	0.996	0.969	0.599
	P2	0.722			
	P3	0.709			
	P4	0.705			
	P5	0.742			
	P6	0.720			
	P7	0.751			
	P8	0.767			
	P9	0.784			
	P10	0.774			
	P11	0.815			
	P12	0.783			
	P16	0.750			
	P17	0.788			
	P18	0.817			
	P19	0.821			
	P20	0.800			
	P21	0.769			
	P22	0.828			
	P23	0.830			
	P24	0.855			
Learning Interest	Li1	0.791	0.973	0.975	0.662
	Li2	0.813			
	Li3	0.824			
	Li4	0.786			
	Li5	0.828			
	Li6	0.814			
	Li7	0.823			
	Li8	0.819			
	Li9	0.764			
	Li10	0.755			
	Li11	0.767			
	Li12	0.839			
	Li13	0.784			

Latent Variable	Indicators	Outer Loadings	Cronbach Alpha	Composite Reliability	AVE
	Li14	0.881			
	Li15	0.805			
	Li16	0.825			
	Li17	0.862			
	Li18	0.857			
	Li19	0.841			
	Li20	0.774			
Learning Readiness	LR1	0.834	0.979	0.981	0.753
	LR2	0.883			
	LR3	0.878			
	LR4	0.896			
	LR5	0.889			
	LR6	0.882			
	LR7	0.901			
	LR8	0.888			
	LR9	0.885			
	LR10	0.870			
	LR11	0.868			
	LR12	0.899			
	LR13	0.845			
	LR14	0.801			
	LR15	0.832			
	LR16	0.876			
	LR17	0.819			

Based on Table 1, Cronbach's Alpha value of pedagogy 0.996, learning interest 0.973, and learning readiness 0.979, while the composite reliability value of pedagogy 0.969, learning interest 0.975, and learning readiness 0.981, this indicates that internal consistency reliability is accepted because Cronbach's Alpha value and composite reliability are higher than 0.70. Next, all items loaded are also acceptable significantly (outer loadings ranging from 0.701 to 0.901) onto their respective factors, verifying their indicator reliability. The measurement model used to collect respondents' data had sufficient convergent validity based on the AVE values. The AVE values of pedagogy (0.559), learning interest (0.662) and learning readiness (0.753) were well above the required minimum level of 0.50.

The last of the measurement model evaluation is to assess discriminant validity using The Heterotrait-Monotrait Ratio of Correlations (HTMT) analysis. The HTMT value in Table 2 indicated no discriminant validity problem (HTMT<0.90 criterions). This implied that the HTMT criterion did not detect collinearity issues among the latent constructs.

Table 2. HTMT assessment

	Pedagogy	Learning Interest	Learning Readiness
Pedagogy	1		
Learning Interest	0.824	1	
Learning Readiness	0.828	0.860	1

Structural Model

The second evaluation in the PLS-SEM analysis is the structural modeling or path analysis in response to the proposed hypothesis. This research aims to establish the effect of pedagogy and learning interest toward fashion design education student learning readiness. Table 3 reports the structural model with the result of path coefficients, T-statistic and significance levels of the proposed hypothesis (the result of Bootstrapping). The path coefficients are acceptable when their significance is at least at the 95% confidence level. Based on the path analysis output (Table 3), all hypotheses are accepted.

The results of the path coefficients which respond to the hypotheses showed that pedagogy is showing a positive significant effect on the fashion design education student learning readiness (β= 0.369 and t=9.493) and learning interest is showing a positive significant effect on the fashion design education student learning readiness (β= 0.547 and t=14.459).

Table 3. Path Coefficients, Observed T-statistics and Significance Levels

	Path Analysis	Path Coefficient B	T Statistics	P Values	Result
H_1	Pedagogy -> Learning Readiness	0.369	9.493	0.000	Accept
H_2	Learning Interest -> Learning Readiness	0.547	14.459	0.000	Accept

**p<. 05, **p<.01, ***p<0.001*

The results coefficient of determination (R^2) showed a substantial amount of variance (R^2 values 0.764) fashion design education student learning readiness that can be explained by the proposed predictor (pedagogy and learning interest). Referring to Figure 1 the pedagogy and learning interest was able to explain 76.4% (R^2 =0.764) of the variance fashion design education student learning readiness. The effect size function (f^2), which is similar to the traditional partial F-test, explains the increases in R^2 relative to the proportion of variance of the dependent variable that remains unexplained. In Table 4, the f^2 column revealed that the relations presented effect sizes.

Table 4. *f^2 - Factor of the research model*

	f^2 Work Motivation	Effect size
Pedagogy	0.202	Moderate
Learning Interest	0.442	Susbtansial

Notes: f^2 values of 0.02=weak; 0.15=moderate; and 0.35=substantial.

The result from Table 4 above, there is a moderate effect for the significant paths of pedagogy toward fashion design education student learning readiness and a substantial effect for learning interest toward fashion design education student learning readiness. Values of q^2 of 0.02, 0.15, and 0.35 indicate exogenous constructs as small, medium, or large predictive relevance for a selected endogenous construct (Hair et al., 2022). The result of test predictive relevance (q^2) is illustrated in Table 5.

Table 5. *Test of predictive relevance (q2)*

Independent Variable	Learning Readiness
Pedagogy	0.569
Learning Interest	

The result for q2 is explained in Table 5. An omission distance of seven implies that every 9 data points of the target construct are eliminated in a single blindfolding round. Using the omission distance of 9, this study obtains a q^2 value of 0.569 for fashion design education student learning readiness, which is the fashion design education student learning readiness indicative of a large predictive model. The higher the value of q^2, the greater is the predictive relevance of the structural model. In this sense, the independent variables (pedagogy and learning interest) proposed in this study are predictors for fashion design education student learning readiness.

Discussion

The Effect of Pedagogy Toward Fashion Design Education Student Learning Readiness

H_1 as the first hypothesis proposed a causal relationship between pedagogy and fashion design education student learning readiness. This proposition made is based on the belief that pedagogy could influence fashion design education students learning readiness. The result showed a significant influence of pedagogy toward fashion design education student learning readiness (β= 0.369 and t=9.493) and thus supported hypothesis H_1 of the study. This result, in general, demonstrated that pedagogy has given a significant impact on the fashion design education student learning readiness. What could be said from this result is that the good pedagogical abilities of lecturers could be increased fashion design education students learning readiness. Pedagogic abilities are very important in the teaching process, especially in higher education (Zamista et al., 2021), not only affecting learning readiness but also having an impact on learning motivation (Rahman et al., 2019), learning outcomes (Pulungan, & Arda, 2019), and learning achievement (Kustiyati, S. (2017). This finding is in line with Cheon et al. (2012) that pedagogy influences student learning readiness.

The Effect of Learning Interest Toward Fashion Design Education Student Learning Readiness

H_2 as the first hypothesis proposed a causal relationship between learning interest and fashion design education student learning readiness. This proposition made is also based on the belief that learning interest could influence fashion design education student learning readiness. The result showed a significant influence of learning interest toward and fashion design education student learning readiness (β= 0.547 and t=14.459)

and thus supported hypothesis H_2 of the study. This result, in general, demonstrated that learning interest has given a significant impact on the fashion design education student learning readiness. What could be said here is that the high learning interest of students could be increased fashion design education students learning readiness. Learning interest is very important to be managed by students in the learning process because interest in learning can affect various factors such as learning motivation (Sapbrina et al., 2021), learning readiness (Sutria et al., 2012), and learning outcomes (Nurhasanah, & Sobandi, 2016). This finding is consistent with Putri and Ghufron (2019) and Sumyadi et al. (2020) that learning interest influences student learning readiness.

Conclusion

From the overall findings, it is evident that pedagogy does give an effect on fashion design education student learning readiness. The result of the study also found learning interest does give an effect on fashion design education student learning readiness. Fashion design education students may feel that pedagogy meets their expectations, has high learning interest, and thus have a strong level of learning readiness. The context of fashion design education students at Universitas Negeri Padang where most of the fashion design education students have increased level of learning readiness caused by the good pedagogical abilities of lecturers and a strong learning interest from students. This research implies that it is recommended that future research be carried out related to the learning model, learning process, learning commitment, and learning achievement.

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