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Curriculum implementation, entrepreneurship motivation, and fashion entrepreneurship - case study of student learning outcomes in regular classes and entrepreneurship classes

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ABSTRACT

Vocational High School (VHS) faces the challenge of producing graduates whose competencies match the requirements of business actors in Indonesia. This study analysed learning activities that involved entrepreneurship classes and regular courses. Data were analysed statistically using ANCOVA to test learning outcomes and their effects on entrepreneurship motivation. The results of the study show that students from entrepreneurship classes achieved better learning outcomes than students from regular classes, and students from entrepreneurship classes have higher levels of entrepreneurship motivation compared to students from regular classes. Moreover, the fashion entrepreneurship curriculum had a significant influence on the learning outcomes of fashion entrepreneurship lessons and the levels of entrepreneurship motivation. The results of this study would have important government policy implications in the education sector for fashion entrepreneurship.

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Fashion entrepreneurship;
motivation; student learning
outcomes

1. Introduction

In August 2019, data from the Central Statistics Agency of Indonesia showed that the open unemployment figure was 7.05 million people, 10.42% of which comprised vocational high school (VHS) graduates (Ulya, 2019). Nevertheless, many VHS graduates are still absorbed into the workforce. However, these graduates either take up jobs outside their areas of expertise or are reluctant to become entrepreneurs (Winarno, 2016). This situation highlights that VHS faces the challenge of producing graduates whose competencies match the requirements of the business sector. One of the reasons that surfaced was the mismatch between the expertise required of the workforce by industry standards and the expertise of VHS graduates, particularly those from the fashion entrepreneurship programme. This mismatch presents an opportunity for adjustments in the curriculum development of the VHS. Curriculum development is the system of decision making and actions to enable the curriculum in schooling and has the main functions, namely; (a) developing the curriculum, (b) implementing the curriculum, and (c) assessing the effectiveness of the curriculum and the curriculum system (Reksoatmodjo, 2010).

Rana and Ha-Brookshire (2019) examined business curriculum and conceptual models to produce a fashion

entrepreneurship curriculum which emphasises sustainability achievements for the future by developing unique skills that are taught and learned in fashion entrepreneurship classes. Lang and Liu (2019) stated that the development of fashion entrepreneurship curriculum must first identify the training needs and assistance required by fashion entrepreneurship students. Empirical evidence for entrepreneurship motivation theory must be presented to establish the need to address the mismatch of the fashion entrepreneurship curriculum, and directions for the development of a fashion entrepreneurship curriculum must be based on the viewpoint of developing the prospects of fashion entrepreneurship students.

Previous studies have investigated entrepreneurship motivation among students (Bizri, 2017; Farhangmehr, Gonçalves, & Sarmento, 2016; Omran, Elmuti, & Khoury, 2012; Wheadon & Couetil-Duval, 2017). However, these studies focused on student interest in general, training, working capital, and resources from business schools. A limited number of researchers have tested the relationship between entrepreneurship motivation and fashion entrepreneurship in different classes and compared them. So far, no study has yet analysed the relationship between entrepreneurship motivation, fashion entrepreneurship and the implementation of

the fashion curriculum, whether in regular classes or entrepreneurship classes. This study was conducted to fill this research gap and identify the relationship between the implementation of fashion entrepreneurship curriculum in regular and entrepreneurship courses, entrepreneurship motivation, and direction to students who wish to become fashion entrepreneurs. Specifically, the purposes of this study are:

- (1) Are there differences in the levels of entrepreneurship motivation between students from regular classes and students from entrepreneurship classes?
- (2) Do learning outcomes of fashion entrepreneurship lessons affect the levels of entrepreneurship motivation of students from regular classes and students from entrepreneurship classes?
- (3) Is the application of fashion entrepreneurship curriculum in the fashion education programme according to the demands of the fashion industry?

The findings of this study will provide further insights and advance the curriculum development of fashion entrepreneurship education programmes in future.

2. Literature review

2.1. Entrepreneurship education

Entrepreneurship education allows students to decide whether it is suitable for them to pursue a career in the field of entrepreneurship (von Graevenitz, Harhoff, & Weber, 2010). Better entrepreneurship education not only increases the number and competencies of new entrepreneurs entering the market but also increases opportunities for new companies to survive and compete in the market (Matlay, 2008).

Entrepreneurship education could implement the principles and methodologies towards internalisation of the values of entrepreneurship in learners through an integrated curriculum (Kirby, 2005). Entrepreneurship education can also equip students with innovative abilities, special entrepreneurial skills, and practical business knowledge to become entrepreneurs (Chen et al., 2015; Matlay, 2008). Several empirical studies have confirmed the positive impact of entrepreneurship education, so there will be attraction and feasibility of being aroused as a new venture (Fayolle, Gailly, & Lassas-Clerc, 2006; Matlay, 2008; Peterman & Kennedy, 2003; von Graevenitz et al., 2010).

Fashion entrepreneurship curriculum must be developed based on industry features and student demands. However, previous studies have mainly focused on the learning outcomes of fashion entrepreneurship

education to find out the levels of entrepreneurship motivation among students (Fayolle et al., 2006; Oosterbeek, van Praag, & Ijsselstein, 2010; Peterman & Kennedy, 2003; von Graevenitz et al., 2010), and teaching methods (Neck & Greene, 2011; Vanevenhoven, 2013; Vincett & Farlow, 2008). Several studies have been conducted to question whether students who are interested in entrepreneurship and plan to start a new business have received the necessary skills and support needed to become entrepreneurs.

Large potential markets in the fashion industry and high levels of unemployment will encourage more fashion graduates to enter and pursue fashion entrepreneurship businesses such as sales of new and used fashion products, or services related to fashion, e.g. fashion style consultants, fashion bloggers, etc. (Lang & Liu, 2019). The fashion industry has a positive impact on the economy throughout the United States (Maloney, 2019). Entrepreneurship success in fashion involves a combination of knowledge and many competencies in the fields of design, business, and manufacturing (Rao & Joshi, 2010).

Fashion industry regards fashion entrepreneurship students as essential assets for business development and growth. Therefore, education in that line is needed to motivate and foster an entrepreneurial spirit among students.

2.2. Factors that contribute to entrepreneurship motivation among students

In this global era, research has shifted to explore the role of human agency in the process of entrepreneurship success, with a focus on individual motivation and personal traits to enhance understanding on the phenomenon of entrepreneurship. The underlying belief for this change is that entrepreneurs are created, not born (Krueger & Brazeal, 1994; Painter, 1998; Ronstadt, 1987). Lang and Liu (2019) report the factors that generally motivate students to become fashion entrepreneurs are: having more freedom, a passion for fashion, a sense of achievement, and financial independence. Student motivation for entrepreneurship is also encouraged by schools and teachers who provide entrepreneurship lessons (Saptono, Suparno & Najah, 2018). The development of vocational-based fashion entrepreneurship learning not only refers to improving the knowledge and skills of students but also to improving their entrepreneurial characteristics (Patriasih, Yulia, & Hardijana, 2011).

Higher levels of entrepreneurship motivation will further support business performance achievements (Stephan, Hart, & Drews, 2015). Therefore, entrepreneurs who have high levels of entrepreneurship motivation are likely to be able to succeed in

entrepreneurship. Thus, entrepreneurship motivation must be supported by achievement motivation, motivation for power, and affiliated motivation. Entrepreneurship motivation could also affect student motivation through behavioural changes to better achieve the learning outcomes, namely: (1) Achievement; (2) Recognition (3) Responsibilities; (4) The work itself; and (5) Advancement (Herzberg, Mausner, & Snyderman, 1993). This study aims to understand whether entrepreneurship motivation could affect any of the identified learning outcomes.

3. Method

3.1. Research design

This research used a quantitative approach with correlational design. The study began with an inquiry about the learning outcomes of fashion entrepreneurship lessons as an independent variable and entrepreneurship motivation as the dependent variable. The learning approach of fashion entrepreneurship education used in this study was based on production practices in the industry. This learning approach emphasises business practices/ entrepreneurship in fashion entrepreneurship lessons, which was then applied in two forms: fashion entrepreneurship class (class A) and regular class (class B).

3.2. Participants

The study population included 65 vocational schools in East Java, and the sampling technique used proportional stratified random sampling. The sample size was determined by Slovin's Equation at the level of inaccuracy at 20%, and the result was 16 VHS. One grade two class was randomly selected from each school. Twenty students were selected from each class, so the total number of students was 320.

3.3. Data collection and research Instruments

The primary data was collected using a 4-point Likert scale questionnaire, which has two main parts. The first part was an instrument to measure learning outcomes in fashion entrepreneurship lessons. This instrument consisted of 21 items derived from 6 indicators, namely: honesty, independence, risk-taking, creativity, action-oriented, and leaders. The second part was an instrument to measure entrepreneurship motivation. This consisted of 16 items derived from 5 indicators, namely achievement, recognition, responsibility, work itself, and progress. Data collection was carried out only once when the research team met directly with

respondents based on schedules given by the schools. Such direct data collection aimed to reduce perception bias among respondents when they answered the questionnaire.

3.4. Instrument Trial study

Data was collected using a questionnaire on which students were asked for information based on what they observed and experienced. The survey consisted of indicators for each variable. Before collecting the actual data, a pilot study was conducted for 30 students in one of the vocational schools. Questions regarding the variables were selected using exploratory factor analysis (EFA). The results showed that the research variables had good test reliability as indicated by Cronbach's Alpha coefficient > 0.60 , composite reliability > 0.70 , and the average extracted variant (AVE) > 0.50 . The variable items were valid because they met the factor loading requirements of more than 0.50.

3.5. Data analysis

Learning outcomes and their effects on motivation were analysed using ANCOVA, a technique usually used to adjust or control differences between groups based on other variables - usually interval levels - called covariates (Leech, Barrett, & Morgan, 2014). In this study, ANCOVA was used to distinguish entrepreneurship motivation between fashion entrepreneurship students and regular class students and was used to analyse the effect of learning outcomes of fashion entrepreneurship on entrepreneurship motivation.

3.6. Hypothesis

The hypothesis in this study has two parts:

- (i) There is a difference in the achievement of learning outcomes between fashion entrepreneurship students and students from regular class students.
- (ii) Based on this difference in the learning outcomes, there will be different impacts on the level of entrepreneurial motivation between students from these classes.

The learning approach taken in this study raises student entrepreneurial motivation because it is related to learning outcomes. Several studies of entrepreneurship education have reported involvement with learning outcomes and entrepreneurial intentions or motivation. The published work focuses on the positive impact of fashion entrepreneurship education, which increases the entrepreneurship intentions of students (Küttim, Kallaste,

Venesaar, & Kiis, 2014). Students who are motivated by extrinsic values in studying entrepreneurship are satisfied with the results provided by the team (Hytti, Stenholm, Heinonen, & Seikkula-Leino, 2010). The results achieved in entrepreneurial classes will help students strengthen their will and support their pursuit of opportunities, ideas-making or planning, and action-taking (Fayolle et al., 2006; Minarcine & Shaw, 2016; Shane, Locke, & Collins, 2003; Stephan et al., 2015). The high achievement of learning outcomes in fashion entrepreneurship will increase the level of entrepreneurial motivation and success in business growth.

3.7. Learning outcomes for entrepreneurship lessons

Six values, as presented in the chart, are the indicators to describe the level of development of students' entrepreneurship learning outcomes, including honesty, independence, creativity, risk-taking, action-oriented, and leadership. Descriptive statistics are shown in Table 1.

According to the results of the analysis, students from both A and B classes gave high scores in achievements of the learning outcomes of fashion entrepreneurship lessons. An average value greater than 3 illustrates that there was a high tendency for students to understand the lessons. In both classes, students rated action-oriented, creativity, and risk-taking as the three indicators that best support the successful application of fashion entrepreneurship lessons. Meanwhile, indicators that do not support the successful application of fashion entrepreneurship lessons are honesty, leadership, and independence. The data on learning outcomes in fashion entrepreneurship lessons are shown in Figure 1.

The results in Figure 1 show that fashion entrepreneurship students gave higher scores for each indicator than regular class students. This means that most fashion entrepreneurship students were able to follow the fashion entrepreneurship lessons better than most regular class students. Compared to other indicators in the material on entrepreneurship, there is still room for improvement for the indicators of honesty, leadership,

and student independence. Hence, the teacher's role in fostering student independence requires special attention. One way to achieve student independence is for the teacher to set learning outcome targets bound with time constraints for students (Suyono and Hariyanto, 2011).

The findings in this study also show that including honesty as part of fashion entrepreneurship lessons can cause students to adopt behaviors that result in them becoming more trustworthy in words, actions, and work. Academic achievement is critical for students to grow in confidence for fashion entrepreneurship or readiness to enter the workforce. However, it is crucial to foster honesty in students while pursuing academic achievement. Honesty can be associated with the recognition of original works created by students which are not the result of copying others.

Furthermore, entrepreneurship and leadership cannot be separated (Cheung & Au, 2010), and VHS students cannot ignore the development of their leadership skills. Leadership in VHS students can be enhanced by designing and implementing cooperative learning models. This approach will significantly assist in the formation of stronger leadership skills, because the syntax of cooperative learning models requires students to learn in groups where group leaders lead learning activities. Martinis (2011) states that the collaborative learning process is a model of teaching students cooperatively or in cooperation to achieve learning goals in the form of productive workgroups. Under this model, each group needs to divide tasks among members, who will have individual responsibilities which contribute to the overall success of the group.

Only 12.8% of the students gave an average score of less than 3 for the learning outcomes of fashion entrepreneurship lessons. Based on this percentage, there were 87.2% of students who were able to follow the fashion entrepreneurship learning process. It can be said that the results of learning entrepreneurship in fashion education programmes were satisfactory.

3.8. Entrepreneurship motivation

There are five indicators of entrepreneurship motivation consisting of 2–4 items for each indicator. Therefore, there are 16 items to assess each indicator and some of their attributes in motivation entrepreneurship. Statistics are provided in Table 2.

In this study, entrepreneurship motivation is the motivation found in students in the form of courage to change to behave better in achieving predetermined goals (learning outcomes), namely: achievement, recognition, responsibility, work itself, and progress. An average value of more than 3 illustrates that there is a high

Table 1. Descriptive statistics of fashion entrepreneurship lesson learning outcomes.

Indicator	Min		Max		Mean	
	A	B	A	B	A	B
Honesty	2.33	1.67	4	4	3.25	2.99
Independence	2.50	2	4	4	3.28	3
Creativity	2.25	2	4	4	3.33	3.18
Risk taker	2	2	4	4	3.39	3.11
Action oriented	2.25	2.25	4	4	3.45	3.3
Leadership	2	2	4	4	3.23	3.08
Entrepreneurship courses learning outcomes	2.61	2.29	3.88	3.83	3.32	3.11



Figure 1. Histogram of fashion entrepreneurship lesson learning outcomes scores.

tendency that students have high levels of entrepreneurship motivation. According to Table 2, the work itself and responsibility provide a low level of motivation. Meanwhile, a high level of motivation lies in recognition, progress, and achievement. Data on entrepreneurship motivation values are shown in Figure 2.

Based on Figure 2, fashion entrepreneurship students had better grades in each indicator than regular class students. This proves that students from fashion entrepreneurship classes have a stronger motivation to enter the fashion business. Cheung and Au (2010) states that the best way to teach students about entrepreneurship is to give them the experience of being entrepreneurs themselves. In this study, fashion entrepreneurship students spent more time running their businesses than sitting in class.

This research proves that achievement and recognition are two indicators that positively influence vocational students in the fashion programme. The vocational discipline they pursue motivates them to be more confident of their competent professional study choices, which will enable them to compete and gain recognition in their future careers. 26.3% of the students gave an average score of less than 3 for entrepreneurship motivation. Based on this percentage, there were 73.7%

of students who have a high level of motivation towards entrepreneurship.

3.9. The effect of learning outcomes on fashion entrepreneurship on the analysis of entrepreneurship motivation

The results of the different tests in entrepreneurship motivation between classes A and B are shown in Table 3.

Based on the ANCOVA results with fashion entrepreneurship lessons as covariate variables, there were no significant differences ($p > 0.05$) in entrepreneurship motivation between the two classes ($F = 2.681$; $p = 0.103$). This is likely due to the result of both having the same controlled conditions set by the researchers, namely: curriculum, subjects, the number of students for each class and in each school, and the number of schools selected as samples in this study.

This study also shows that the learning outcomes of fashion entrepreneurship lessons have a significant effect on levels of entrepreneurship motivation ($F = 341.340$; $p = 0.000$). As shown in Table 2, the levels of entrepreneurship motivation in students from fashion entrepreneurship classes (3.53) had a higher average than students from regular classes (3.36).

Table 2. Descriptive statistic of fashion entrepreneurship motivation.

Indicator	Min		Max		Mean	
	A	B	A	B	A	B
Achievement	2.33	2.33	4	4	3.63	3.23
Recognition	2.33	2.33	4	4	3.54	
Responsibility	2.5	2.25	4	4	3.38	3.48
The work it self	2	1	4	4	3.06	3.28
Advancement	2.5	2.25	4	4	3.53	3.17
Entrepreneurship motivation	2.68	2.25	4	4	3.43	3.36

4. Discussion and implications

4.1. Learning outcomes on fashion entrepreneurship

This study focused on student achievement of learning outcomes in fashion entrepreneurship education and its influence on the levels of entrepreneurship motivation

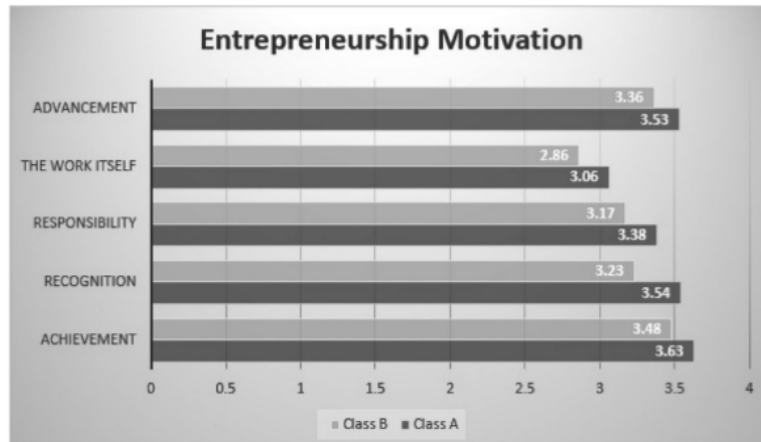


Figure 2. Histogram of entrepreneurship motivation scores.

in students from fashion entrepreneurship classes (class A) and students from regular classes (class B) by applying the same curriculum for both. The findings of this study indicate that students from fashion entrepreneurship classes had slightly better learning outcomes than students from regular classes. The results of the study showed that there was a high achievement of the learning outcomes for fashion entrepreneurship lessons, and generally explain that vocational students of fashion entrepreneurship programmes can apply the learning outcomes in fashion entrepreneurship lessons in the school environment. This means that the schools have been successful in implementing the learning outcomes of fashion entrepreneurship lessons for both classes.

While teachers have to continue to increase the emphasis on honesty, leadership, and independence by increasing and utilising various approaches and learning media in learning, the findings in this study show that *honesty* as part of fashion entrepreneurship lessons has a positive impact. This confirms with the findings of previous research on how vocational-based fashion entrepreneurship learning could potentially improve entrepreneurial characteristics (Patriasih et al., 2011). Such a situation has led to students making efforts to adopt behaviors to show they can always be trusted in words, actions, and work. Honesty recognises the need for truthfulness regarding the characteristics of the

products (goods and services) offered, promotions that are carried out, promised after-sales services, and all activities related to product sales carried out by entrepreneurs. However, there is still room for improvement for honesty when compared with the other indicators,

Leadership is another indicator that still requires a considerable amount of work for teachers and principals at the vocational level. Student scores related to leadership were relatively low compared to the other indicators. Furthermore, the low scores for vocational students raises suspicions regarding the failure to build leadership fairly and evenly across various vocational schools in East Java. The nature of leadership in vocational students can be enhanced by designing and implementing cooperative learning models. This approach will significantly help in the formation of stronger leadership because the syntax of the cooperative learning model requires students to learn in groups, where group leaders are chosen to lead in learning activities.

The results also suggest that the learning outcomes of fashion entrepreneurship lessons do not have a significant effect on the indicators of independence. This implies that teachers should undertake a variety of learning approaches to increase student independence (competency of student expertise), reinforcing the importance of the teachers' role in increasing entrepreneurship motivation among fashion entrepreneurship students. These interventions could potentially boost the future business performance achievements of fashion entrepreneurship students (Stephan et al., 2015).

Table 3. Analysis of Covariance (ANCOVA) of fashion entrepreneurship motivation.

Variations	Square	Freedom level	Median Square	F	p
Entrepreneurship	14.744	1	14.744	341.340	0.000
Class	0.116	1	0.116	2.681	0.103
Error	13.693	317	0.043		
Total	31.603	319			

4.2. Entrepreneurship motivation

The levels of entrepreneurship motivation for fashion entrepreneurship students was higher than regular

class students, which was supported by the indicators of recognition, progress, and achievement for both classes. The conceptual model used in this study formulated that entrepreneurship motivation can be grown through simulations that originated from active fashion entrepreneurship learning. This research confirms the results of Omran et al. (2012), that entrepreneurship education must incorporate the principles of learning, innovation and reflection in order to improve learning outcomes. Motivation can be used effectively in the classroom to enhance learning in the cognitive, affective, and psychomotor domains. The results of the study show that the indicator of advancement (the possibility to develop) is one of the leading indicators of measuring entrepreneurship motivation, which is in line with the findings of Herzberg, Mausner, and Snyderman (1993) that entrepreneurship motivation could affect student motivation through behavioural changes to better achieve the desired learning outcomes. This study also showed that the indicators of achievement (achievement achieved/success) and recognition (recognition) received positive responses by VHS students in the fashion entrepreneurship programme, and confirms motivation for entrepreneurship as a factor that is key to achieving success (Lang & Liu, 2019).

Responsibility does not come naturally to students of fashion entrepreneurship classes. It is shown that creating responsibilities for students is one of the advantages for students to practice fashion entrepreneurship in a practical manner. Ideally, every student should have high levels of entrepreneurship motivation. The results show that there is a great desire for students to perform well in the indicators of achievement and recognition. However, majority of students in fashion entrepreneurship programmes need to be trained in responsibility and learn how to enjoy performing practical tasks.

5. Conclusions

This research shows fashion entrepreneurship students had better learning outcomes than regular class students. Learning outcomes were supported by the indicators of risk-takers and action-oriented, with honesty having a positive impact, but were not supported by the indicators of leadership, and independence. In terms of entrepreneurship motivation, fashion entrepreneurship students have a higher level of motivation than regular class students. In both of these classes, motivation was supported by the indicators of recognition, progress, and achievement, but not supported by the indicators of actual work and responsibility.

This study also shows that the application of the fashion entrepreneurship curriculum had a significant

influence on the learning outcomes of fashion entrepreneurship lessons and the levels of entrepreneurship motivation. However, there is no difference in the levels of entrepreneurship motivation in the two different classes, which shows that the implementation of fashion entrepreneurship classes is not optimal because the results are not superior to regular classes. The results in this study would be important for government policy implications in the education sector for the practice of learning entrepreneurship in fashion Vocational High Schools, where students are expected to develop their fashion start-ups during the lessons.

There are limitations in this research which can be opportunities for future research. For example, future investigations can target newly established fashion entrepreneurs to supplement the results of this study. Also, future studies can use a larger sample size and collect more data through in-depth interview techniques with respondents. Future research can also explore more significant creative skills, time management, financial knowledge and their effects on the success of fashion entrepreneurship lessons.

Disclosure statement

No potential conflict of interest was reported by the authors.

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