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Reply-To: kristina.shin@polyu.edu.hk

To: marniati@unesa.ac.id

15-Jan-2020

Dear Dr Marniati:

Your above referenced manuscript, entitled "Curriculum Implementation, Entrepreneurship Motivation, and Fashion Entrepreneurship (Case Study Student Learning Outcomes in Regular Classes and Entrepreneurship Classes)" has been unsubmitted to International Journal of Fashion Design, Technology and Education. It is because 1) your current manuscript is not for double blind review. Please remove all the authors' names and affiliations from the manuscript including your collaborator in the acknowledgment (Recognition) section. In addition, our normal paper length is at 4,000-4,500 words. Please reduce down accordingly.

Thank you for your submission.

Sincerely,

Kristina Shin

International Journal of Fashion Design, Technology and Education Editorial Office



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Letter of Inquire

1 message

Marniati Marniati <marniati@unesa.ac.id>
To: kristina.shin@polyu.edu.hk

Wed, Apr 29, 2020 at 1:01 PM

Dear Professor Kristina Shin,

I am writing to enquire about the submission of my manuscript entitled “Curriculum Implementation, Entrepreneurship Motivation, and Fashion Entrepreneurship (Case Study Student Learning Outcomes in Regular Classes and Entrepreneurship Classes)” for consideration as an Original Article.
Kindly advise if the manuscript has been received and is undergoing review?

Yours sincerely,
Marniati

Curriculum Implementation, Entrepreneurship Motivation, and Fashion Entrepreneurship

(Case Study Student Learning Outcomes in Regular Classes and Entrepreneurship Classes)

Abstract. Startup emerged in the fashion industry field due to fashion entrepreneurship education, which it has conducted at the Vocational High School (VHS). Therefore, a fashion education curriculum was needed to train them. This study analyzed learning activities that involve entrepreneurship classes and regular classes. Data were analyzed statistically using ANCOVA to test learning outcomes and their effects on entrepreneurship motivation. The results of the study show that: 1) Entrepreneurship class students have better learning outcomes than regular class students; 2) Entrepreneur class students have higher entrepreneurship motivation compared to regular class students; 3) There is an influence of learning outcomes of fashion entrepreneurship on entrepreneurship motivation, there is no difference in entrepreneurship motivation between classes. The benefit of this study is to evaluate the curriculum implementation in the apparel/fashion field and student learning outcomes related to entrepreneurship motivation. Furthermore, it also recommends to institutions/universities to develop entrepreneurship classes by implementing a curriculum of fashion education in order to create a new startup in the field of fashion in Indonesia.

Keywords: Fashion entrepreneurship, learning success, student competence

INTRODUCTION

Until August 2019, data from the Central Statistics Agency showed that the number of open unemployment in Indonesia was 7.05 million people, 10.42% of which were dominated by vocational high schools (VHS) (Ulya, 2019). Nevertheless, the vocational graduates are still absorbed in the world of work and industry, but work outside their area of expertise and they do not have the courage to be independent (Winarno, 2016). This fact shows that VHS is faced with the challenge of producing graduates who have competencies according to the requirements of business actors, including the fashion expertise program. One of the reasons that surfaced was the mismatch between the expertise of the workforce needed by the industry and the expertise of vocational graduates from VHS (particularly the fashion expertise program). This presents an opportunity for curriculum adjustments.

The curriculum is a system of decision making and action to enable the curriculum in schooling, which has the main function, namely; (a) developing the curriculum, (b) implementing the curriculum, and (c) assessing the effectiveness of the curriculum and curriculum system. (Reksoatmodjo, 2010).

Rana & Ha-Brookshire, J. (2019) examined business curriculum and conceptual models to produce a fashion business curriculum, which can emphasize sustainability achievements by developing unique skills that are taught and learned in fashion business classes. Lang & Liu (2019) stated that to become a fashion entrepreneur, the curriculum must develop by knowing the training needs and assistance that fashion students prefer, by providing empirical evidence for entrepreneurship motivation theory in the context of more specific fashion entrepreneurship, and directions for the development of a fashion entrepreneurship curriculum based on the viewpoint of students majoring in fashion.

Previous studies have investigated entrepreneurship motivation among students (Bizri, 2017; Elmuti et al., 2012; Farhangmehr et al., 2016; Wheadon & Couetil-Duval, 2017), studies focusing on student interest in general, training, working capital, and resources from business schools, and no one has yet identified the application of the fashion curriculum in the regular classroom or in the entrepreneurship classes, entrepreneurship motivation, and fashion entrepreneurship itself, which is very necessary by students majoring in fashion. A limited number of researchers have tested the relationship between the two in several classes and then compared them. This study was conducted to fill the research gap so far, to identify the

implementation of learning in regular and entrepreneurship classes, the application of the fashion curriculum, entrepreneurship motivation, and direction to students who wish to become fashion entrepreneurs in the future, further to provide recommendations for curriculum development for fashion entrepreneurship education programs.

Specifically, the purposes of this study were to find out:

1. Are there differences in student entrepreneurship motivation between regular classes and entrepreneurship classes?
2. Is there an effect of entrepreneurship learning outcomes on the entrepreneurship motivation of regular class students and entrepreneurship classes?
3. How is the application of the curriculum in the fashion education program according to the demand of the fashion industry?

LITERATURE REVIEW

Entrepreneurship Education

Entrepreneurship education allows students to judge whether or not it is better to pursue a career in the field of entrepreneurship(von Graevenitz et al., 2010). Better entrepreneurship education will not only increase the number and competencies of new entrepreneurs entering the market but also increase opportunities for new companies to survive and compete in the market(Matlay, 2008).

Activities in entrepreneurship education can be new activities or activities that are different from entrepreneurship subjects because there are creative thoughts and innovative actions (Kirby, 2005). Entrepreneurship education can also be used to 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 subjects, so there will be attraction and feasibility of being aroused as a new venture(Fayolle et al., 2006; Matlay, 2008; Peterman & Kennedy, 2003; von Graevenitz et al., 2010).

The curriculum for fashion entrepreneurship must be developed based on these industry features and student demands. However, previous studies mainly focus on learning outcomes of fashion entrepreneurship education on the intention to find out students' entrepreneurship motivations(Fayolle et al., 2006; Oosterbeek et al., 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 have received the support needed to become entrepreneurs.

Large potential markets in the fashion industry and high unemployment will encourage more fashion graduates to enter and pursue entrepreneurship 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 country(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).

In the fashion industry, entrepreneurship students/fashion students are seen as important assets for business development and growth, but currently fashion students do not yet have sufficient business skills. Therefore, the role of the entrepreneurship class is needed as a student training to motivate and foster an entrepreneurial spirit.

Factors that contribute to students' entrepreneurship motivation

In this global era, research begins from exploring the human agency role in the process and entrepreneurship success with a special focus on individual motivation, and personal traits to enhance understanding of the phenomenon of entrepreneurship. The underlying belief for this research change is that entrepreneurs are created, not born (Krueger & Brazeal, 1994; Painter, 1998; Ronstadt, 1987). Lang and Liu (2019) report that 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 subjects (Saptono et al., 2018). The development of vocational-based fashion entrepreneurship learning subjects not only refers to improving students' knowledge and skills but is also expected to improve entrepreneurship and reliable characters (Patriasih et al., 2011).

Higher entrepreneurship motivation will further support business performance achieved (Stephan et al., 2015), so entrepreneurs, who have high entrepreneurship motivation, means having the ability to succeed in entrepreneurship. Therefore, McClelland explained that entrepreneurship motivation must be supported by achievement motivation, motivation for power, and affiliated motivation. Entrepreneurship motivation in this study is the motivation found in students to try to make changes in behavior that is better in achieving the goals set (learning outcomes), namely: (1) Achievement; (2) Recognition (3) Responsibilities; (4) The work itself; and (5) Advancement (Herzberg et al., 1993).

METHOD

Research design

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

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 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 taken from each class, which is why, the total number of students was 320 students.

Data Collection and Research Instruments

The primary data 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 subjects consisting 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 consisting 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 on a certain schedule given by the school. Such direct data collection aims to reduce perception bias among respondents when they answer question items in the questionnaire.

Instrument Trial Study

Data was collected using a questionnaire that students were asked to fill in based on what they observed and experienced. The questionnaire consisted of indicators of each variable. Before collecting the main data, a pilot study was conducted for 30 students in one vocational school. Questionnaire items about variables were selected using exploratory factor analysis (EFA). The results showed that the research variables had

good test reliability, indicated by Cronbach's Alpha coefficient > 0.60, composite reliability > 0.70, and the average extracted variant (AVE) > 0.50. The validity of the variable items was valid because it meets the factor loading requirements which should be more than 0.50.

Data analysis

Learning outcomes and their effects on motivation were analyzed using ANCOVA, a technique usually used to adjust or control differences between groups based on other variables, usually interval levels, called covariates (Leech et al., 2014). In this study, ANCOVA was used to distinguish entrepreneurship motivation between classes A and class B and was used to analyze the effect of learning outcomes of fashion entrepreneurship on entrepreneurship motivation.

Hypothesis

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 students' entrepreneurship intentions (Küttim et al., 2014) and students who are motivated by extrinsic values in studying entrepreneurship are satisfied with the results provided by the team (Hytti et al., 2010). The results achieved in entrepreneurial classes will help students strengthen their will, support opportunities, make ideas or plan, and take action (Fayolle et al., 2006; Minarcine & Shaw, 2016; Shane et al., 2003; Stephan et al., 2015). The high achievement of learning outcomes in fashion entrepreneurship will increase the level of entrepreneurial motivation and achievement of business growth.

The hypothesis in this study has been stated that there was a difference in learning outcomes between fashion entrepreneur class and regular class and based on their learning outcomes, they have a different impact on entrepreneurial motivation between classes.

Learning outcomes for entrepreneurship subjects

There are six values as 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.

[Table 1. Around here]

According to the results of the analysis, the learning outcomes of fashion entrepreneurship subjects for each student in the class A and B, both in the good grades. The average value greater than 3 illustrates that there was a high tendency for students to understand the lesson better. Indicators that support the successful application of fashion entrepreneurship subjects, both in classes A and B, lie in action-oriented, creativity, and risk-taking. Meanwhile, indicators that do not support the success of fashion entrepreneurship subjects in their application, both in class A and B, are honesty, leadership, and independence. Data on learning outcomes in fashion entrepreneurship subjects are shown in Figure 1.

[Figure 1. around here]

The results in Figure 1 show that class A has better grades on each indicator than class B. This means that most class A students take fashion entrepreneurship lessons better. Compared to other indicators in the material on entrepreneurship, honesty, leadership, and student independence still need to be improved. The findings in this study also prove that honesty indicators as part of entrepreneurship subjects cause students to have behaviors that are based on efforts to make themselves always trustworthy in words, actions, and work.

On the idea of a risk-taker, students in this study showed a surprising reluctance to accept the risks and uncertainties associated with running their own business. Academic achievement is capital for students in growing confidence in entrepreneurship or readiness to enter the workforce. But it is very important in fostering honesty in achieving that achievement. Honesty can be associated with the recognition of students' original work that is not just the result of copying others. Furthermore, entrepreneurship and leadership cannot be separated (Cheung & Au, 2010). The world of entrepreneurship that will be entered by vocational students cannot ignore the leadership aspect. Leadership in students, from vocational training can be enhanced by designing and implementing cooperative learning models. This approach will greatly assist aspects of the formation of stronger leadership because the syntax of cooperative learning models requires students to learn in groups, then students in groups will have group leaders to lead learning activities in groups.

The distribution of the average value of students less than 3 for learning outcomes in entrepreneurship subjects was 12.8%. Based on this percentage, there were 87.2% of students who can participate in the fashion entrepreneurship learning process well. It can be said that the results of learning entrepreneurship in fashion education programs were in a good category.

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 attributes in motivation entrepreneurship. Statistics are shown in Table 2.

[Table 2 around here]

Entrepreneurship motivation in this study 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 tendency that students have high entrepreneurship motivation. The level of entrepreneurship motivation according to Table 2 above shows that the low level of motivation lies in the work indicator itself and responsibility. A high level of motivation lies in recognition, progress, and achievement. Data on entrepreneurship motivation values were shown in Figure 2.

[Figure 2 around here]

Based on Figure 2, class A (intensive class) had better grades in each indicator than class B (regular class). This proves that students observed have a strong motivation to enter the business world. Cheung (2010) states that if students are taught about entrepreneurship, the best way to do this is to give them the experience of being entrepreneurs themselves. Based on the study, students in class A spend more time running their own business than sitting in class.

This research proves that achievement indicators (achievement/success) and recognition include two things that are felt positively by vocational students in the fashion program. The vocational discipline they pursue motivates them to be more confident that competent vocational study choices will enable them to compete and gain recognition. The distribution of the average value of students was less than 3 for entrepreneurship motivation as much as 26.3% and 73.7% of students who have high motivation towards entrepreneurship.

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

The results of the different tests in entrepreneurship motivation between intensive and regular classes showed in Table 3. Based on the ANCOVA results with fashion entrepreneurship subjects as covariate

variables, it was explained that there were no significant differences ($p > 0.05$) in entrepreneurship motivation between two classes.

[Table 3 around here]

This study showed that there was no difference in entrepreneurship motivation in the two classes originating from different classes (A and B) ($F = 2.681$; $p = 0.103$). This was because the conditions controlled by the researchers were the same, namely: curriculum, subjects were given, the number of students for each class in each school, and also the number of schools selected as samples in this study.

According to researchers, entrepreneurship education will be able to produce a large national impact if this entrepreneurship education can produce four million new entrepreneurs over the next 25 years (Ciputra, 2012).

This study also proves that there is a significant effect of learning outcomes on entrepreneurship subjects on entrepreneurship motivation ($F = 341.340$; $p = 0.000$). As shown in Table 2, entrepreneurship motivation in intensive classes (3.53) had a higher average than regular classes (3.36).

DISCUSSION AND IMPLICATIONS

This study focused on student learning outcomes in fashion entrepreneurship education and its influence on entrepreneurship motivation in entrepreneurship students (class A) and regular classes (class B) by applied the same curriculum. The findings of this study indicate that students in the entrepreneurship class (class A) had slightly better learning outcomes than students in regular classes (class B). The results of the study proved that the learning outcomes of fashion entrepreneurship subjects were in the good grades, and generally explain that vocational students of fashion expertise programs can feel the application of learning outcomes in fashion entrepreneurship subjects in the school environment. This means that the school has implemented the learning outcomes of fashion entrepreneurship subjects in both categories. Accordance with the provisions of the Ministry of National Education (2010) which states that the success of entrepreneurship learning/education programs can be known through the achievement of criteria by students, teachers and school principals which include: (a) Students; have high independence, have high creativity, dare to take risks, oriented to action, have a high leadership character, have a hard-working character, understand entrepreneurship concepts, and have entrepreneurship skills, especially regarding entrepreneurship competence. (b) School; The teacher can provide an example of the inculcation of entrepreneurship values to students, especially the six core values of entrepreneurship, the teacher can design learning that is integrated with entrepreneurship values, the teacher can understand the concepts of entrepreneurship, the teacher has entrepreneurial skills, (c) The principal able to create creativity and innovation that is beneficial for school development. The principal has a strong motivation to achieve success in carrying out the main tasks and functions as the principal, the principal becomes a role model for teachers and students, and the school life environment as a learning environment nuanced with the entrepreneurship values.

While honesty, leadership, and independence are the duty of the teachers to continue to increase their role in learning by increasing and utilizing various approaches and learning media, the findings in this study also prove that honesty indicators as part of fashion entrepreneurship subjects lead to the education of students to have behaviors which are based on efforts to make them as persons who can always be trusted in words, actions, and work. When compared with other indicators in the matter of entrepreneurship, honesty still needs to be improved. Honesty recognizes the characteristics of the products (goods and services) offered, honesty recognizes promotions that are carried out, honesty recognizes promised after-sales services, and honesty to know all activities related to product sales carried out by entrepreneurs.

The leadership indicator still seems to be a huge amount of work for teachers and principals at the vocational level. Student answers related to leadership were relatively low compared to other indicators. In addition, the low value of vocational student answers must be suspected that failure to build leadership among them takes place fairly evenly in various vocational schools in East Java. The nature of leadership in vocational students can be enhanced by designing and implementing cooperative learning models. Through this approach will greatly help the formation of stronger leadership aspects, because the syntax of the cooperative learning model requires students to learn in groups, then students in groups will choose group leaders to lead learning activities in groups.

The research results also prove that the learning outcomes of fashion entrepreneurship subjects on indicators of independence have not yet reached the effective level. This condition implies that the teachers must be able to provide learning with a variety of approaches to increase independence (competency of student expertise). According to Hariyanto and Suyono (2011), what a teacher needs to do is: (1) give an example, (2) give simple terms, (3) all problems can be understood easily, (4) ask meaningful questions, (6) react to students' questions, (7) listen, create conditions so that discussions occur, (8) inspiration to increase student confidence, (9) provide facilities and teaching materials, (10) use varied learning methods, (11) associate a new learning situation with something he/she has learned.

Class A student entrepreneurship motivation was higher than class B students, the motivation of both classes was supported by indicators of recognition, progress, and achievement. In the conceptual model in this study, it was formulated that entrepreneurship motivation can be grown through simulations that originate from efficient fashion entrepreneurship learning. Motivation can be used effectively in the classroom to enhance learning in both the cognitive, affective, and psychomotor domains. The results of the study prove that the indicator of advancement (the possibility to develop) is one of the main indicators of measuring entrepreneurship motivation. This study also proved that indicators of achievement (achievement achieved/success) and recognition (recognition) included two things that were felt positively by VHS students in the fashion expertise program. Motivation for entrepreneurship is a business to achieve success, which aims to succeed in the competition by referring to a certain measure of excellence. (Yamin & Masek, 2011).

Responsibility is a thing that is difficult for students of fashion educational programs. It is proven that creating responsible for students is one of the advantages so that students can practice fashion entrepreneurship appropriately. Every vocational educational student should have high entrepreneurship motivation. The description of the students' answers had explained that there is a great desire in the aspect of the possibility of developing and the desire to make an achievement that will be achieved but the majority of vocational students in fashion expertise programs are still not trained to have responsibility and enjoyment of the task-practical task.

The results in this study can be recommendations for government policy (education authorities) in the application of entrepreneurship classes to the practice of learning entrepreneurship in Fashion Vocational High Schools. Also, the students are expected to develop their fashion startup.

CONCLUSIONS AND RECOMMENDATIONS

The findings of this study indicate that class A students had better learning outcomes than class B students, both of these class learning outcomes are supported by indicators of indicators, risk-takers, and action-oriented, but honesty, leadership, and independence did not support. In terms of entrepreneurship motivation, class A students have a higher motivation than class B students, the motivation of the two classes is supported by indicators of recognition, progress, and achievement, but the job indicator itself and responsibility are indicators that did not support.

This study also proves that the application of the curriculum in the fashion education program and the presence of a significant influence on the learning outcomes of fashion entrepreneurship subjects on entrepreneurship motivation. Although there is no difference in entrepreneurship motivation in the two different classes (classes A and B), this explains that entrepreneurship class implementation is not optimal because the result of fashion entrepreneurship aren't superior to regular classes. The results in this study can be recommendations for government policies (educational authorities) in the application of entrepreneurship classes to the practice of learning in Fashion Vocational High Schools, and the students were expected to be able to build startups in their fashion field.

There are limitations in this research so that it can be an opportunity for future research to be carried out, namely with targeting new established fashion entrepreneurs to supplement the results of this study. In addition to multiplying sample size and data through in-depth interview techniques with respondents. Future research can also be carried out exploring deeper creative skills, time management, and financial knowledge and their effects on the success of fashion entrepreneurship.

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Curriculum Implementation, Entrepreneurship Motivation, and Fashion Entrepreneurship

(Case Study Student Learning Outcomes in Regular Classes and Entrepreneurship Classes)

Abstract. Vocational High School (VHS) faces the challenge of producing graduates whose competencies match the requirements of business actors in Indonesia. Start-ups have emerged in the fashion industry field due to fashion entrepreneurship education, which it has conducted at the Vocational High School (VHS). Therefore, a fashion education curriculum was needed to train them. This study analyzed learning activities that involved entrepreneurship classes and regular classes. Data were analyzed statistically using ANCOVA to test learning outcomes and their effects on entrepreneurship motivation. The results of the study show that: 1) students from entrepreneurship classes achieved have better learning outcomes than students from regular classes; 2) students from entrepreneurship classes have higher levels of entrepreneurship motivation compared to students from regular classes; and 3) There is an influence application of the fashion entrepreneurship curriculum had a significant influence on the learning outcomes of fashion entrepreneurship lessons and the levels of entrepreneurship motivation. The results in this study can be recommendations for government policy (education authorities) in the application of entrepreneurship classes to the practice of learning entrepreneurship in fashion of learning outcomes of fashion entrepreneurship on entrepreneurship motivation, there is no difference in entrepreneurship motivation between classes. The benefit of this study is to evaluate the curriculum implementation in the apparel/fashion field and student learning outcomes related to entrepreneurship motivation. Furthermore, it also recommendations to institutions/universities to develop entrepreneurship classes by implementing a curriculum of fashion education in order to create new start-ups in the field of fashion in Indonesia.

Keywords: Fashion entrepreneurship, learning success, student competence

INTRODUCTION

In Until August 2019, data from the Central Statistics Agency of Indonesia showed that the number of open unemployment figure in Indonesia was 7.05 million people, 40.42% of which 10.42% of which were dominated by comprised vocational high schools (VHS) graduates (Ulya, 2019). Nevertheless, many the vocational VHS graduates are still absorbed in the world of work and industry to the workforce. However, these graduates are either but working in jobs outside their areas of expertise or and they do not have the courage to become entrepreneurs independent (Winarno, 2016). This fact shows that VHS is faced with the challenge of producing graduates who have se competencies according to match the requirements of business actors, including the fashion expertise program. One of the reasons that surfaced was the mismatch between the required expertise of the workforce by industry standards needed by the industry and the expertise of VHS vocational graduates from VHS, (particularly those from the fashion entrepreneurship expertise program). This presents an opportunity for adjustments in the curriculum development of the VHS curriculum adjustments.

The eCurriculum development is thea system of decision making and actions to enable the curriculum curriculum in schooling and, which 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& Ha-Brookshire, J. (2019) examined business curriculum and conceptual models to produce a fashion entrepreneurship business curriculum, which can emphasizes sustainability achievements for the future by developing unique skills that are taught and learned in fashion entrepreneurship business classes. Lang& Liu (2019) stated that the development of to become a fashion entrepreneurship, the curriculum must develop by knowing first identify the training needs and assistance required by that fashion

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entrepreneurship students, prefer by providing Empirical evidence for entrepreneurship motivation theory must be provided in the context of the more specific fashion entrepreneurship curriculum, and directions for the development of a fashion entrepreneurship curriculum must be based on the viewpoint of fashion entrepreneurship students majoring in fashion.

Previous studies have investigated entrepreneurship motivation among students (Bizri, 2017; Elmuti et al., 2012; Farhangmehr et al., 2016; Wheadon & Couetil-Duval, 2017). However, these studies focused on student interest in general 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 then compared them. So far, no study has yet identified analyzed the relationship between entrepreneurship motivation, fashion entrepreneurship and the application implementation of the fashion curriculum, whether in the regular classroom classes or in the entrepreneurship classes, entrepreneurship motivation, and fashion entrepreneurship itself, which is very necessary by students majoring in fashion. A limited number of researchers have tested the relationship between the two in several classes and then compared them. This study was conducted to fill this research gap so far, to and identify the relationship between the implementation of fashion entrepreneurship curriculum learning in regular and entrepreneurship classes, the application of the fashion curriculum, entrepreneurship motivation, and direction to students who wish to become fashion entrepreneurs in the future, further to provide recommendations for curriculum development for fashion entrepreneurship education programs.

Specifically, the purposes of this study were to find out:

1. Are there differences in the levels of student entrepreneurship motivation between students from regular classes and students from entrepreneurship classes?

2. Is there an effect of entrepreneurship learning outcomes learning outcomes of fashion entrepreneurship lessons affect on the levels of entrepreneurship motivation of students from regular classes and students from entrepreneurship classes regular class students and entrepreneurship classes?

3. How is the application of fashion entrepreneurship the curriculum in the fashion education program according to the demands of the fashion industry?

The findings of this study will provide recommendations for curriculum development of fashion entrepreneurship education programs in future.

LITERATURE REVIEW

Entrepreneurship Education

Entrepreneurship education allows students to judge decide whether or not it is better good for them to pursue a career in the field of entrepreneurship (von Graevenitz et al., 2010). Better entrepreneurship education will not only increase the number and competencies of new entrepreneurs entering the market, but also increase opportunities for new companies to survive and compete in the market (Matlay, 2008).

Activities in entrepreneurship education can be new activities or activities that are different from entrepreneurship subjects lessons because there are creative thoughts and innovative actions (Kirby, 2005). Entrepreneurship education can also be used to 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 subjects education, so there will be attraction and feasibility of being aroused as a new venture (Fayolle et al., 2006; Matlay, 2008; Peterman & Kennedy, 2003; von Graevenitz et al., 2010).

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~~The curriculum for Fashion entrepreneurship curriculum~~ must be developed based on ~~these~~ industry features and student demands. However, previous studies mainly focused ~~ed~~ on ~~the~~ learning outcomes of fashion entrepreneurship education ~~withon~~ the intention to find out students' entrepreneurship motivations (Fayolle et al., 2006; Oosterbeek et al., 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 ~~have received the~~ support needed to become entrepreneurs.

Large potential markets in the fashion industry and high 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 country~~ (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).

In the fashion industry, entrepreneurship students/fashion students are seen as important assets for business development and growth, but ~~currently~~ fashion students do not yet have sufficient business skills. Therefore, ~~the role of the entrepreneurship education class~~ is needed ~~as a student training~~ to motivate and foster an entrepreneurial spirit ~~among students~~.

Factors that contribute to students' entrepreneurship motivation

~~In this global era, research begins shifted to from exploring the human agency role in the process and of entrepreneurship success, with a special focus on individual motivation, and personal traits to enhance understanding of the phenomenon of entrepreneurship.~~ The underlying belief for this ~~research~~ change is that entrepreneurs are created, not born (Krueger & Brazeal, 1994; Painter, 1998; Ronstadt, 1987). Lang and Liu (2019) report that 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 subjects lessons~~ (Saptono et al., 2018). ~~The development of vocational-based fashion entrepreneurship learning subjects not only refers to improving students' the knowledge and skills of students but is also expected to improve their entrepreneurial spirit ship and reliabreliability of characterle characters~~ (Patriasih et al., 2011).

Higher entrepreneurship motivation will further support business performance, ~~achievementse~~ (Stephan et al., 2015). ~~Therefore, so~~ entrepreneurs, who have high ~~levels of~~ entrepreneurship motivation, ~~means having the likely have the~~ ability to succeed in entrepreneurship. Therefore, McClelland explained that entrepreneurship motivation must be supported by achievement motivation, motivation for power, and affiliated motivation. ~~In this study, e~~ Entrepreneurship motivation in this study is the motivation found in students to try to make changes in behavior that ~~areis~~ better in achieving the goals set (learning outcomes), namely: (1) Achievement; (2) Recognition (3) Responsibilities; (4) The work itself; and (5) Advancement (Herzberg et al., 1993).

METHOD

Research design

~~This research used a quantitative approach with correlational design.~~ The study began with an inquiry about the learning outcomes of ~~fashion entrepreneurship subjects~~ fashion entrepreneurship lessons as an independent variable and entrepreneurship motivation as the dependent variable. ~~The fashion entrepreneurship education learning approach used in this study was based on production practices in the industry through fashion entrepreneurship education.~~ This learning approach emphasizes business

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practices/entrepreneurship given in ~~fashion entrepreneurship subjects~~ fashion entrepreneurship lessons, which was then ~~this model~~ applied in two forms of learning activities: fashion entrepreneurship class (class A) and regular class (class B).

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 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 taken from each class, ~~which is why, so~~ the total number of students was 320 students.

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 subjects~~ fashion entrepreneurship lessons. This 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 ~~acertain~~ schedules given by the schools. Such direct data collection aimed to reduce perception bias among respondents when they answered question items in the questionnaire.

Instrument Trial Study

Data was collected using a questionnaire that students were asked to fill in based on what they observed and experienced. The questionnaire consisted of indicators of each variable. Before collecting the main data, a pilot study was conducted for 30 students in one vocational school. Questionnaire items about variables were selected using exploratory factor analysis (EFA). The results showed that the research variables had good test reliability, indicated by Cronbach's Alpha coefficient > 0.60, composite reliability > 0.70, and the average extracted variant (AVE) > 0.50. The ~~validity of the~~ variable items were valid because ~~it~~ they meet the factor loading requirements, which should be more than 0.50.

Data analysis

Learning outcomes and their effects on motivation were analyzed using ANCOVA, a technique usually used to adjust or control differences between groups based on other variables, usually interval levels, called covariates (Leech et al., 2014). In this study, ANCOVA was used to distinguish entrepreneurship motivation between classes A and class B and was used to analyze the effect of learning outcomes of fashion entrepreneurship on entrepreneurship motivation.

Hypothesis

The hypothesis in this study has two parts: i) ~~has been stated that there was a~~ difference in the achievement of learning outcomes between students from fashion entrepreneurship classes and students from regular classes and, ii) based on this difference in learning outcomes, ~~they~~ there will be have a 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 ~~students the~~ entrepreneurship intentions of students (Küttim et al., 2014). S-and students who are motivated by extrinsic values in studying entrepreneurship are satisfied with the results provided by the team (Hytti et al., 2010). The results achieved in entrepreneurial classes will help students strengthen their will and support their pursuit of opportunities, ~~make ideas-making or planning, and~~ action-taking action (Fayolle et al., 2006; Minarcine & Shaw, 2016; Shane et al., 2003; Stephan et al.,

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2015). The high achievement of learning outcomes in fashion entrepreneurship will increase the level of entrepreneurial motivation and achievement of business growth.

The hypothesis in this study has been stated that there was a difference in learning outcomes between fashion entrepreneur class and regular class and based on their learning outcomes, they have a different impact on entrepreneurial motivation between classes.

Learning outcomes for ~~entrepreneurship subjects~~ entrepreneurship lessons

There are six values as 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.

[Table 1. Around here]

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

[Figure 1. around here]

The results in Figure 1 show that class A gave higher scores has better grades for each indicator than class B. This means that most class A students were able to follow take the fashion entrepreneurship lessons better than most class B students better. Compared to other indicators in the material on entrepreneurship, the indicators of honesty, leadership, and student independence still need to be improved.

The findings in this study also show prove that including honesty indicators as part of fashion entrepreneurship subjects entrepreneurship lessons can cause students to have behaviors that are based on efforts to adopt behaviors that make themselves to be more always trustworthy in words, actions, and work.

On the idea of a risk taker, students in this study showed a surprising reluctance to accept the risks and uncertainties associated with running their own business. Academic achievement is capital for students to grow in confidence for in fashion entrepreneurship or readiness to enter the workforce. However, But it is very important to in fostering honesty in students while pursuing academic achievement achieving that achievement. Honesty can be associated with the recognition of students' original work that is not just the result of copying others.

Furthermore, entrepreneurship and leadership cannot be separated (Cheung & Au, 2010). The world of, and entrepreneurship that will be entered by VHS vocational students cannot ignore the developing their leadership skills aspect. Leadership in VHS students, from vocational training can be enhanced by designing and implementing cooperative learning models. This approach will greatly assist aspects of the formation of stronger leadership, because the syntax of cooperative learning models requires students to learn in groups, then students in groups will have with group leaders to lead learning activities in groups.

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12.8% of the students gave an average score. The distribution of the average value of students less than 3 for the learning outcomes of fashion entrepreneurship subjects entrepreneurship lessons was 12.8%. Based on this percentage, there were 87.2% of students who can participate were able to follow in the fashion entrepreneurship learning process well. It can be said that the results of learning entrepreneurship in fashion education programs were in a good category satisfactory.

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 attributes in motivation entrepreneurship. Statistics are shown in Table 2.

[Table 2 around here]

In this study, Entrepreneurship motivation in this study 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 tendency that students have high levels of entrepreneurship motivation. According to Table 2, the level of entrepreneurship motivation according to Table 2 above shows that the low level of motivation lies in the work indicator 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 were shown in Figure 2.

[Figure 2 around here]

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

This research proves that achievement indicators (achievement/success) and recognition include two things that are felt positively by vocational students in the fashion program. The vocational discipline they pursue motivates them to be more confident that competent vocational study choices will enable them to compete and gain recognition in their future careers. The distribution of the average value of students was less than 3 for entrepreneurship motivation as much as 26.3% and 73.7% of students who have high motivation towards entrepreneurship. 26.3% of the students gave an average score 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.

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

The results of the different tests in entrepreneurship motivation between intensive classes A and regular classes B are shown in Table 3. Based on the ANCOVA results with fashion entrepreneurship subjects as covariate variables, it was explained that there were no significant differences ($p > 0.05$) in entrepreneurship motivation between two classes.

[Table 3 around here]

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Based on the ANCOVA results with fashion entrepreneurship lessons as covariate variables, it was explained that there were no significant differences ($p > 0.05$) in entrepreneurship motivation between the two classes ($F = 2.681$; $p = 0.103$). This study showed that there was no difference in entrepreneurship motivation in the two classes originating from different classes (A and B) ($F = 2.681$; $p = 0.103$). This was because the conditions controlled by the researchers were the same, namely: curriculum, subjects were given, the number of students for each class in each school, and also the number of schools selected as samples in this study.

According to researchers, entrepreneurship education will be able to produce a large national impact if this entrepreneurship education can produce four million new entrepreneurs over the next 25 years (Ciputra, 2012).

This study also shows that there is a significant effect of the learning outcomes of fashion entrepreneurship lessons on entrepreneurship motivation in students from intensive fashion entrepreneurship classes (3.53) had a higher average than students from regular classes (3.36).

DISCUSSION AND IMPLICATIONS

This study focused on student achievement of learning outcomes in fashion entrepreneurship education and its influence on the levels of entrepreneurship motivation in students from fashion entrepreneurship classes (class A) and students from regular classes (class B) by applying the same curriculum. The findings of this study indicate that students in the fashion entrepreneurship classes (class A) had slightly better learning outcomes than students in the regular classes (class B). The results of the study showed that there was high achievement of the learning outcomes for fashion entrepreneurship subjects. Fashion entrepreneurship lessons were in the good grades, and generally explain that vocational students of fashion expertise programs can feel the application of the learning outcomes in fashion entrepreneurship subjects in the school environment. This means that the schools have been successful in implementing the learning outcomes of fashion entrepreneurship subjects in both categories for both classes. In accordance with the provisions of the Ministry of National Education (2010). The provisions which states that the success of entrepreneurship learning/education programs can be known through the achievement of criteria by students, teachers and school principals, which include: (a) Students; have high independence, have high creativity, dare to take risks, oriented to action, have a high leadership character, have a hard-working character, understand entrepreneurship concepts, and have entrepreneurship skills, especially regarding entrepreneurship competence; (b) School; The teacher can provide an example of the inculcation of entrepreneurship values to students, especially the six core values of entrepreneurship; the teacher can design learning that is integrated with entrepreneurship values; the teacher can understand the concepts of entrepreneurship; and the teacher has entrepreneurial skills, (c) The principal is able to create creativity and innovation that is beneficial for school development; the principal has a strong motivation to achieve success in carrying out the main tasks and functions as the principal; the principal becomes a role model for teachers and students; and the school life environment as a learning environment must be instilled with the entrepreneurship values.

While it is the duty of teachers to continue to increase the emphasis of honesty, leadership, and independence by increasing and utilizing various approaches and learning media in learning, honesty, leadership, and independence are the duty of the teachers to continue to increase their role in learning by increasing and utilizing various approaches and learning media, the findings in this study also show that

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that honesty indicators as part of fashion entrepreneurship subjects fashion entrepreneurship lesson has a positive impact. This has lead to o the education of students to have behaviors which are based on efforts to make-making efforts to adopt behaviorsthem which show they areas persons- people who can always be trusted in words, actions, and work. When compared with other indicators in the matter of entrepreneurship, honesty still needs to be improved. Honesty recognizes the characteristics of the products (goods and services) offered, honesty recognizes promotions that are carried out, honesty recognizes promised after-sales services, and honesty to know all activities related to product sales carried out by entrepreneurs. However, When compared with other indicators in the matter of entrepreneurship, honesty still needs to be improved when compared with the other indicators.

The leadership is another indicator that still seems to be requires a huge amount of work for teachers and principals at the vocational level. Students scores answers related to leadership were relatively low compared to the other indicators. In addition, the low value scores for of vocational student answers must be suspected raises a suspicion of the that failure to build leadership among they take place fairly and evenly across in various vocational schools in East Java. The nature of leadership in vocational students can be enhanced by designing and implementing cooperative learning models. Through this approach will greatly help the formation of stronger leadership aspects, because the syntax of the cooperative learning model requires students to learn in groups, then students in groups will choose where group leaders are chosen to lead in learning activities in groups.

The research results also prove show that the learning outcomes of fashion entrepreneurship subjects fashion entrepreneurship lessons do not have a significant effect on the indicators of independence have not yet reached the effective level. This condition implies that the teachers must be able to provide learning with a variety of learning approaches to increase student independence (competency of student expertise). According to Hariyanto and Suyono (2011), what a teacher needs to do is: (1) give an example, (2) use gives simple terms, (3) ensure all problems can be understood easily, (4) ask meaningful questions, (6) react to students' questions, (7) listen and create conditions so that discussions occur, (8) inspiration to and increase student confidence, (9) provide facilities and teaching materials, (10) use varied learning methods, and (11) help student associate a new learning situation with something he/she has learned.

The levels of Class A student entrepreneurship motivation for Class A students was higher than class B students, and the motivation of both classes was supported by the indicators of recognition, progress, and achievement for both classes. In the conceptual model in this study, it was formulated that entrepreneurship motivation can be grown through simulations that originated from effective efficient fashion entrepreneurship learning. Motivation can be used effectively in the classroom to enhance learning in both the cognitive, affective, and psychomotor domains. The results of the study prove show that the indicator of advancement (the possibility to develop) is one of the main indicators of measuring entrepreneurship motivation. This study also proved showed that the indicators of achievement (achievement achieved/success) and recognition (recognition) received positive responses included two things that were felt positively by VHS students in the fashion expertise program. Motivation for entrepreneurship is a way business to achieve success, which aims to succeed in the competition by referring to a certain measure of excellence. (Yamin & Masek, 2011).

Responsibility is a thing that is difficult for students of fashion educational programs. It is proven shown that creating responsibilities for students is one of the advantages so that for students can to practice fashion entrepreneurship appropriately. Every vocational educational student should have high levels of entrepreneurship motivation. The results of the description of the students' answers had explained show that there is a great desire in the indicators of aspect of the possibility of developing and the desire to make an achievement that will be achieved achievement and recognition. However, but the majority of vocational students in fashion expertise programs are still not trained to have responsibility and enjoyment of the task practical tasks.

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The results in this study can be recommendations for government policy (education authorities) in the application of entrepreneurship classes to the practice of learning entrepreneurship in Fashion Vocational High Schools. Also, the students are expected to develop their fashion startup.

CONCLUSIONS AND RECOMMENDATIONS

The findings of this study indicate that class A students had better learning outcomes than class B students. In both of these classes, learning outcomes were supported by the indicators of indicators, risk-takers, and action-oriented, but not supported by honesty, leadership, and independence did not support. In terms of entrepreneurship motivation, class A students have a higher level of motivation than class B students. In both of these classes, the motivation was not supported by indicators of recognition, progress, and achievement, but the job not supported by the work indicator itself and responsibility are indicators that did not support.

This study also proves that the application of the fashion entrepreneurship curriculum in the fashion education program and the presence of a had a significant influence on the learning outcomes of fashion entrepreneurship subjects fashion entrepreneurship lessons and the levels of entrepreneurship motivation. However, although there is no difference in the levels of entrepreneurship motivation in the two different classes (classes A and B). This explains shows that the entrepreneurship class implementation of fashion entrepreneurship classes is not optimal because the results of fashion entrepreneurship aren't not superior to regular classes. The results in this study can be recommendations for government policy (education authorities) in the application of entrepreneurship classes to the practice of learning entrepreneurship in fashion Vocational High Schools, where students are expected to develop their fashion start-ups during the lessons.

The results in this study can be recommendations for government policies (educational authorities) in the application of entrepreneurship classes to the practice of learning in Fashion Vocational High Schools, and the students were expected to be able to build startups in their fashion field.

There are limitations in this research, which so that it can be an opportunities for future research to be carried out. For example, future researches namely with can targeting newly established fashion entrepreneurs to supplement the results of this study. In addition to Also, future researches can use a larger multiplying sample size and collect more data through in-depth interview techniques with respondents. Future research can also be carried out exploring deeper creative skills, time management, and financial knowledge and their effects on the success of fashion entrepreneurship lessons.

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The research methods did not discuss or describe simulations that took place

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Is it “fashion entrepreneurship”, “fashion expertise” or “fashion educational”? Please standardize throughout the article.

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Curriculum Implementation, Entrepreneurship Motivation, and Fashion Entrepreneurship

(Case Study Student Learning Outcomes in Regular Classes and Entrepreneurship Classes)

Abstract. Vocational High School (VHS) faces the challenge of producing graduates whose competencies match the requirements of business actors in Indonesia. Start-ups have emerged in the fashion industry field due to fashion entrepreneurship education, which it has conducted at the Vocational High School (VHS). Therefore, a fashion education curriculum was needed to train them. This study analyzed learning activities that involved entrepreneurship classes and regular classes. Data were analyzed statistically using ANCOVA to test learning outcomes and their effects on entrepreneurship motivation. The results of the study show that: 1) students from entrepreneurship classes achieved have better learning outcomes than students from regular classes; 2) students from entrepreneurship classes have higher levels of entrepreneurship motivation compared to students from regular classes; and 3) There is an influence application of the fashion entrepreneurship curriculum had a significant influence on the learning outcomes of fashion entrepreneurship lessons and the levels of entrepreneurship motivation. The results in this study can be recommendations for government policy (education authorities) in the application of entrepreneurship classes to the practice of learning entrepreneurship in fashion. of learning outcomes of fashion entrepreneurship on entrepreneurship motivation, there is no difference in entrepreneurship motivation between classes. The benefit of this study is to evaluate the curriculum implementation in the apparel/fashion field and student learning outcomes related to entrepreneurship motivation. Furthermore, it also recommendations to institutions/universities to develop entrepreneurship classes by implementing a curriculum of fashion education in order to create new start-ups in the field of fashion in Indonesia.

Keywords: Fashion entrepreneurship, motivation, student learning outcomes

INTRODUCTION

In Until August 2019, data from the Central Statistics Agency of Indonesia showed that the number of open unemployment figure in Indonesia was 7.05 million people, 10.42% of which 10.42% of which were dominated by comprised vocational high schools (VHS) graduates (Ulya, 2019). Nevertheless, many the vocational VHS graduates are still absorbed in the world of work and industry to the workforce. However, these graduates are either but working in jobs outside their areas of expertise or and they do not have the courage to become entrepreneurs (Winarno, 2016) independent. This fact shows that VHS is faced with the challenge of producing graduates who have se competencies according to match the requirements of business actors, including the fashion expertise program. One of the reasons that surfaced was the mismatch between the required expertise of the workforce by industry standards needed by the industry and the expertise of VHS vocational graduates from VHS, (particularly those from the fashion entrepreneurship expertise program). This presents an opportunity for adjustments in the curriculum development of the VHS curriculum adjustments.

The eCurriculum development is the a system of decision making and actions to enable the curriculum curriculum in schooling and, which 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 & Ha-Brookshire (2019) examined business curriculum and conceptual models to produce a fashion entrepreneurship business curriculum, which can emphasize sustainability achievements for the future by developing unique skills that are taught and learned in fashion entrepreneurship business classes. Lang & Liu (2019) stated that the development of to become a fashion entrepreneurship, the curriculum must develop by knowing first identify the training needs and assistance required by that fashion entrepreneurship students.

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~~prefer, by providing~~ Empirical evidence for entrepreneurship motivation theory ~~must be provided~~ in the context of ~~the more specific~~ fashion entrepreneurship curriculum, and directions for the development of a fashion entrepreneurship curriculum ~~must be~~ based on the viewpoint of ~~fashion entrepreneurship~~ students ~~majoring in fashion~~.

Previous studies have investigated entrepreneurship motivation among students (Bizri, 2017; Farhangmehr et al., 2016; Omran et al., 2012; Wheadon & Couetil-Duval, 2017). ~~However, these~~ studies ~~focused on~~ student interest ~~in general 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 then compared them. So far, n, and no study one has yet identified analyzed the relationship between entrepreneurship motivation, fashion entrepreneurship and the application implementation of the fashion curriculum whether in the regular classroom classes or in the entrepreneurship classes, entrepreneurship motivation, and fashion entrepreneurship itself, which is very necessary by students majoring in fashion. A limited number of researchers have tested the relationship between the two in several classes and then compared them. This study was conducted to fill this research gap so far, to and identify the relationship between the implementation of fashion entrepreneurship curriculum learning in regular and entrepreneurship classes, the application of the fashion curriculum, entrepreneurship motivation, and direction to students who wish to become fashion entrepreneurs in the future, further to provide recommendations for curriculum development for fashion entrepreneurship education programs.~~

~~Specifically, the purposes of this study were to find out:~~

~~1. Are there differences in the levels of student entrepreneurship motivation between students from regular classes and students from entrepreneurship classes?~~

~~1. Is there an effect of Do entrepreneurship learning outcomes learning outcomes of fashion entrepreneurship lessons affect on the levels of entrepreneurship motivation of students from regular classes and students from entrepreneurship classes regular class students and entrepreneurship classes?~~

~~2. How is the application of fashion entrepreneurship the curriculum in the fashion education program according to the demands of the fashion industry?~~

~~3. The findings of this study will provide recommendations for curriculum development of fashion entrepreneurship education programs in future.~~

LITERATURE REVIEW

Entrepreneurship Education

Entrepreneurship education allows students to ~~judge decide~~ whether ~~or not~~ it is ~~better good for them~~ to pursue a career in the field of entrepreneurship (von Graevenitz et al., 2010). Better entrepreneurship education ~~will~~ not only increase the number and competencies of new entrepreneurs entering the market, but also increase opportunities for new companies to survive and compete in the market (Matlay, 2008).

Entrepreneurship education implement the principles and methodologies towards internalization of the values of entrepreneurship in learners through an integrated curriculum (Kirby, 2005). Entrepreneurship education can also be used to 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 ~~subjects education~~, so there will be attraction and feasibility of being aroused as a new venture (Fayolle et al., 2006; Matlay, 2008; Peterman & Kennedy, 2003; von Graevenitz et al., 2010).

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~~The curriculum for F~~ fashion entrepreneurship curriculum must be developed based on ~~these~~ industry features and student demands. However, previous studies mainly focused ~~ed~~ on ~~the~~ learning outcomes of fashion entrepreneurship education ~~withon~~ the intention to find out students' entrepreneurship motivations (Fayolle et al., 2006; Oosterbeek et al., 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 ~~have received the~~ support needed to become entrepreneurs.

Large potential markets in the fashion industry and high 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 US 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).

In the fashion industry, entrepreneurship students/fashion students are seen as important assets for business development and growth, ~~therefore~~ entrepreneurship education is needed to motivate and foster entrepreneurial spirit among students.

Factors that contribute to students' entrepreneurship motivation

~~In this global era, research begins shifted to from exploring~~ the human agency role in the process ~~and of~~ entrepreneurship success, ~~with a special focus on individual motivation, and personal traits to enhance~~ understanding of the phenomenon of entrepreneurship. The underlying belief for this ~~research~~ change is that entrepreneurs are created, not born (Krueger & Brazeal, 1994; Painter, 1998; Ronstadt, 1987). Lang & Liu (2019) report that 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 ~~subjects~~ lessons (Saptono et al., 2018). ~~The development of vocational-based fashion entrepreneurship learning~~ subjects not only refers to improving students' ~~the~~ knowledge and skills ~~of students~~ but is also expected to improve ~~their~~ entrepreneurial spirit ~~ship~~ and ~~reliabreliability of character~~ ~~le~~ characters (Patriasih et al., 2011).

Higher entrepreneurship motivation will further support business performance, ~~achievement~~ (Stephan et al., 2015). ~~Therefore, so~~ entrepreneurs, who have high ~~levels of~~ entrepreneurship motivation, ~~means~~ ~~having the~~ ~~likely have the~~ ability to succeed in entrepreneurship. Therefore, McClelland explained that entrepreneurship motivation must be supported by achievement motivation, motivation for power, and affiliated motivation. ~~In this study, e~~ Entrepreneurship motivation in this study is the motivation found in students to try to make changes in behavior that ~~are~~ ~~s~~ better in achieving the goals set (learning outcomes), namely: (1) Achievement; (2) Recognition (3) Responsibilities; (4) The work itself; and (5) Advancement (Herzberg et al., 1993).

METHOD

Research design

~~This research used a quantitative approach with correlational design.~~ The study began with an inquiry about the learning outcomes of ~~fashion entrepreneurship subjects~~ ~~fashion entrepreneurship lessons~~ as an independent variable and entrepreneurship motivation as the dependent variable. ~~The fashion entrepreneurship education~~ learning approach used in this study was based on production practices in the industry ~~through fashion entrepreneurship education~~. This learning approach emphasizes business practices/entrepreneurship given in ~~fashion entrepreneurship subjects~~ ~~fashion entrepreneurship lessons~~, which

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was then this model applied in two forms of learning activities: fashion entrepreneurship class (class A) and regular class (class B).

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 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 taken from each class, which is why, so the total number of students was 320 students.

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 subjects fashion entrepreneurship lessons. This 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 a certain schedule given by the schools. Such direct data collection aimed to reduce perception bias among respondents when they answered question items in the questionnaire.

Instrument Trial Study

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

Data analysis

Learning outcomes and their effects on motivation were analyzed using ANCOVA, a technique usually used to adjust or control differences between groups based on other variables, usually interval levels, called covariates (Leech et al., 2014). In this study, ANCOVA was used to distinguish entrepreneurship motivation between classes A and class B and was used to analyze the effect of learning outcomes of fashion entrepreneurship on entrepreneurship motivation.

Hypothesis

The hypothesis in this study has two parts: i) has been stated that there was a difference in the achievement of learning outcomes between students from fashion entrepreneurship classes and students from regular classes and, ii) based on this difference in learning outcomes, there will be have a 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 students' the entrepreneurship intentions of students (Küttim et al., 2014). S and students who are motivated by extrinsic values in studying entrepreneurship are satisfied with the results provided by the team (Hytti et al., 2010). The results achieved in entrepreneurial classes will help students strengthen their will and support their pursuit of opportunities, make ideas-making or planning, and action-taking action (Fayolle et al., 2006; Minarcine & Shaw, 2016; Shane et al., 2003; Stephan et al.,

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2015). The high achievement of learning outcomes in fashion entrepreneurship will increase the level of entrepreneurial motivation and achievement of business growth.

The hypothesis in this study has been stated that there was a difference in learning outcomes between fashion entrepreneur class and regular class and based on their learning outcomes, they have a different impact on entrepreneurial motivation between classes.

Learning outcomes for ~~entrepreneurship subjects~~ entrepreneurship lessons

There are six values as 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.

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[Table 1. Around here]

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

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[Figure 1. around here]

The results in Figure 1 show that class A gave higher scores has better grades for each indicator than class B. This means that most class A students were able to follow take the fashion entrepreneurship lessons better than most class B students better. Compared to other indicators in the material on entrepreneurship, the indicators of honesty, leadership, and student independence still need to be improved. This is consistent with the results of research by Rufaidah & Kodri (2020) that the results of entrepreneurial learning are more measured in independence and orientation to action (expertise competency). The teacher roles to foster student independence needs special attention. Student independence can also be done by the teacher setting targets for learning outcomes with time constraints (Haryono and Suyono, 2011).

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The findings in this study also show prove that including honesty indicators as part of fashion entrepreneurship subjects entrepreneurship lessons can cause students to have behaviors that are based on efforts to adopt behaviors that make themselves to be more always trustworthy in words, actions, and work.

On the idea of a risk taker, students in this study showed a surprising reluctance to accept the risks and uncertainties associated with running their own business. Academic achievement is capital for students to grow in confidence for in fashion entrepreneurship or readiness to enter the workforce. However But it is very important to foster honesty in students while pursuing academic achievement achieving that achievement. Honesty can be associated with the recognition of students' original work that is not just the result of copying others.

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Furthermore, entrepreneurship and leadership cannot be separated (Cheung & Au, 2010). The world of and entrepreneurship that will be entered by VHS vocational students cannot ignore the developing their leadership skills aspect. Leadership in VHS students, from vocational training can be enhanced by designing

and implementing cooperative learning models. This approach will greatly assist aspects of the formation of stronger leadership, because the syntax of cooperative learning models requires students to learn in groups, ~~then students in groups will have with~~ group leaders to lead learning activities in groups. Martinis (2011) states that the cooperative learning process is a model of teaching students cooperatively or in cooperation, to achieve learning goals in the form of effective work groups, each group member needs to divide tasks and have responsibilities in accordance with the task for the success of the group.

~~12.8% of the students gave an average score. The distribution of the average value of students less than 3 for the learning outcomes of fashion entrepreneurship subjects entrepreneurship lessons was 12.8%. Based on this percentage, there were 87.2% of students who can participate were able to follow in the fashion entrepreneurship learning process well. It can be said that the results of learning entrepreneurship in fashion education programs were in a good category satisfactory.~~

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 attributes in motivation entrepreneurship. Statistics are shown in Table 2.

[Table 2 around here]

~~In this study, En~~ entrepreneurship motivation ~~in this study~~ 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 tendency that students have high levels of entrepreneurship motivation. ~~According to Table 2, the~~ The level of entrepreneurship motivation according to Table 2 above shows that the low level of motivation lies in the work indicator 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 were shown in Figure 2.~~

[Figure 2 around here]

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

This research proves that achievement indicators (achievement/success) and recognition include two things that are felt positively by vocational students in the fashion program. ~~The vocational discipline they pursue motivates them to be more confident that competent vocational study choices will enable them to compete and gain recognition in their future careers. The distribution of the average value of students was less than 3 for entrepreneurship motivation as much as 26.3% and 73.7% of students who have high motivation towards entrepreneurship. 26.3% of the students gave an average score 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.~~

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

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The results of the different tests in entrepreneurship motivation between intensive classes A and regular classes B are showned in Table 3. Based on the ANCOVA results with fashion entrepreneurship subjects as covariate variables, it was explained that there were no significant differences ($p > 0.05$) in entrepreneurship motivation between two classes.

[Table 3 around here]

Based on the ANCOVA results with fashion entrepreneurship lessons as covariate variables, it was explained that there were no significant differences ($p > 0.05$) in entrepreneurship motivation between the two classes ($F = 2.681$; $p = 0.103$). This study showed that there was no difference in entrepreneurship motivation in the two classes originating from different classes (A and B) ($F = 2.681$; $p = 0.103$). This was because the conditions controlled by the researchers were the same, namely: curriculum, subjects were given, the number of students for each class in each school, and also the number of schools selected as samples in this study.

According to researchers, entrepreneurship education will be able to produce a large national impact if this entrepreneurship education can produce four million new entrepreneurs over the next 25 years (Ciputra, 2012).

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

DISCUSSION AND IMPLICATIONS

This study focused on student achievement of learning outcomes in fashion entrepreneurship education and its influence on the levels of entrepreneurship motivation in students from fashion entrepreneurship classes students (class A) and students from regular classes (class B) by applyingied the same curriculum. The findings of this study indicate that students in thefromfashion entrepreneurship classes (class A) hadslightly better learning outcomes than students in-from regular classes (class B). The results of the study showproved that there was high achievement ofthe learning outcomes for offashion entrepreneurship subjectsfashion entrepreneurship lessonswere in the good grades, and generally explain that vocational students of fashion expertise programs can feel the applicationare able to apply-of the learning outcomes in fashion entrepreneurship subjectsfashion entrepreneurship lessons in the school environment. This means that the schoolshas been successful in implementeding the learning outcomes of fashion entrepreneurship subjectsfashion entrepreneurship lessonsin both categoriesfor both classes. inaAccordingance with the provisions of the Ministry of National Education (2010). The provisions-which states that the success of entrepreneurship learning/education programs can be known through the achievement of criteria by students, teachers and school principals, which include: (a) Students; have high independence, have high creativity, dare to take risks, oriented to action, have a high leadership character, have a hard-working character, understand entrepreneurship concepts, and have entrepreneurship skills, especially regarding entrepreneurship competence. (b) School; The teacher can provide an example of the inculcation of entrepreneurship values to students, especially the six core values of entrepreneurship. the teacher can design learning that is integrated with entrepreneurship values; the teacher can understand the concepts of entrepreneurship; and the teacher has entrepreneurial skills, (c) The principal is able to create creativity and innovation that is beneficial for school development; t. The principal has a strong motivation to achieve success in carrying out the main tasks and functions as the principal; the principal becomes a role model for

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teachers and students, and the school life environment as a learning environment ~~nuanced is instilled~~ with the entrepreneurship values.

~~While it is the duty of teachers to continue to increase the emphasis of honesty, leadership, and independence by increasing and utilizing various approaches and learning media in learning honesty, leadership, and independence are the duty of the teachers to continue to increase their role in learning by increasing and utilizing various approaches and learning media, the findings in this study also show prove that honesty indicators as part of fashion entrepreneurship subjects fashion entrepreneurship lessons has a positive impact. This has lead to o the education of students to have behaviors which are based on efforts to make-making efforts to adopt behaviors them which show they areas persons people who can always be trusted in words, actions, and work. When compared with other indicators in the matter of entrepreneurship, honesty still needs to be improved. Honesty recognizes the characteristics of the products (goods and services) offered, honesty recognizes promotions that are carried out, honesty recognizes promised after-sales services, and honesty to know all activities related to product sales carried out by entrepreneurs. However, When compared with other indicators in the matter of entrepreneurship, honesty still needs to be improved when compared with the other indicators.~~

~~The Leadership is another indicator that still seems to be requires a huge amount of work for teachers and principals at the vocational level. Students scores answers related to leadership were relatively low compared to the other indicators. In addition, the low value scores for of vocational student answers must be suspected raises a suspicion of the that failure to build leadership among they take place fairly and evenly across in various vocational schools in East Java. The nature of leadership in vocational students can be enhanced by designing and implementing cooperative learning models. Through this approach will greatly help the formation of stronger leadership aspects, because the syntax of the cooperative learning model requires students to learn in groups, then students in groups will choose where group leaders are chosen to lead in learning activities in groups.~~

~~The research results also prove show that the learning outcomes of fashion entrepreneurship subjects fashion entrepreneurship lessons do not have a significant effect on the indicators of independence have not yet reached the effective level. This condition implies that the teachers must be able to provide learning with a variety of learning approaches to increase student independence (competency of student expertise). According to Hariyanto and Suyono (2011), what a teacher needs to do is: (1) give an example, (2) use give simple terms, (3) ensure all problems can be understood easily, (4) putting the problem parts together so that all problems can be understood easily, (5) ask meaningful questions, (6) react to students' questions, (7) listen and create conditions so that discussions occur, (8) inspiration to and increase student confidence, (9) provide facilities and teaching materials, (10) use varied learning methods, and (11) help student associate a new learning situation with something he/she has learned.~~

~~The levels of Class A student entrepreneurship motivation for Class A students was higher than class B students, and the motivation of both classes was supported by the indicators of recognition, progress, and achievement for both classes. In the conceptual model in this study, it was formulated that entrepreneurship motivation can be grown through simulations that originated from effective efficient fashion entrepreneurship learning. This is in accordance with the results of Omran et al (2012) research that entrepreneurship education must be rich in the principles of learning, innovation and reflection because it is proven to improve learning outcomes. Motivation can be used effectively in the classroom to enhance learning in both the cognitive, affective, and psychomotor domains. The results of the study prove show that the indicator of advancement (the possibility to develop) is one of the main indicators of measuring entrepreneurship motivation. This study also proved showed that the indicators of achievement (achievement achieved/success) and recognition (recognition) received positive responses included two things that were felt positively by VHS students in the~~

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fashion expertise program. Motivation for entrepreneurship is a way business to achieve success, which aims to succeed in the competition by referring to a certain measure of excellence (Yamin & Masek, 2011).

Responsibility is a thing that is difficult for students of fashion entrepreneurship classes. It is proven shown that creating responsibilities for students is one of the advantages so that for students can to practice fashion entrepreneurship appropriately. Every vocational educational student should have high levels of entrepreneurship motivation. The results of the description of the students' answers had explained show that there is a great desire in the indicators of aspect of the possibility of developing and the desire to make an achievement that will be achieved achievement and recognition. However, but the majority of vocational students in fashion expertise programs are still not trained to have responsibility and enjoyment of the task practical tasks.

The results in this study can be recommendations for government policy (education authorities) in the application of entrepreneurship classes to the practice of learning entrepreneurship in Fashion Vocational High Schools. Also, the students are expected to develop their fashion startup.

CONCLUSIONS AND RECOMMENDATIONS

The findings of this study indicate that class A students had better learning outcomes than class B students. In both of these classes, learning outcomes were supported by the indicators of indicators, risk-takers, and action-oriented, but not supported by honesty, leadership, and independence did not support. In terms of entrepreneurship motivation, class A students have a higher level of motivation than class B students. In both of these classes, the motivation was a of the two classes is supported by indicators of recognition, progress, and achievement, but the job not supported by the work indicator itself and responsibility are indicators that did not support.

This study also proves shows that the application of the fashion entrepreneurship curriculum in the fashion education program and the presence of a had a significant influence on the learning outcomes of fashion entrepreneurship subjects fashion entrepreneurship lessons and the levels of entrepreneurship motivation. However, Although there is no difference in the levels of entrepreneurship motivation in the two different classes (classes A and B). This explains shows that the entrepreneurship class implementation of fashion entrepreneurship classes is not optimal because the results of fashion entrepreneurship aren't not superior to regular classes. The results in this study can be recommendations for government policy (education authorities) in the application of entrepreneurship classes to the practice of learning entrepreneurship in fashion Vocational High Schools, where students are expected to develop their fashion start-ups during the lessons.

The results in this study can be recommendations for government policies (educational authorities) in the application of entrepreneurship classes to the practice of learning in Fashion Vocational High Schools, and the students were expected to be able to build startups in their fashion field.

There are limitations in this research, which so that it can be an opportunities for future research to be carried out. For example, future researches namely with can targeting newly established fashion entrepreneurs to supplement the results of this study. In addition to Also, future researches can use a larger multiplying sample size and collect more data through in-depth interview techniques with respondents. Future research can also be carried out exploring deeper creative skills, time management, and financial knowledge and their effects on the success of fashion entrepreneurship lessons.

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The research methods did not discuss or describe simulations that took place

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Is it “fashion entrepreneurship”, “fashion expertise” or “fashion educational”? Please standardize throughout the article.

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Curriculum Implementation, Entrepreneurship Motivation, and Fashion Entrepreneurship(Case Study Student Learning Outcomes in Regular Classes and Entrepreneurship Classes)

Abstract. Vocational High School (VHS) faces the challenge of producing graduates whose competencies match the requirements of business actors in Indonesia. This study analyzed learning activities that involved entrepreneurship classes and regular classes. Data were analyzed statistically using ANCOVA to test learning outcomes and their effects on entrepreneurship motivation. The results of the study show that: 1) students from entrepreneurship classes achieved better learning outcomes than students from regular classes; 2) students from entrepreneurship classes have higher levels of entrepreneurship motivation compared to students from regular classes; and 3) application of the fashion entrepreneurship curriculum had a significant influence on the learning outcomes of fashion entrepreneurship lessons and the levels of entrepreneurship motivation. The results in this study can be recommendations for government policy (education authorities) in the application of entrepreneurship classes to the practice of learning entrepreneurship in fashion.

Keywords: Fashion entrepreneurship, motivation, student learning outcomes

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 schools (VHS) graduates (Ulya, 2019). Nevertheless, many VHS graduates are still absorbed into the workforce. However, these graduates are either working in jobs outside their areas of expertise or do not have the courage to become entrepreneurs (Winarno, 2016). This shows that VHS faces the challenge of producing graduates whose competencies match the requirements of business actors. One of the reasons that surfaced was the mismatch between the required expertise of the workforce by industry standards and the expertise of VHS graduates, particularly those from the fashion entrepreneurship program. This 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 & Ha-Brookshire (2019) examined business curriculum and conceptual models to produce a fashion entrepreneurship curriculum which emphasizes sustainability achievements for the future by developing unique skills that are taught and learned in fashion entrepreneurship classes. Lang & 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 provided in the context of the fashion entrepreneurship curriculum, and directions for the development of a fashion entrepreneurship curriculum must be based on the viewpoint of fashion entrepreneurship students.

Previous studies have investigated entrepreneurship motivation among students (Bizri, 2017; Farhangmehr et al., 2016; Omran et al., 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 then compared them. So far, no study has yet analyzed 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 classes, entrepreneurship motivation, and direction to students who wish to become fashion entrepreneurs. Specifically, the purposes of this study were to find out:

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 program according to the demands of the fashion industry?

The findings of this study will provide recommendations for curriculum development of fashion entrepreneurship education programs in future.

LITERATURE REVIEW

Entrepreneurship Education

Entrepreneurship education allows students to decide whether it is good for them to pursue a career in the field of entrepreneurship (von Graevenitz et al., 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 implements the principles and methodologies towards internalization of the values of entrepreneurship in learners through an integrated curriculum (Kirby, 2005). Entrepreneurship education can also be used to 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 et al., 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 mainly focused on the learning outcomes of fashion entrepreneurship education with the intention to find out students' entrepreneurship motivations (Fayolle et al., 2006; Oosterbeek et al., 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 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).

In the fashion industry, entrepreneurship students/fashion students are seen as important assets for business development and growth. Therefore, entrepreneurship education is needed to motivate and foster entrepreneurial spirit among students.

Factors that contribute to students' entrepreneurship motivation

In this global era, research shifted to explore the human agency role in the process of entrepreneurship success, with a special focus on individual motivation and personal traits to enhance understanding of 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 & Liu (2019) report that 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 et al., 2018).The development of vocational-based fashion entrepreneurship learning not only refers to improving the knowledge and skills of students but is also expected to improve their entrepreneurial spirits and reliability of character(Patriasih et al., 2011).

Higher entrepreneurship motivation will further support business performance achievements(Stephan et al., 2015). Therefore,entrepreneurs who have high levels of entrepreneurship motivation likely have the ability to succeed in entrepreneurship. Therefore, McClelland explained that entrepreneurship motivation must be supported by achievement motivation, motivation for power, and affiliated motivation. In this study, entrepreneurship motivation is the motivation found in students to try to make changes in behavior that are better in achieving the goals set (learning outcomes), namely: (1) Achievement; (2) Recognition (3) Responsibilities; (4) The work itself; and (5) Advancement (Herzberg et al., 1993).

METHOD

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 fashion entrepreneurship education learning approach used in this study was based on production practices in the industry. This learning approach emphasizes business practices/entrepreneurship given in fashion entrepreneurship lessons, which was then applied in two forms: fashion entrepreneurship class (class A) and regular class (class B).

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 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 taken from each class, so the total number of students was 320 students.

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 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.

Instrument Trial Study

Data was collected using a questionnaire that students were asked to fill in based on what they observed and experienced. The questionnaire consisted of indicators of each variable. Before collecting the main data, a pilot study was conducted for 30 students in one vocational school. Questions about variables were selected using exploratory factor analysis (EFA). The results showed that the research variables had good test reliability, 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, which should be more than 0.50.

Data analysis

Learning outcomes and their effects on motivation were analyzed using ANCOVA, a technique usually used to adjust or control differences between groups based on other variables, usually interval levels, called covariates (Leech et al., 2014). In this study, ANCOVA was used to distinguish entrepreneurship motivation between class A and class B and was used to analyze the effect of learning outcomes of fashion entrepreneurship on entrepreneurship motivation.

Hypothesis

The hypothesis in this study has two parts: i) there is a difference in the achievement of learning outcomes between students from fashion entrepreneurship classes and students from regular classes, ii) based on this difference in 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 et al., 2014). Students who are motivated by extrinsic values in studying entrepreneurship are satisfied with the results provided by the team (Hytti et al., 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 et al., 2003; Stephan et al., 2015). The high achievement of learning outcomes in fashion entrepreneurship will increase the level of entrepreneurial motivation and achievement of business growth.

Learning outcomes for entrepreneurship lessons

There are six values as 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.

[Table 1. Around here]

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.

[Figure 1. around here]

The results in Figure 1 show that class A gave higher scores for each indicator than class B. This means that most class A students were able to follow the fashion entrepreneurship lessons better than most class B students. Compared to other indicators in the material on entrepreneurship, the indicators of honesty, leadership, and student independence still need to be improved. This is consistent with the results of research by Rufaidah & Kodri (2020), where the results of entrepreneurial learning received higher scores in terms of student independence and orientation to action (expertise competency). 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 with time constraints for students (Haryono and Suyono, 2011).

The findings in this study also show that including honesty as part of fashion entrepreneurship lessons can cause students to adopt behaviors that make themselves to be more trustworthy in words, actions,

and work. Academic achievement is capital for students to grow in confidence for fashion entrepreneurship or readiness to enter the workforce. However, it is very important to foster honesty in students while pursuing academic achievement. Honesty can be associated with the recognition of students' original work that is not just the result of copying others.

Furthermore, entrepreneurship and leadership cannot be separated (Cheung & Au, 2010), and VHS students cannot ignore developing their leadership skills. Leadership in VHS students can be enhanced by designing and implementing cooperative learning models. This approach will greatly assist aspects of the formation of stronger leadership, because the syntax of cooperative learning models requires students to learn in groups, with group leaders to lead learning activities in groups. Martinis (2011) states that the cooperative learning process is a model of teaching students cooperatively or in cooperation to achieve learning goals in the form of effective work groups. Under this model, each group needs to divide tasks among members and have responsibilities in accordance with the task for the success of the group.

12.8% of the students gave an average score 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 programs were satisfactory.

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 attributes in motivation entrepreneurship. Statistics are shown in Table 2.

[Table 2 around here]

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 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.

[Figure 2 around here]

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

This research proves that achievement indicators (achievement/success) and recognition include two things that are felt positively by vocational students in the fashion program. The vocational discipline they pursue motivates them to be more confident that competent vocational study choices enable them to compete and gain recognition in their future careers. 26.3% of the students gave an average score 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.

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.

[Table 3 around here]

Based on the ANCOVA results with fashion entrepreneurship lessons as covariate variables, it was explained that there were no significant differences ($p > 0.05$) in entrepreneurship motivation between the two classes ($F = 2.681$; $p = 0.103$). This was because the conditions controlled by the researchers were the same, namely: curriculum, subjects were given, the number of students for each class in each school, and also the number of schools selected as samples in this study.

According to researchers, entrepreneurship education will be able to produce a large national impact if this entrepreneurship education can produce four million new entrepreneurs over the next 25 years (Ciputra, 2012).

According to researchers, entrepreneurship education will produce and have a national impact if entrepreneurship education is oriented to the entrepreneurial goals that must be possessed by young people in Indonesia, then the country can catch up with developed countries.

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).

DISCUSSION AND IMPLICATIONS

This study focused on student achievement of learning outcomes in fashion entrepreneurship education and its influence on the levels of entrepreneurship motivation in students from fashion entrepreneurship classes (class A) and students from regular classes (class B) by applying the same curriculum. The findings of this study indicate that students from fashion entrepreneurship classes (class A) had slightly better learning outcomes than students from regular classes (class B). The results of the study showed that there was high achievement of the learning outcomes for fashion entrepreneurship lessons, and generally explain that vocational students of fashion entrepreneurship programs are able to apply the learning outcomes in fashion entrepreneurship lessons in the school environment. This means that the school has been successful in implementing the learning outcomes of fashion entrepreneurship lessons for both classes in accordance with the provisions of the Ministry of National Education (2010). The provisions state that the success of entrepreneurship learning/education programs can be known through the achievement of criteria by students, teachers and school principals, which include: (a) Students have high independence, have high creativity, dare to take risks, oriented to action, have a high leadership character, have a hard-working character, understand entrepreneurship concepts, and have entrepreneurship skills, especially regarding entrepreneurship competence, (b) The teacher can provide an example of the inculcation of entrepreneurship values to students, especially the six core values of entrepreneurship; the teacher can design learning that is integrated with entrepreneurship values; the teacher can understand the concepts of entrepreneurship; and the teacher has entrepreneurial skills, (c) The principal is able to create creativity and innovation that is beneficial for school development; the principal has a strong motivation to achieve success in carrying out the main tasks and functions as the principal; the principal becomes a role model for teachers and students; and the school life environment as a learning environment is instilled with the entrepreneurship values.

While it is the duty of teachers to continue to increase the emphasis of honesty, leadership, and independence by increasing and utilizing 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 has led to students making efforts to adopt behaviors which show they are people who can always be trusted in words, actions, and work. Honesty recognizes 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, honesty still needs to be improved when compared with the other indicators,

Leadership is another indicator that still requires a huge amount of work for teachers and principals at the vocational level. Students' scores related to leadership were relatively low compared to the other indicators. In addition, the low scores for vocational students raise a suspicion of 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 greatly help the formation of stronger leadership aspects, 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 show that the learning outcomes of fashion entrepreneurship lessons do not have a significant effect on the indicators of independence. This implies that teachers must be able to provide a variety of learning approaches to increase student independence (competency of student expertise). According to Hariyanto and Suyono (2011), a teacher needs to: (1) give an example, (2) use simple terms, (3) ensure all problems can be understood easily, (4) putting the problem parts together so that all problems can be understood easily, (5) ask meaningful questions, (6) react to students' questions, (7) listen and create conditions so that discussions occur, (8) inspire and increase student confidence, (9) provide facilities and teaching materials, (10) use varied learning methods, and (11) help student associate a new learning situation with something he/she has learned.

The levels of entrepreneurship motivation for Class A students was higher than class B students, and was supported by the indicators of recognition, progress, and achievement for both classes. In the conceptual model in this study, it was formulated that entrepreneurship motivation can be grown through simulations that originated from effective fashion entrepreneurship learning. This is in accordance with the results of Omran et al (2012) research that entrepreneurship education must be rich in the principles of learning, innovation and reflection because it is proven to improve learning outcomes. Motivation can be used effectively in the classroom to enhance learning in both 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 main indicators of measuring entrepreneurship motivation. 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 program. Motivation for entrepreneurship is a way to achieve success, which aims to succeed in the competition by referring to a certain measure of excellence (Yamin & Masek, 2011).

Responsibility is difficult for students of fashion entrepreneurship classes. It is shown that creating responsibilities for students is one of the advantages for students to practice fashion entrepreneurship appropriately. Every vocational educational student should have high levels of entrepreneurship motivation. The results of the student show that there is great desire in the indicators of achievement and recognition. However, the majority of vocational students in fashion entrepreneurship programs are still not trained to have responsibility and enjoyment of practical tasks.

CONCLUSIONS AND RECOMMENDATIONS

The findings of this study indicate that class A students had better learning outcomes than class B students. In both of these classes, learning outcomes were supported by the indicators of risk-takers, and action-oriented, but not supported by honesty, leadership, and independence. In terms of entrepreneurship

motivation, class A students have a higher level of motivation than class B students. In both of these classes, motivation was supported by indicators of recognition, progress, and achievement, but not supported by the work itself 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 (classes A and B). This 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 can be recommendations for government policy (education authorities) in the application of entrepreneurship classes to 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 to be carried out. For example, future researches can target newly established fashion entrepreneurs to supplement the results of this study. Also, future researches can use a larger sample size and collect more data through in-depth interview techniques with respondents. Future research can also be carried out exploring deeper creative skills, time management, financial knowledge and their effects on the success of fashion entrepreneurship lessons.

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Witjaksono, Andre

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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.

KEYWORDS

- 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, & Sarmiento, 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 of 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 that 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 (Q3), 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 about 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, which should be 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.

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

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.

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



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 still need to be improved. 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 (Haryono and Suyono and Hariyanto, 2011 [Q4]).

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 capital 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 students' original works created by students which are not that is not just 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 aspects in the formation of stronger leadership skills, because the syntax of cooperative learning models requires students to learn in groups where with group leaders to lead learning activities in groups. 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 for 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.

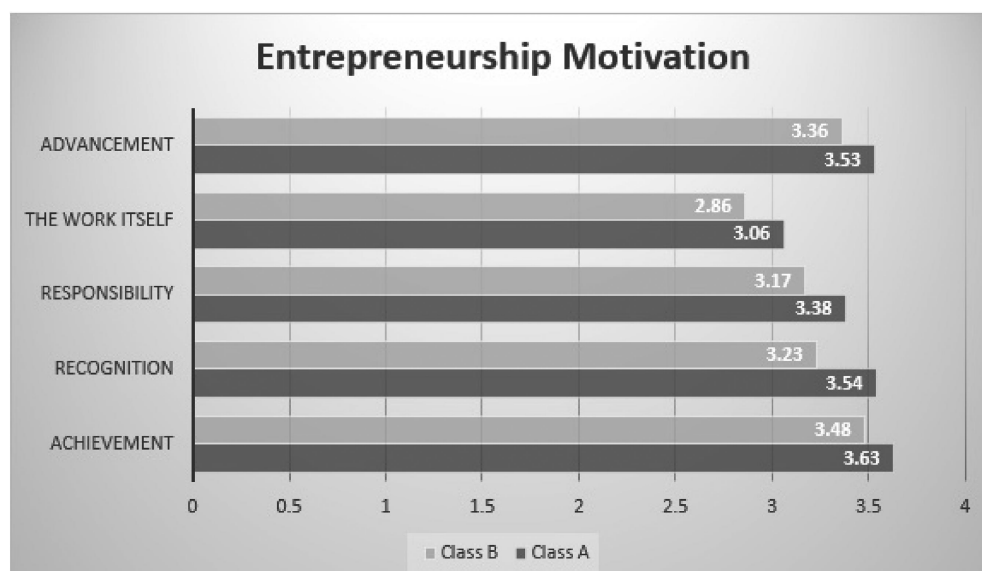
Table 2. Descriptive statistic of fashion entrepreneurship motivation.

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

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 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.

Figure 2. Histogram of entrepreneurship motivation scores.



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) [Q5] 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 indicators (achievement/success) and recognition are two indicators include two things that are felt positively by influence vocational students in the fashion programme. The vocational discipline they pursue motivates them to be more confident of their that 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.

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			

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 the both having the same conditions controlled conditions set by the researchers were the same, 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).

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 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 the entrepreneurial characteristics (Patriasih et al., 2011). Such a situation has led to students making efforts to adopt behaviors to which show they are people who 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 still needs to be improved 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 a suspicion of 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 which could potentially boost the lead to further support future business performance achievements of fashion entrepreneurship students (Stephan et al., 2015).

4.2. Entrepreneurship motivation

The levels of entrepreneurship motivation for fashion entrepreneurship students was higher than regular class students, which and was supported by the indicators of recognition, progress, and achievement for both classes. In the conceptual model used in this study, it was 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), research 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 both 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 Herzberg et al. (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. This and confirms motivation for entrepreneurship as one a factor that is key to achieving success (Lang & Liu, 2019).

Responsibility does not come naturally to is difficult for 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 appropriately. Ideally, Every vocational educational student should have high levels of entrepreneurship motivation. The results of the students show that there is a great desire for students to perform well in the indicators of achievement and recognition. However, the majority of vocational students in fashion entrepreneurship programmes are still not trained to have need to be trained in responsibility and learn how to enjoyment of 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 indicators, 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 [Q6].

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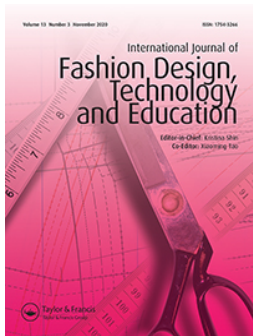
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Curriculum implementation, entrepreneurship motivation, and fashion entrepreneurship - case study of student learning outcomes in regular classes and entrepreneurship classes

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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;
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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, & Sarmiento, 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,

Venasaar, & 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

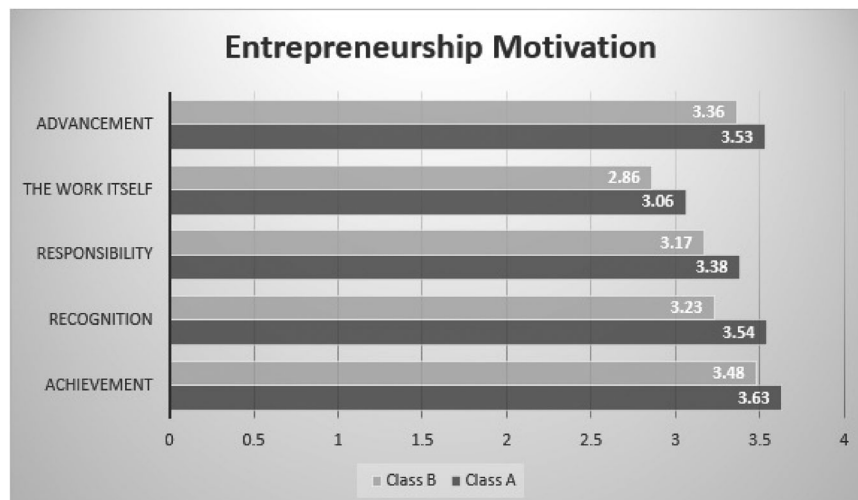


Figure 2. Histogram of entrepreneurship motivation scores.

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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