
The effect of productive learning outcomes, social circumstances, economic conditions, and creativity toward entrepreneur interest among fashion department students in vocational high school

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ABSTRACT

This study aims to know the entrepreneurial interest among Vocational High School (VHS) students in the Fashion Technology Department in Yogyakarta and whether learning outcomes, social conditions, economic conditions, and creativity influence it. The method used a correlation method with a quantitative approach. 265 students in the twelfth grade from Yogyakarta's VHS Fashion Technology Department made up the study's population. Using a proportional random sampling technique, 152 students served as research samples. Documentation and questionnaires were utilised as data gathering methods. This study discovered that the learning results of useful topics, social circumstances, economic circumstances, and student inventiveness influenced entrepreneurial motivation among Yogyakarta's VHS Fashion Technology Department students.

Keywords: learning outcomes, entrepreneurship interest, VHS, correlational

Article history

Received:
05 September 2022

Revised:
29 September 2022

Accepted:
17 October 2022

Published:
27 October 2022

Citation (APA Style): Jerusalem, M., Triyanto, T., Kholifah, N., Susanti, M., Ningsih, R., & Silaen, S. (2022) The Effect of Productive Learning Outcomes, Social Circumstances, Economic Conditions, and Creativity Toward Entrepreneur Interest Among Fashion Technology Department Students in Vocational High School. *Jurnal Pendidikan Teknologi dan Kejuruan*, 28(2). doi:<https://doi.org/10.21831/jptk.v28i2.54100>

INTRODUCTION

The level of national entrepreneurship has been a serious concern for public policymakers because it represents a country's economic growth. Indonesia's global competitiveness since 2009 indicates a positive trend of which the entrepreneurship level becomes one of the indicators. Entrepreneurship is considered one of the solutions for the high unemployment rate. Yogyakarta, as a city of education, also faces unemployment problems. Many factors, including the limited number of available jobs, cause many graduates to be jobless. Data from the Yogyakarta Manpower and Transmigration Office in August 2018 stated that the number of unemployed people in Yogyakarta reached 64,019, and 19,130 were dominated by vocational high school (VHS) graduates. Therefore, it is necessary to improve human resources' quality and competitiveness, especially VHS graduates' skills, to create their business fields. Considering that VHS is a formal education unit at the secondary education level that prepares students to work or

create specific job fields and competencies, it is at the forefront in responding to significant global challenges.

If VHS in Yogyakarta can produce qualified graduates with a high willingness to create new job opportunities, it will enhance the business sector. In Yogyakarta, the number of Small and Medium Enterprises (SMEs) in 2017 was 238,619 throughout the Special Region of Yogyakarta. There are 14% of the total SMEs in the Special Region of Yogyakarta or 33,406 entrepreneurs with 14,897 unemployed people. The unemployment rate can decrease by creating competent VHS graduates with a high entrepreneurial spirit. The development of SMEs is essential because it consists of a large proportion of businesses in both developed and developing countries. SMEs offer great potential to create jobs and positively contribute to the competitiveness and productivity of economic growth (Asquith and Weston, 1994; Kloosterman, 2003; Deakins et al., 2007; Hussain and Matlay, 2007).

Fashion Technology Department is expected to contribute prospective entrepreneurs as one of the popular majors. The variations of social and family economic conditions in this VHS major are interesting to be revealed. It ranges from the upper to lower economic group and mainly from the lower ones. It raises the question of whether the parents' different social and economic conditions influence students' entrepreneurial interests. The education level facilitated by the family might affect students' preferences for their future careers. According to Shande (2014), parents of middle-class to upper-class families tend to provide their kids with more guidance and direction.

Moreover, one of the factors that can influence entrepreneurial attitudes is the family's economic condition since factors of economic conditions can encourage fostering entrepreneurial attitudes (Shande, 2014). Family conditions, especially the work and income of parents, can affect a child's future. In line with this, economic conditions, according to Santrock (2014), refer to groupings of people with similar occupational, income and economic characteristics.

Another factor that needs to know about the relationship with student entrepreneurship is student creativity. The role of creativity in entrepreneurship is vital in determining success or failure. The way a person sees the world, employs all of his skills, and becomes sensitive to environmental issues are all signs of a creative lifestyle (Hapsah and Savira, 2013). Creativity can help people think outside the box to look for opportunities and to innovate, so their business continues to grow (Antonio, 2014). An entrepreneur must be sensitive to their environment to be able to see business opportunities. Creativity makes individuals interested in entrepreneurship (Hapsah and Savira, 2013). It is the ability to combine or connect new things to existing elements so that entrepreneurial creativity highly relates to entrepreneurial interest.

Several variables can affect someone's interest in entrepreneurship, including psychological and personality traits including self-assurance, risk-taking, tenacity, culture, and

locus of control. (Johnson, 1990; Bonnett and Furnham, 1991; Delmar and Davidsson, 2000; Krueger et al. al., 2000, Cuevo, 2007). Several researchers, such as Heilman and Chen (2003), Nabi et al. (2006), Graevenitz et al. (2009), and Giacomini et al. (2010), conveyed that entrepreneurial interest was due to the factors of pursuing profit and social status, the desire to be independent, the desire to create jobs, self-development, and sense of dissatisfaction with peer workers. Besides, some studies provide information on the critical factors of education in building entrepreneurial interests, such as studies conducted by Galloway and Brown (2002), Henderson and Robertson (2000), and Triyanto et al. (2019). By considering those phenomena, this study aims to analyse entrepreneurial interest among VHS students of the Fashion Technology Department in Yogyakarta and whether learning outcomes, social conditions, economic conditions, and creativity influence it.

METHOD

This research belongs to quantitative descriptive analysis to describe in a systematic, actual and accurate manner about the studied social phenomena by describing the existing facts and data in detail. This study used correlational research methods to determine the influence between the variables investigated (Arikunto, 2010; Saifuddin, 2010). This research was conducted in the VHS with the Fashion Technology Departments in Yogyakarta, involving two state and three private schools. The research subjects were twelfth grade with a population of 265 and a sample size of 152 students, as shown in Table 1.

Table 1. Sample size in each school

No	School	Sample Size
1	State VHS 4 Yogyakarta	$\frac{128}{265} \times 152 = 73$ students
2	State VHS 6 Yogyakarta	$\frac{81}{265} \times 152 = 46$ students
3	BOPKRI VHS 2 Yogyakarta	$\frac{4}{265} \times 152 = 4$ students
4	Muhammadiyah VHS 4 Yogyakarta	$\frac{36}{265} \times 152 = 20$ students
5	PIRI VHS 2 Yogyakarta	$\frac{16}{265} \times 152 = 9$ students

Data collection used documentation and questionnaires. Documentation was in the form of student scores reports collecting data on learning outcomes in productive subjects. Closed questionnaires with answers provided by researchers were used to reveal social conditions, economic conditions, creativity, and students' interest in entrepreneurship. This study employed descriptive statistical data analysis. Based on the Mardapi idea, the data were analysed to determine the mean, standard deviation, maximum value, minimum value, and the gap between the maximum and the minimum scores (2008). This study also tested the hypothesis to determine

the effect of the studied variables. The hypothesis testing in this study used simple regression analysis for hypotheses 1, 2, 3 and 4 by making a simple regression equation and t-test. Meanwhile, hypothesis 5 was measured with multiple regression analysis by making multiple regression equations of the F test.

H1: there is an influence of productive learning outcomes towards the entrepreneurship interest among the twelfth-grade VHS students of the Fashion Technology Department in Yogyakarta.

H2: there is an influence of social conditions towards the entrepreneurship interest among the twelfth-grade VHS students of the Fashion Technology Department in Yogyakarta.

H3: there is an influence of economic conditions towards the entrepreneurship interest among the twelfth-grade VHS students of the Fashion Technology Department in Yogyakarta.

H4: there is an influence of creativity towards the entrepreneurship interest among the twelfth-grade VHS students of the Fashion Technology Department in Yogyakarta.

H5: there is an influence from productive learning results, social circumstance, economic background, and creativity toward the entrepreneurial interest among the twelfth-grade VHS students of the Fashion Technology Department in Yogyakarta.

Before testing the hypothesis, a prerequisite analysis test was carried out, i.e. the data normality test using the One-Sample Kolmogorov-Smirnov test, the linearity test with a significance level of 95%. Other tests were the multicollinearity test, variance inflation factor (VIP), and heteroscedasticity test with the Glejser test to determine the tolerance value. The normality test results show that the variables of productive learning results, social circumstance, economy background, innovation and interest in entrepreneurship are normally distributed date, where the value is $p > 0.05$. The linearity test concluded that the relationship between the independent and dependent variables is linear. In the multicollinearity test, there was no multicollinearity between variables. The results of the heteroscedasticity test were done using the Glejser test with a significance level of > 0.05 . It indicates that there was no heteroscedasticity in the sample.

RESULTS AND DISCUSSION

The productive subjects cover Basic Fashion Technology, Industrial Internship, and Clothing Decorating courses in the twelfth VHS in Fashion Technology Department. The student learning outcomes in productive subjects are divided into competent and incompetent criteria. The students are declared competent if they meet competency standards. The minimum completeness criteria for those courses are 75, 80, and 75, respectively. The data shows that all students in the research sample can be categorised into competent categories.

The social condition among students can be categorised into 4: very high, high, low and very low, with 14.5%; 32.9%; 44.7%; and 7.9%, respectively. The economic situation of students is also categorised into the same categories with percentages of 19.7%; 31.6%; 27.6%; and 21.1%, respectively. While the student creativity was 87.5%; 3.9%; 7, %; and 1.3%, respectively. From these data, most students' social conditions were in the low category, the economic situation was in the high category, and creativity was in the very high category.

The categorisation of students' interest in entrepreneurship was also divided into four categories: very high, high, low and very low, with percentages of 73%; 23%; 2%; and 2%, successively. Based on descriptive statistical analysis, the variable interest in entrepreneurship obtained a mean value of 60, a standard deviation of 12; a minimum value of 24; a maximum value of 96, respectively. The difference between the minimum and maximum scores was 72. It means that students have a very high level of creativity.

Simple Regression Analysis was used to test hypotheses 1-4, as shown in Table 2. All significance values are lower than 0.05, and the t value in each hypothesis is higher than t_{count} (6,807), the hypothesis (H1-H4) is accepted.

Table 2. Hipotesis Test of H₁-H₄

Hypothesis	T-test	Sig	Explanation
H ₁	18.029	0.000 ^b	Accepted
H ₂	7.694	0.006 ^b	Accepted
H ₃	7.884	0.006 ^b	Accepted
H ₄	7.445	0.007 ^b	Accepted

The calculation of the multiple linear regression shows that F_{count} is 7,805, while F_{table} for sample 152 is 2,433. The sig. of 0.000 is below the core of α (0.05). In other words, if the value of $F_{count} > F_{table}$ (2,433) and a significance value of <0.05 , so H5 is accepted. It means that there is an influence of learning outcomes in productive subjects, social conditions, economic conditions, and creativity towards students' interest in entrepreneurship.

Table 3. Multiple linear regression outcomes

R	R Square	Std. Error of the Estimate
.419 ^a	.175	7.618

a. Predictors: (Constant), achievement

The product-moment correlation coefficient in column R is 0.419. The relationship between learning outcomes and entrepreneurial interest can be categorised as moderate. While the R square (coefficient of determination) has a value of 0.175, the contribution of learning outcomes to productive subjects, social conditions, economic conditions, and creativity to interest

in entrepreneurship is 17.5%. Other variables not examined in this study affect students' demand for entrepreneurship with 82.5 %.

The effective contribution and the relative contribution of each variable to the entrepreneurial interest can be seen in Table 4. The data shows that learning outcomes have the highest relative contribution compared to other variables. It shows that with the competence they have, students feel more confident and interested in starting a business in the fashion sector. In other words, if students want to increase the interest and number of VHS graduates who are agile and brave to start a business in their field, the quality of learning that leads to increasing the competence and technical skills of students must be the primary concern. In addition to technical competence in the field of fashion, it is also essential to enhance students' competence in business management and entrepreneurship.

Table 4. The practical contribution and the relative contribution of each variable to the entrepreneurial interest

Variables	Effective Contribution	Relative Contribution
Learning outcomes	9.74 %	55,60 %
Social condition	3.51 %	20,00 %
Economic condition	3.88 %	22,20 %
Creativity	0.38 %	2,20 %

The results of this study provide implication information in the form of practical, managerial, and social implications. Practical implications can be directed to productive subject teachers and students. Supporting teachers can improve their capacity and quality of learning to equip their students' potential. It can also be done in these productive subjects to grow students' entrepreneurial character, not only depend on entrepreneurship courses. Teachers should be able to motivate students to increase their capacity by taking courses and extracurriculars at school. Teachers should encourage students to join organisations at school or community so that it will have an impact on increasing students' interest in entrepreneurship. On the other hand, students must aware that the competencies acquired at VHS are significantly related to their future success as workers and entrepreneurs. Based on the condition of students' creativity, this aspect is in the very high category. It urges students to keep exploring and developing creativity for future success. Teachers should also provide learning that can develop students' creativity. Managerial implications can also be derived for school principals and the social implications by the school committees. The majority of students' interest in entrepreneurship is in the medium category. Principals can create a collaborative and integrative learning ecosystem by developing entrepreneurial character.

CONCLUSION

Based on the results of this research, it can be concluded that various, including productive learning results, social circumstances, economic background, and critical thinking, significantly influence the students' entrepreneurial interest. Learning outcomes are the most critical variable in enhancing students' entrepreneurial interest. It is in line with tracing student documents where all students are competent in the three productive subjects. Therefore, the relative contribution of learning outcomes variables dominates among the existing variables. Other aspects not investigated in this study can be the focus of future studies.

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