

EXPLORING VOCATIONAL FASHION DESIGN PROGRAMS THROUGH CREATIVE INDUSTRY PRACTICES: AN ENTREPRENEURSHIP PERSPECTIVE

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Abstract

Changes in the taste of consumer fashion and the development of creative industry technologies have seized wide-ranging opportunities and challenges for the fashion business. Vocational education is based on entrepreneurship that plays a vital role in encouraging innovation steps, the development of skills, and special competencies to form an entrepreneurial mentality, skills and competencies applied in the business world. This research describes a perspective from a point of view of vocational fashion design education in the creative industries business that provides an increasingly prominent picture in the development of the business world. This type of qualitative research used a phenomenological approach in conducting a study of fashion design in the practice of vocational education and creative industries to shape the spirit of entrepreneurship. This research was regarded as an effective data collection involving students of the fashion design department at Universitas Negeri Yogyakarta, Yogyakarta, Indonesia and semi-structured interviews to gather opinions from three main groups of industry professionals, namely fashion designers, creative industries, and specialists. The data was collected from different events, participants' data, field findings, literacies, coding processes, analysis and representation, criteria for trust and authenticity, and researchers' reflections within several perspectives. Ultimately, the project methodology was used to create a digital platform, which was proposed as a solution to the research problems. The research findings show several views on how the vocational fashion design education seeks to prepare skills, creativity, competencies, and a number of learners' skills in creative industry practices that provide some opportunities to shape entrepreneurial mentality. The fashion design in the vocational education measures the quality and independent human resources. Other findings prove that promoting the vocational fashion design education paves the way for students to realize their passion and pursue an entrepreneurial success.

Keywords: *vocational education; fashion design; creative industries; entrepreneurship.*

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Introduction

The opportunity to start a business in the creative industry sector is wide open for individuals and communities who are creative and have a great desire to take steps further to innovate. Educational institutions, governments, and industries play important roles in strengthening the Indonesian economy in the 4.0 industrial revolution era, and in supporting creative economic programs based on creative knowledge, competent skills, competitiveness of skilled laborers, and creative potentials. Three potential things are important to support the creative economy, including knowledge, creativity, skilled workers, and labor intensive platforms that provide much space for creative product and industries to develop Indonesia through crafts, advertising, publishing and printing, television, radio, architecture, music, design and fashion.

The creative industries are used to manage the potentials of creativity, skills, and individual talents inherent in a person to obtain the achievement, prosperity and employment by generating the creative power and creativity both individually and in working groups. The direction of government policies governs the creative economy industries as outlined in the Presidential Instruction No. 6 of 2009 concerning the creative economy development. The creative industries promote new ideas, creative human resources, abilities and talents to sustain job-related competences.

The practice of creative industries in Indonesia has an important step in improving the country's economic climate based on the creativity of industries. The government is preparing some educational policies to creative industries as stated in the Government Regulation No. 30 of 1990, article 2, paragraph 1, namely developing individuals to build self-potentials through the learning processes. In line with the National Education System Law (USPN) No. 20 of 2003, the concept of edupreneurship allows educational institutions in many countries to become edupreneurs (education entrepreneurs) referring to the principles that the companies "develop innovative products and services to fill opportunities that have not been touched by government-run schools" (Lips, 2000).

The edupreneurship-based fashion design in vocational education forms students who possess the creative power to develop skills, creative and innovative opportunities, and have a spirit of independence to respond to the challenges for their real future lives. An attitude of the entrepreneurial spirit in the vocational education seeks to explore the potentials of creative businesses, adequate competency skills, and innovation-oriented steps oriented to excellence, academic achievement and income generations. The high-quality schools and campuses foster creative awareness, pioneering independent attitudes, and business orientation by empowering entrepreneurial concepts and attitudes aimed at preparing students to become resilient individuals and new entrepreneurs so that they do not depend on the availability of the field jobs and business opportunities that in turn have the potentials to provide employment for others. Edupreneurship can be perceived as a training program on how to introduce entrepreneurship concepts that are complemented by alternatives and examples of their applications through educational processes using different business strategies, depending on the nature of the products and the market segments that they have chosen to serve. Instead, they will become entrepreneur pioneers

who can build their market segments while providing a process of educating the public's taste for the latest fashion developments.

This research was conducted to describe a perspective concerning a study of vocational fashion design education and the creative industries business that currently provides an overview in the development of the business world. It is necessary to explore several views on how the vocational fashion design education is set to prepare students' skills, creativity, competence, and a number of skills in creative industry practices that provide opportunities to shape entrepreneurial mentality.

Research Method

This type of qualitative research used a phenomenological approach to conduct a study of vocational fashion design education in relation to the practice of creative industries that shapes the spirit of entrepreneurship. This study was considered effective in gathering data the fashion design department at Universitas Negeri Yogyakarta, Yogyakarta, Indonesia, and semi-structured interviews to gather perspectives from three main groups of industry professionals, namely fashion designers, creative industries, and specialists. The data was collected from several events, participants' data, field findings, literacies, the coding processes, analysis and representation, criteria for trust and authenticity, and researchers' reflections to shape perspectives. Finally, the project methodology was used to create a digital platform, which was proposed as a solution to the research problems.

Result And Discussion

A. Fashion Entrepreneurship Education and Fashion Design Vocational Education

Today's society has shown the perspective that vocational fashion design education plays a key role in promoting creative industry business practices to develop the business world. The vocational fashion design program has a great opportunity to foster an independent business spirit and support the creative industries. The implementation of the curriculum is an illustration that the community's need aims to prepare creative generations to take further innovative steps ahead, superior and independent skill competencies.

The independent soul provides some opportunities to provide prosperity and a decent living that ultimately advance in all aspects of life including education and health. The growth of entrepreneurial mentality encourages the economic development of people in developed countries in the world. Entrepreneurship has a major contribution to the economic development of most nations (Kuratko, 2005). The role of educational institutions both in schools and in universities provides a lot of access to knowledge, field skills, and entrepreneurial skills. As emphasize, universities play an important role in creating entrepreneurial climate and providing new inventions and knowledge ranging from students' skills to business achievement targets in a professional manner. Entrepreneurship education is a way to provide students with entrepreneurial skills to encourage professional success in a variety of settings (Potter

& Storey, 2007). Likewise, the phenomenon in Indonesia shows that all curricula refer to how students are stimulated to start doing business and increase self-efficacy for their businesses. Zhao, et al explain that students' knowledge is required to start new businesses and enhance an entrepreneurial self-efficacy. Students can accomplish all the tasks necessary for successful start-ups (Zhao & Ha-Brookshire, 2014).

In today's global fashion industry, the innovation aspect of entrepreneurship has gained critical importance to stimulate a new type of competition and create a new paradigm of competitive advantages among fashion companies (Ünay & Zehir, 2012). The entrepreneurial innovation aspect has become very strategic to stimulate the emergence of new paradigms about competitive advantages. Entrepreneurship education is a strategic program for organizing the vocational fashion design education to develop creative thinking, craftsmanship, self-confidence, imagination, and new ideas as outlined in the design work.

The basic components of a fashion design in the business entrepreneurship play an important role in featuring business characteristics regarded as a strategy to seize business opportunities and their development. Entrepreneurship courses in fashion education have steadily increased in the United States of America. According to Fashion Schools (2017), 13 of the top 30 fashion programs offer fashion entrepreneurship courses. Some fashion schools have created fashion entrepreneurship majors to give fashion students a holistic view of a business. The program includes six programs covering various aspects of new business creations, including introduction, business plans, finance and accounting, business models, entrepreneurship incubators, and entrepreneurial practices at the San Budiarjo Jakarta Fashion School, ISWI Jakarta, and various Fashion Studies Programs at UNJ, UST, UNES, UNM, and Bachelor of Fashion Design Program in the Fashion Study of Universitas Negeri Yogyakarta, Yogyakarta, Indonesia. There is no consensus in some higher education institutions that connect to the goals of vocational entrepreneurship-oriented fashion design education, but, in general, it has been implicit in courses set in the curriculum content to encourage students to choose entrepreneurship as their career path. Many people in the fashion industry have ideas, but they don't have the desire, the vision, and/or the knowledge to commercialize innovative ideas (Holt, 2003).

Pictures 1

A fashion show hosted by the Bachelor of Fashion Design Program at Universitas Negeri Yogyakarta, Yogyakarta, Indonesia



The fashion entrepreneurship programs in vocational education transform knowledge and academic experiences while determining established academic disciplinary activities as implemented and developed in the vocational fashion design education. A fashion stage is the responsibility of a prospective fashion designer to complete the study period as a prerequisite for graduation. Students are nurtured mentally to keep the business spirit through a variety of business activities, industrial practices or business schools. The main challenge for the vocational fashion design program is how the vocational program prepares the curriculum by including entrepreneurship education that rests on a sufficient balance of knowledge, skills, and creativity needed to maintain competence, and independent entrepreneurship. The componential skills are based on entrepreneurship education, fashion design merchandising or program design that can be presented on the catwalk stage both nationally and internationally.

Gambar 2

The Fashion Design Show at ISWI, the pedagogy of Budiharjo's fashion design, and several schools and institutes of vocational fashion design education (Source: [indoindians / com](http://indoindians.com), HighLigh.ID)



This strength changes over time as it is oriented to the talent, interest and passion for the fashion design business and entrepreneurial spirit. In terms of the theoretical background, there has been a long tradition of research focusing on the complex decision to establish a new venture. A number of conceptual models have explained various factors that affect intentions (Franke & Lüthje, 2004). An entrepreneurial event theory (EET) (Shapero & Sokol, 1982). and the theory of planned behavior (TPB) (Ajzen, 1991). have been two of the most applied theoretical frameworks to describe students' entrepreneurial intentions (Peterman & Kennedy, 2003). Theories institutionalize the intentions of knowledge and the exchange of empirical experiences of fashion design businesses. It is suggested that perceived desirability, perceived feasibility, and propensity are direct antecedents to entrepreneurial intentions. An individual's perception of desirability of entrepreneurship is affected by one's personal attitudes, values and feelings, which are a result of unique social environments (Shapero & Sokol, 1982), (Shapero & Sokol, 1982). The vocational education program also prepares a reliable person with the provision of the values of attitudes, feelings, and other specific personalities in establishing relationships with high communication skills, because of their strong

intentions in pioneering business independence. Several researchers have empirically applied and developed this model (Krueger Jr, Reilly, & Carsrud, 2000).

Peterman and Kennedy applied the EET to investigate the Young Achievement Australia's corporate program while providing empirical evidence to include the variable "exposure to entrepreneurship education" as an additional variable variation in the entrepreneurial intention model (Peterman & Kennedy, 2003). Besides, Zhang, Duysters, and Cloudt have identified a significant relationship between entrepreneurship education and previous entrepreneurial views, desired business dreams and business viability, and great intentions in pioneering students' businesses. Thus, entrepreneurship education, desires, and business vision are positively correlated, (Zhang, Duysters, & Cloudt, 2014). Internal factors for students or students of vocational fashion design programs deal with creativity, attractive artistic talent, and good aesthetic sensibility so that artistic talents are highly correlated with the nature of fashion as art. Aesthetics of clothes are competitive advantages in the fashion industry (Miller, 2007). Being a fashion entrepreneur can prioritize creative minds to maximize their best potential in creating new opportunities through various strategic creative steps in the design. Fashion design products can represent the feelings and identity of users.

In the vocational fashion design program, both vocational schools and college of arts open fashion design study programs that offer visual communication design classes, graphic designs, model drawings, and other options such as fashion entrepreneurship design, art management, production management, and so forth. This seeks to support efforts, and determine business strategies along with an adequate business plan. Therefore, it is important for fashion entrepreneurs to have a design vision, concepts of designs, creative innovations, and steps of innovations that other designers do not concern. Artistic talents are important to support external factors including entrepreneurial education and apparent merchandising programs for fashion entrepreneurs (Zhao & Ha-Brookshire, 2014).

B. Vocational Fashion Design Education and Creative Industry Practices

Vocational fashion design education prepares students' skills, creativity, competencies, and a number of skills in creative industry practices that provide more opportunities to shape entrepreneurial mentality. The vocational fashion design education manages quality and independent human resources. The results of this research provide a view and perception of optimism that vocational fashion design education provides better academic access to industries to realize students' passion in pursuing entrepreneurial success.

Such creative business activities are oriented to bring a broader understanding of the vision of the designer and the personal motivation behind fashion entrepreneurs who impart vocational programs. The academic impact and business practice on the business world shows that the vocational program prepares fashion designers with sufficient aesthetic skills, creativity and taste to enter the entrepreneurial world. The knowledge of design, skill and creativity are qualified but must be instilled in

managerial skills commensurate with the business vision in the future. Another important factor for success is the creation of balance between business and private life. This research identifies micro-size fashion companies as businesses where creativity is a successful combination of fashion creativity and entrepreneurial creativity (Aakko & Niinimäki, 2018). Opportunities for growth in the fashion design business must always recognize driving factors that play a role behind the business sustainability to emphasize the functional aspects but never overlook the importance of the role of aesthetic aspects and creative exploration to shape the business.

The traditionally perceived international fashion scene is dominated by established global centers, such as New York, Paris or London, the northern region located in the "second tier" (Rantisi, 2011). Similarly, the creativity and innovation of the creative community have been the practice of design commercialization and an increasingly strengthening work culture. This notion is not based on the evaluation of innovation, creativity, or a sense of aesthetics, but these smaller places rarely have similar cultural or commercial resources as the established global centers (Rantisi, 2011), which have a long history of fashion as well as existing professional resources, such as fabric, suppliers and professional contractors for conducting the different phases of production (patternmaking, sewing, dyeing, printing, pleating, etc.). The challenges for each nation in terms of fashion entrepreneurship are somewhat different, for example, in Finland, there is currently very little local production, whereas in Estonia and Latvia professional manufacturing still exists (Aakko & Niinimäki, 2018).

As finished product, the fabric embodies the time and efforts of all those who contribute to the fiber, and fabric processing. Wasting a percentage of the fabric is a waste of embodied efforts of all individuals who have contributed to the fabric production (Fletcher, 2008). Appearance, fitness, and cost are the primary criteria for the conventional fashion design (Rissanen & McQuillan, 2016). Appearance, which is the principal criterion of fashion design includes attributes such as garment shape, balance, and use of color, texture and line. Fitness, the second criterion reflects how the garment fits on the body and the amount of ease incorporated in the patterned pieces. Ease is subject to variations by consumers' preferences and contemporary specifications, with some companies allowing more ease in an attempt to fit a wider range of body types versus companies that have a narrower customer niche. In most cases, appearance and fitness have a direct relationship with each other (Saeidi & Wimberley, 2018). Zero-Waste Pattern Cutting (ZWPC) is the process of eliminating the typical 15-20% of fabric waste at the cutting stage by using the entire width and length of the fabric (Townsend & Mills, 2013). The purpose of the present research is to introduce and test the application of an innovative patterned technique, and Transformational Reconstruction (TR) within the zero-waste framework to determine whether or not the TR could be applied toward a zero-waste design. Then the TR is compared with the jigsaw puzzle, the most frequently used technique and a basic zero waste practice (Saeidi & Wimberley, 2018).

Conclusion

Vocational fashion design programs are oriented to efforts to expand an educational perspective that contributes to the growth of new entrepreneurs in the creative industries business and the development of the business world. Being a fashion entrepreneur must prioritize creative thinking to maximize the exploration of best potentials in creating new opportunities through various strategic creative steps in designs. Fashion design products can represent the feelings and identities of their users. In the vocational fashion design program, both vocational schools and colleges of arts open fashion design study programs including the department that opens visual communication design classes, graphic designs, model drawings, and other options such as fashion entrepreneurship design, art management, production management, and so forth. This seeks to support efforts and determine business strategies along with an adequate business plan. A vocational education strategy seizes the opportunities for growth in the fashion design business that recognizes the driving factors behind the business to emphasize the functional aspects, but never neglect the important role of the aesthetic and creative explorations to form a business. In practice, the world of vocational fashion design education equips students with competence, skills, creativity, and a number of skills in creative industry practices that provide more opportunities to form an entrepreneurial mentality. Thus, vocational fashion design education prepares qualified and independent human resources in answering the challenges for global competitions.

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