



Entrepreneurial Behavior of Bachelor Students in Fashion Education, Surabaya State University

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ABSTRACT

The profile of graduates of the Bachelor of Fashion Education Study Program at Surabaya State University is to become a Vocational High School Teacher, become a practitioner or work in industry and become an entrepreneur. Currently the opportunities to become vocational teachers and opportunities to work in the fashion industry are very limited. Therefore, the government and universities began to launch entrepreneurial activities for students. Entrepreneurial spirit and entrepreneurial behavior are important to be instilled and developed since students take lectures. The purpose of this study was to find out how the entrepreneurial behavior of students in the Bachelor of Fashion Education study program. Entrepreneurial behavior is the ideal behavior that should be carried out by an entrepreneur when running his business. To achieve this goal, a survey was conducted of 100 students in the S1 Fashion Design Education Study Program. To describe variables, data is processed and analyzed using descriptive statistics. The research findings show that: The number of entrepreneurial students in the S1 Fashion Design Education Study Program is still relatively small, namely only 29% students were found at the time this research was conducted. The business carried out by students is engaged in customized services, ready to wear, accessories, clothing rental, ect. These efforts are carried out online, offline and a combination of online and offline. Obstacles faced by students include problems originating from within (internal) such as the division of time between lectures and business, and problems originating from outside (external) such as: the absence/lack of business capital.

Keywords: *Entrepreneurial Behavior, Student, Fashion Education.*

1. INTRODUCTION

In this modern era, more and more students are interested in entrepreneurship after graduating from college. One area that attracts the attention of many students is the field of fashion design. Fashion design students have ample opportunities to develop their talents and skills in this fast-growing and creative industry.

Entrepreneurship in fashion offers many exciting opportunities and challenges [1-2]. Fashion students looking to become self-employed must have an in-depth understanding of the industry, current trends, and the ability to design and sew clothes. Apart from that, they also need to master the management, marketing and financial skills necessary to run a business successfully.

There are several reasons why becoming an entrepreneur in the field of fashion can be an attractive choice for students [3]. First, as an entrepreneur, students have full control over their own business. They can make creative decisions in designing and producing clothing that fits their vision and style. This gives them the freedom to express their creativity and come up with a unique product.

Second, the fashion business can be a place for students to make connections and build networks. Within this industry, relationships and collaborations with renowned designers, fabric manufacturers, retailers and fashion influencers can help expand the reach of businesses and increase their brand exposure.

In addition, being an entrepreneur in the fashion industry is also an opportunity to face challenges and learn from experience [4]. Students will face various obstacles in running a business, such as intense

competition, changing trends, and marketing challenges. However, with determination and persistence, they can learn from failure and develop the skills necessary to succeed.

No less important, being an entrepreneur in the field of fashion can also have a positive social impact. Students can use their business platform to promote awareness of sustainability, good production ethics, or even empower local communities through work and training. To become successful entrepreneurs in the field of fashion design [5], students need to have a clear vision, high enthusiasm, and a willingness to keep learning and adapting. They must also be prepared to face the risks and challenges that may occur on this journey. In this case, the education they get in college can become a solid foundation for building their business [6].

In conclusion, becoming an entrepreneur in the field of fashion is an attractive choice for students who have interests and talents in this industry. Through a combination of design, management and entrepreneurial skills, students can develop successful businesses and make positive contributions to the fashion industry. With determination and dedication, they can achieve success in building a sustainable career and fulfill personal fulfillment as creative entrepreneurs. This is what prompted the author to conduct this research.

There are also problems to be examined in this study, including: 1) Number of students who are entrepreneurs, 2) line of business, 3) type of business, 4) income from business, 5) reasons for student entrepreneurship, 6) family background, 7) constraints in entrepreneurship and 8) suggestions for study programs related to student entrepreneurship.

The results of this research are expected to be able to provide input to tertiary institutions, especially the fashion education study program in compiling student entrepreneurship development programs and to be able to anticipate and provide solutions to problems that arise. For the government, it is hoped that the results of this research will also be useful as input in the framework of making policies on entrepreneurship for educated young people.

2. LITERATURE REVIEW

According to the psychological approach, the process of individual behavior can simply be explained that individual behavior arises because of the interaction between individuals and certain stimuli. The consequences of these behaviors for individuals can be felt as pleasant or unpleasant, beneficial or detrimental. If the consequences that arise from the behavior are considered pleasant or profitable, then the behavior will tend to be repeated on other occasions. Conversely, if the result of the behavior is unpleasant

or detrimental, then of course the individual will try not to repeat it again.

Based on the thoughts above, the concept of entrepreneurial behavior is a form of behavior that occurs because of the interaction between entrepreneurial actors and stimuli that arise from their profession as entrepreneurs [7]. Thus it can be concluded that entrepreneurial behavior is the ideal behavior that should be carried out by an entrepreneur when running his business [8].

The ideal behavior that should be carried out by an entrepreneur is widely discussed by experts. According to Collins [9] the essential factor for the formation of entrepreneurial behavior is the need for achievement. On the basis of this, he then put forward some of the main characteristics of entrepreneurial behavior as follows:

“Entrepreneurial role behavior: a. Moderate risk-taking as a function of skill not chance; despondency; b. Energetic and/or novel instrumental activity; c. individual responsibility; d. Knowledge of results of decisions; e. Anticipation of future possibilities; f. Organizational skill.”[10]

Based on the quotation above, it appears that the important characteristics of entrepreneurial behavior according to McClelland are:

- 2.1 Dare to take moderate risks on the basis of skill and not by chance;
- 2.2 Energetic especially in relation to various innovative activities;
- 2.3 Have a high sense of responsibility;
- 2.4 Knowing the results of the decisions he took;
- 2.5 Able to anticipate the possibilities that will arise in the future;
- 2.6 Have organizational skills, in this case including managerial and leadership skills.

These six characteristics of entrepreneurial behavior are used as indicators in detecting student entrepreneurial behavior in this study.

3. RESEARCH METHODS

This research is a type of descriptive research. The research method used in this research is a survey. This is in accordance with the opinion of Carrie [11]. Data collection techniques used in this study were direct and indirect communication techniques. While the data collection tools used are:

- 3.2 Closed questionnaire, to obtain data on entrepreneurial behavior variables.

3.3 Open questionnaire, to obtain data about the obstacles in entrepreneurship that are felt by students.

This search found a number of 100 students from class of 2019 to class of 2022.

4 RESEARCH RESULT

The following is a profile description of an entrepreneur student in the fashion education study program

4.1 Data of students who own businesses

Do you have a business currently?

100 responses

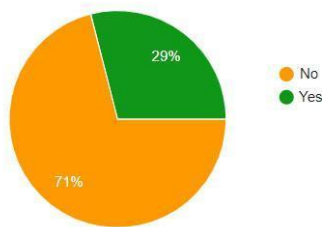


Figure 1. Entrepreneurial Student Data.

Based on the picture above, it can be seen that 29 students (29%) already have businesses and the remaining 71 students (71%) do not have businesses. This indirectly shows that the intention and motivation of students for entrepreneurship is still very small.

4.2 Field of Student Business

Your business is engaged in...
32 responses

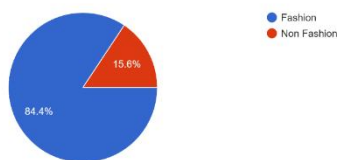


Figure 2. Data on Student Business Fields.

Based on the figure above, it can be seen that 84.4% of the businesses engaged in by students of the fashion education study program are engaged in the fashion sector, while the remaining 15.6% are engaged in other fields (non-fashion). For student businesses engaged in fashion, these include ready-to-wear clothing (28%), clothing rental (12%), hampers manufacturing (8%), sewing services (20%), accessories (16%), selling fabrics (4%), and Tailors (4%). While student businesses outside of fashion are in the field of beauty (4%) and bakery (4%).

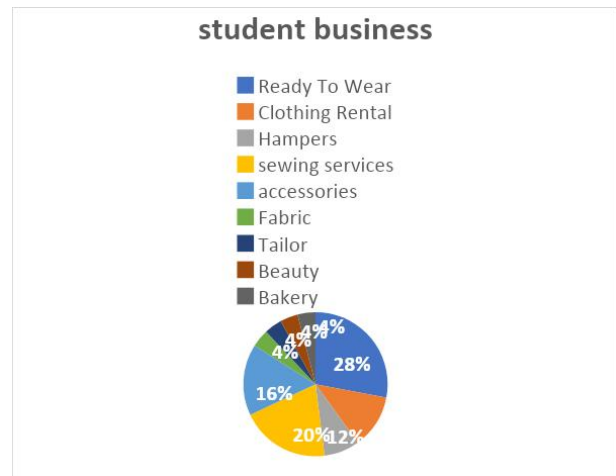


Figure 3. Data on Student Business Fields.

4.3 Type of Student Business

Type of business

31 responses

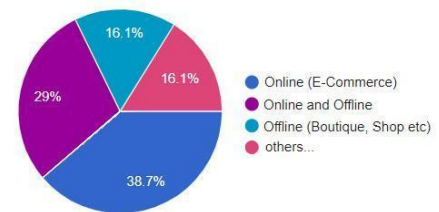


Figure 4. Student Business Type Data.

Based on the picture above, it can be seen that the business carried out by students of the fashion education study program was carried out online through social media and market places by 38.7%, while businesses carried out offline through boutiques and shops were 16.1%. Then the business carried out online and offline is 29% and other methods are 16.1%

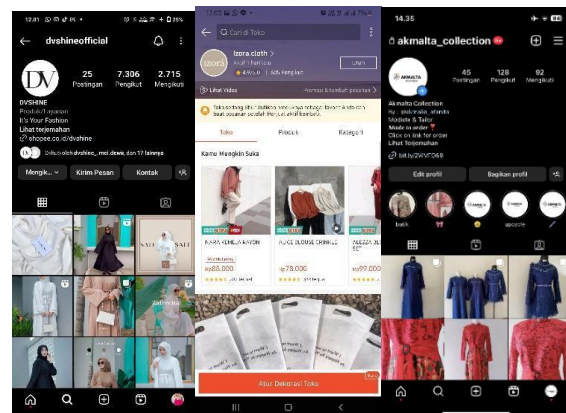


Figure 5. Example of a Student Online Store.

4.4 Family Origins

Do you come from a family of entrepreneurs?

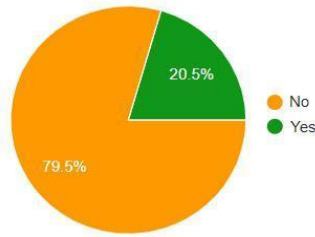


Figure 6. Family Background.

Based on the figure above, it can be seen that 20.5% of entrepreneurial students come from businessmen's families, while 79% of entrepreneurial students do not come from businessmen's families. This indirectly indicates that entrepreneurial behavior is not influenced by the entrepreneur's family background. Entrepreneurial behavior can be grown from within students. There are several reasons behind student entrepreneurship, including: 1) students want to open jobs for themselves and others (23%), 2) students want to be independent and have their own income (27%), 3) students want to develop their potential in in the field of entrepreneurship (12%), 4) Students want to gain experience in the field of entrepreneurship (12%), 5) students want to apply the knowledge gained during lectures (8%).

4.5 Student Business Income

Total business income in a month



Figure 7. Student Income.

Based on the picture above, it can be seen that the income earned by students through their business is still relatively small, 70% of students still earn below Rp. 1,000,000.00. Then 26.7% of students have an income between Rp. 1,000,000.00 up to Rp. 2,000,000.00. But 3.3% of students already have businesses classified as advanced with income above Rp. 5,000,000.00.

4.5 Obstacles faced by students in entrepreneurship

The obstacles faced in entrepreneurship

- time management
- venture capital
- Promotion
- Facility
- Buyers
- self commitment
- Inovation

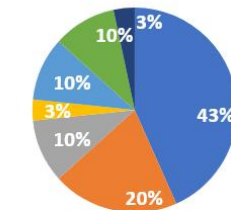


Figure 8. Student Constraints in Entrepreneurship.

Based on the picture above, it is known that students experience obstacles in entrepreneurship. The biggest obstacle is time management (44%). This indicates that students have difficulty dividing their time to run a business and are busy with lecture assignments. The second biggest obstacle faced by students is the problem of capital (20%). Other problems related to business promotion (10%), problems related to facilities (3%), problems related to buyers (10%), problems related to self-commitment (10%) and problems related to innovation (3%).

4.6 Suggestions for the Bachelor of Fashion Education Study Program regarding entrepreneurship students

Student suggestions for the fashion education study program related to student entrepreneurship activities are: 1) students hope to get guidance from lecturers in starting a business, 2) students also hope that the fashion education study program provides a place to facilitate student businesses, 3) students hope that the education study program fashion design provides events that can promote student businesses, for example exhibitions, 4) Students hope that the fashion education study program has a platform that can accommodate student-made products, 5) students hope that the fashion education study program holds workshops and entrepreneurship training for students , and 6) Students hope that the fashion education study program will provide capital assistance for student businesses.

5 CONCLUSION

Based on the results of research on the entrepreneurial behavior of students of the Fashion Design Education study program, several conclusions can be obtained as follows:

- 5.1 The number of entrepreneurial students is 29% of the total number of 100 students from class 2019 to class 2022.
- 5.2 The number of student businesses engaged in fashion was 84.4%, and 15.6% were businesses in the beauty and bakery sectors.
- 5.3 Types of student businesses are carried out online (38.7%), offline (16.1%), online and offline (29%), and others (16.1).
- 5.4 Students who behave entrepreneurially have a business family background of 20.5% while students who do not come from a family of entrepreneurs are 79.5%.
- 5.5 The income owned by students who are self-employed is 70% below Rp. 1,000,000.00, 26.7% have income between Rp. 1,000,000.00 to Rp. 2,000,000.00, and 3.3% have income above Rp. 5,000,000.00/
- 5.6 The obstacles faced by entrepreneurship students are time management, capital, promotional suggestions, facilities, buyers, self-commitment and product innovation.
- 5.7 Entrepreneurial student suggestions for the fashion education study program are that students expect guidance from lecturers, student entrepreneurship forums, promotional events, platforms to accommodate student work products, capital loans, workshops and student entrepreneurship training.

6 SUGGESTION

Based on the results of the research above, the researcher provides several suggestions as input material, including the following:

- 6.1 To the lecturers to put more emphasis on practical aspects and materials that are more practical for the needs of students who are entrepreneurship. Then the lecturers should not only transform the material but continue to improve and encourage student enthusiasm and motivation For Study entrepreneurship.
- 6.2 The campus must intensively carry out training activities for students who are entrepreneurship at a relatively affordable cost, this is intended to increase the participation of students who take part in the training activities carried out.
- 6.3 To be able to increase student entrepreneurial interest, universities must provide and complete campus facilities such as laboratories, gallery, workshops/workshops and the like in accordance with the characteristics of the business being carried out.

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