

# The Level of Necessity and Mental Readiness by Fashion Department students in Supporting Fashion Business Incubator

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UNNES is an institution of higher education that intends to become an independent legal institution for higher education. The development of entrepreneurship in higher education should have support, according to the aim of Higher Education in Act Number 12 the Year 2012. The Act mentions that higher education should produce faithful and obedient humans with nobility, healthy lives, skilful traits, creativity, independence, competence, and cultural sensitivity for the sake of national development. Entrepreneurship and innovation are excellent programs of UNNES, particularly the Faculty of Engineering, for preparing graduates who can produce creative and innovative products. Entrepreneur education is a compulsory subject in UNNES. The Family Welfare Education Department of Faculty of Engineering is the only department that targets the incubation of business and the escalation of entrepreneur numbers in UNNES. The program itself has already initiated a fashion production unit called Sekar Ayu to support students' entrepreneurship. Many researchers and writers consider that the success of an entrepreneur heavily depends on the mentality of the entrepreneur. There are some principles of an energetic entrepreneur, which are: confidence, initiative, achievement-oriented, leadership, risk-taking, commitment, originality, and mastery in management. This study describes the need and mental readiness for students from the fashion department to start an entrepreneurship career by supporting the department's fashion business incubators. The research employed a quantitative approach that surveyed 112 students. The researchers gathered data by interviewing and distributing questionnaires, as well as documenting the data by percentage. The results show that the students have a high mentality of entrepreneurship, with a score of 74.46%. The 2017-batch students

have better mentality compared to the 2016, 2015, and 2014 ones, considering their capability in taking and initiating business opportunities. The level of incubator development is also high. In conclusion, there is a high interest and strong mentality of Fashion department students in supporting the Fashion business incubator. Further, there should be a development of the incubator that is supported by all parties in the university.

**Key words:** *Level of necessity, mental readiness for entrepreneurship, fashion department students, business incubator, higher education.*

## Introduction

The goal of higher education is established in Act Number 12 the Year 2012, which is to become a faithful and obedient human to God with nobility, healthy life, skilful traits, creativity, independence, competence, and cultural sensitivity for the sake of national development. To support the goal, students have to educate themselves. Entrepreneurship education helps them to achieve this goal. The education, portrayed as a university subject, supports students by building their entrepreneurship character and enhances them with the required soft skills and hard skills. Hence, after completing the unit, the students can take the chance to develop their own business.

The Directorate of Teaching and Learning for Higher Education (2013:3&11) explains that entrepreneurship education aims to be able to make students understand, apply, and use entrepreneurship as a living goal. The education also equips the students with soft skills, like the ability to communicate, lead, and manage business ideas properly in society.

The development of Small and Medium Enterprises has the potential to develop the national economy in the free trade era. McClelland (1987) argues that a country will quickly grow if it has 2% of its citizens work as entrepreneurs; however, Global Entrepreneurship Monitor (2010) shows that Indonesia only has 0.18% of citizens working in these fields.

In UNNES, the Faculty of Engineering, particularly the Family Welfare Education program, uses the National Standard Curriculum of Higher Education and UNNES's 2015 curriculum of conservation. The students are prepared to be a Vocational School teacher with the ability to teach theoretical and practical materials to students. Concerning the fashion department, the students are given practical teaching skills to teach others how to create a pattern, provide accessories, add touches, do screen printing, measure body size, analyse products' quality, and manage the fashion industry. All these skills are essential to building entrepreneur character in students' minds. Currently, many graduates work as public school or private school teachers, which limits students' income and chance for



entrepreneurship. The characteristics of entrepreneurship are creative, independent, brave enough to take risks, futuristic, wise, committed, motivating, and innovative (Directorate of Higher Education, 2013:34-35). UNNES focuses on building eight characteristics, which are inspiring, honest, humanistic, caring, innovative, sportive, creative, and just. This research focuses on the building of confidence, initiative, achievement-oriented, leadership, risk-taking, originality, commitment, and mastery in management. SE Wahyuningsih (2018: 119) develops the character of entrepreneurship based on honesty, confidence, inspiration, discipline, task-oriented, sensitivity, creativity, opportunism, cooperativeness, leadership, bravery, self-management, innovation, and independence.

Some students have real potential to be supported by the business incubator as their training for entrepreneurship. The Family Welfare Department of UNNES has established an incubator for boutique and culinary education. This year, the Faculty of Engineering boosts the business incubator program by focusing more on entrepreneurship and innovation. The Faculty prepares graduates to be able to manage a business in a compulsory subject called techno-preneurship.

From the initial research, there are some obstacles to the development of incubators' model and mechanism, which are (1) lack of networking; (2) marketing; (3) bureaucracy; (4) mentality of entrepreneurship; and (5) legality. Rokhani Hasbullah et al. (2015) shows that most Incubators in higher education have proper performance (75) and only a few of them are working well (17) or excellently (8). The incubator also has some limitations in terms of its process, quality, and infrastructure. There is also a limit to its financial independence.

These problems are faced altogether by Indonesian universities. Besides, there is also a minimal attempt to instil entrepreneurship mentality. The incubator of business for higher education should be able to develop the market to become a profit centre.

To foster the aim of becoming a legally independent higher education institution, there should be an upgrade to the management system in the university. The institution plans to maintain the life and business of a university so that there will be a synergy between academic and business needs. The business incubator will play a significant role in improving the performance of its tenant; the tenant will experience a rise in workers, income, market sector, access of autonomy, and decentralization of education.

UNNES intends to become an independent university. All departments need to have generic income to support this goal. In this case, the Family Welfare Department utilizes the facilities and infrastructures to develop and achieve this goal. There should be readiness to support this development from all parties, including the lecturers, educators, and students.

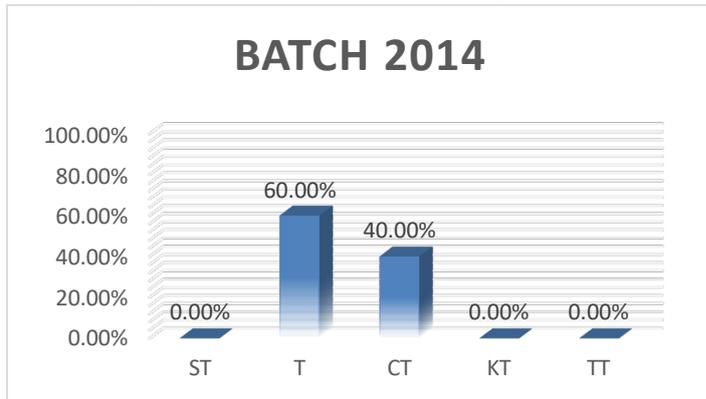
In their respective departments, the Fashion and Culinary programs have initiated incubators to train student entrepreneurship. There is a gap of optimum management for the incubators to sell innovative and creative products. Hence, this research formulates the answer to a question: "How to describe the character of entrepreneurship by students of the Fashion Department in UNNES to support the Fashion Business Incubator in UNNES?".

### Research Methods

This research uses a survey and percentage description. The study focuses on the students in the Family Welfare education program and Fashion department. The sample was taken using the Table of Samples by Isaac and Michael from a population with a 10% rate of error (Sugiyono, 2015: 71). The population in this research is 230 students with a sample of 125 students. The researcher collected the data using a questionnaire and interview. The data were analysed descriptively within this research.

### Results and Discussion

The description of the need for development in UNNES' fashion business incubator



#### Note

ST – Very High

T - High

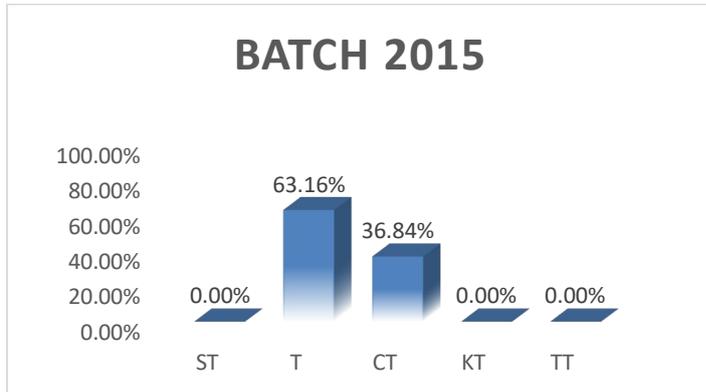
CT – Moderately High

KT - Fair

TT – Low

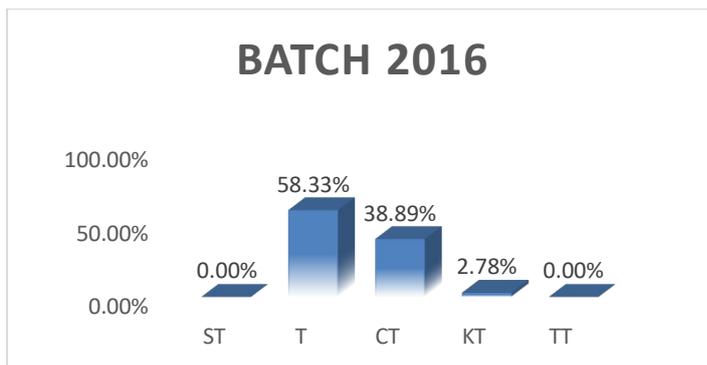
TOTAL					OVERALL
VH	H	MH	F	L	TOTAL
0	9	6	0	0	15
0.00%	60.00%	40.00%	0.00%	0.00%	100.00%

The researchers surveyed 15 respondents from the 2014 batch. The students had 60% (high criteria) responses for the need of business incubator support in the fashion industry. Whereas, six respondents (40%) were in a moderately high standard of need.



TOTAL					OVERALL
VH	H	MH	F	L	TOTAL
0	12	7	0	0	19
0.00%	63.16%	36.84%	0.00%	0.00%	100.00%

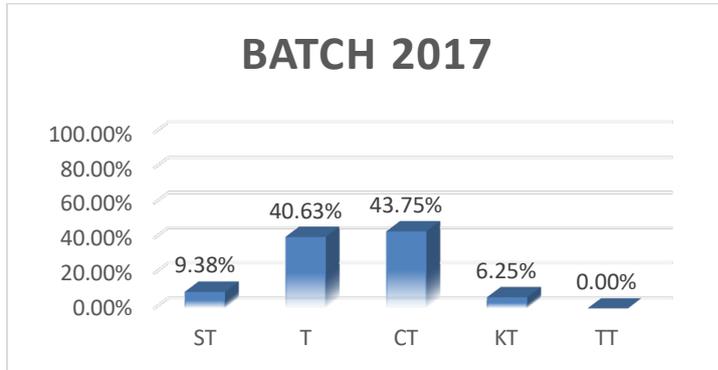
The researchers surveyed 19 respondents from the 2015 batch of students. Twelve respondents were high (63.16%), and seven respondents (36.84%) were moderately high.



TOTAL					OVERALL
VH	H	MH	F	L	TOTAL
0	21	14	1	0	36
0.00%	58.33%	38.89%	2.78%	0.00%	100.00%

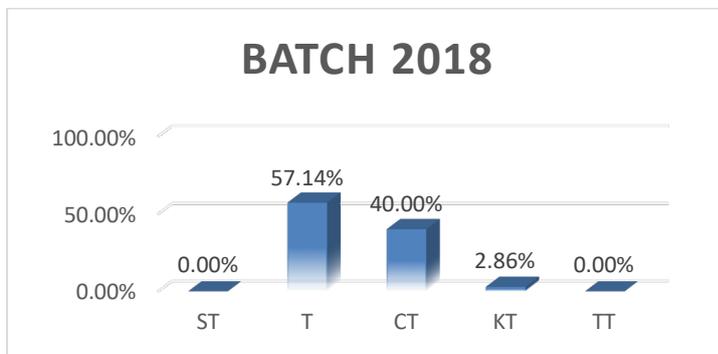
The researchers surveyed 36 respondents from the 2016 batch students. Twenty-one students responded in a high category (58.33%), 14 in moderately high (38.89%), and one respondent

in the percentage of fair (2.78%).



TOTAL					OVERALL TOTAL
VH	H	MH	F	L	
3	13	14	2	0	32
9.38%	40.63%	43.75%	6.25%	0.00%	100.00%

There were 32 respondents from the 2017-batch. Three respondents answered in a very high category (9.38%), 13 respondents in a high group (40.63%), 14 respondents were in a fair group (43.75%), and two respondents were in a low category (6.25%).



TOTAL					OVERALL TOTAL
VH	H	MH	F	L	
0	20	14	1	0	35
0.00%	57.14%	40.00%	2.86%	0.00%	100.00%

The researchers took 35 respondents from the 2018 batch-students. Twenty respondents responded as high (57.14%), 14 responded as fair (40%), and one responded as low (2.86%).

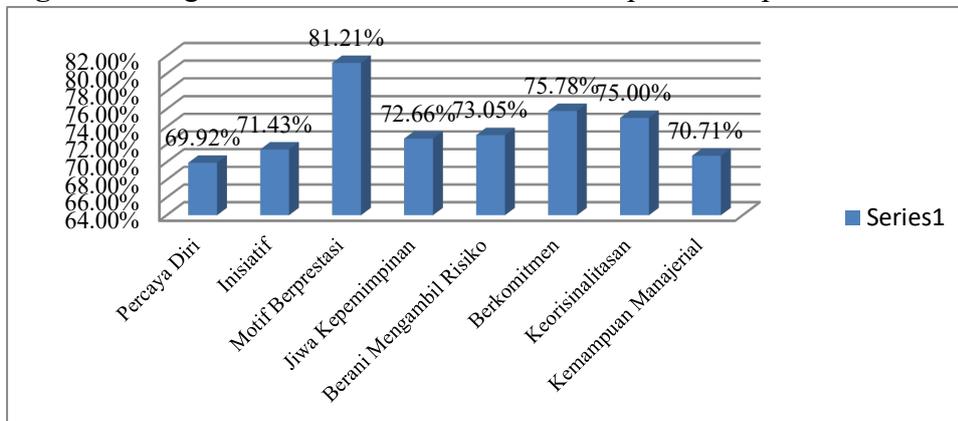
### The Description of Students' Entrepreneurship Mentality

The following table shows students' entrepreneurship mental readiness.

**Table 1:** Students' Entrepreneurship Mentality in Each Indicator

Indicators	Percentage	Criteria
Confidence	69.92%	High
Initiative	71.43%	High
Achievement-oriented	81.21%	High
Leadership	72.66%	High
Risk-taking	73.05%	High
Commitment	75.78%	High
Originality	75.00%	High
Managerial capability	70.71%	High
Average	74.46%	High

**Figure 6.** Diagram of Students' Mental of Entrepreneurship



(Research Questionnaire, 2018)

Note:

Percaya Diri = Confidence

Inisiatif= Initiative

Motif Berprestasi = Achievement-oriented

Kepemimpinan = Leadership

Berani Mengambil resiko = Risk-taking

Berkomitmen = Commitment

Keorisinalitasan = Originality

Kemampuan manajerial = Managerial capability

The diagram shows all indicators of entrepreneurship mentality. Overall, the students have a high degree of mentality. The lowest indicator is confidence, with a score of 69.92%. Meanwhile, the highest one is achievement-oriented, with 81.21%.

## Discussion

Confidence is the ability of people to believe in themselves to achieve success (Zimmerer in Suryana, 2014: 39). Students have a high level of confidence, shown by their bravery in expressing their opinion and asking questions in public. Students also follow organisations, which supports their communication and socialisation with many people.

In this research, confidence can develop through training. Wahyuningsih (2014: 54) opines that confidence is not talent. Instead, it is a quality which can be trained or habituated through education.

Students' initiative helps them resolve problems. They can solve an academic problem by asking their friends or contacting their lecturers for help. They can also remind their friends of their responsibility through daily tasks and marketing practical products from their class projects. Students formed their initiative by training and experiencing a real working situation. These occurrences prepared them to be disciplined, critical, passionate, and productive (Kemendikbud, 2014: 49).

Achievement-oriented is a social value that emphasises reaching the best outcome for personal satisfaction (Suhandana in Suryana, 2014: 49). Students' motivation can be seen from their interest in out-performing each other. They also compete and aspire to graduate on time. Every individual has a passion for achievement. As in Mustaqim (2017: 138), motivation and passion encourage people to be able to perform and do their best.

Commitment is the ability of people to work with perseverance and never give up (Suryana, 2014: 24). Students have firm commitments, reflected by their habits of sacrificing nights to finish their assignments, doing their homework, and completing their jobs on time. The idea is similar to Fink et al. in Moloï and Nkhahle-Rapita (2014: 82), that "commitment is the willingness of entrepreneurs to be engaged in their businesses by working hard as well as sacrificing their family time and money and reducing their standard of living".

Originality is the creativity and innovation of an entrepreneur. Students show their originality by doing their assignment themselves, imagining something from the real world, and writing their ideas on the book or phone. Creativity continuously grows when students face problems.



In this case, problems will inspire students from the Fashion department to produce many original and creative arts.

Nugroho (2012: 5) mentions that people's managerial skills include: business planning, independence, working accuracy, cooperation, and evaluation. Students have excellent managerial skills, which are displayed in their scheduling, organisation of personal laboratory tools, budgeting, and evaluation of activities.

Students' entrepreneurship skills are not only based on their age and units. They become entrepreneurs through learning and experiences. As in Kume, et al. (2013: 22), "To be an entrepreneur does not need any extraordinary talent; it needs some skills that most students process (or can develop), initiative, imagination, a clear vision and confidence." Students' differences are reflected in their creativity, organizational experiences, and self-entrepreneurial experiences.

There are some factors influencing students' entrepreneurial skills, which are their interest, talent, genetics, education, experience, personal problems, activities, environments, and their friends. Students can develop their skills through education. Wahyuningsih et al., (2018:459-460) concludes that "model of entrepreneurship-based entrepreneurship education management can be used effectively to enhance the entrepreneurial character, knowledge and skill". Wahyuningsih (2018: 12.30) also mentions that the characters of entrepreneurship are ethical, creative, and explorative. She also suggests "the increase of Gain score, which is considered high, thus it is effective".

## **Conclusion**

In conclusion, the students of UNNES' Fashion department have a strong mentality of entrepreneurship with a percentage of 74.46%. They portray a high necessity of building their production unit in the fashion industry. The researchers suggest that students, lecturers, and educators should support the fashion business incubators in UNNES to increase the number of entrepreneurial graduates.



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