

Fashion Entrepreneurship and On-The-Job Training for Bachelor Students of Fashion Design Education in the *Merdeka Belajar* Era

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ABSTRACT

On-the-job training is now an independent learning form for students. This study aimed to design "Merdeka Belajar" implementation for students, especially in the fashion field, in absorbing activities in the work world, both in the fashion entrepreneurship field and for the wider business. Data were analyzed by correspondence analysis on 115 students studied. The relationship between Merdeka Belajar/on-the-job training and fashion entrepreneurship implementation covers four fashion business types: fashion designer, modiste, fashion consultant, and creative fashion product. The study results found several general things, namely: (1) planning prioritizes mechanisms and materials and this choice is more in the modiste business; (2) on-the-job training implementation in the regular guidance form by industry mentors is important for fashion designers, modiste and creative products, while there is no need for routine guidance for fashion consultants; (3) supervision implementation in visitation form for modiste, long-distance communication with the industry for fashion consultants or designers, and long-distance communication with mentors for creative product businesses; (4) an assessment that emphasizes activeness or participation for fashion designers and creative products business type, while material mastery on modiste, while the fashion consultant is more suitable for assessment based on activity/participation. This study offered recommendations to institutions to develop Merdeka Belajar and a curriculum following the fashion business type by including fashion entrepreneurship as a place for students to do on-the-job training for fashion design study programs according to the education needs in Indonesia.

Keywords: *Fashion entrepreneurship, Merdeka belajar, Fashion design study program.*

1. INTRODUCTION

The Merdeka Belajar – Kampus Merdeka Policy is expected to be the answer to these demands. Kampus Merdeka is a form of learning in higher education that is autonomous and flexible to create an innovative, unfettered learning culture that follows students' needs. The main programs are the ease of opening new study programs, changes to the higher education accreditation system, the convenience of state universities becoming state universities with legal entities, and the right to study for three semesters outside the study program. These three semesters are intended to consist of one semester of taking courses outside of the study program and two semesters of carrying out learning activities outside of the university. Students are allowed to take credits outside of their academic program.

Outside of tertiary institutions, various forms of learning activities are suggested, such as conducting on-the-job training in industry or other workplaces, implementing community service projects in villages, teaching in academic units, participating in student exchanges, conducting research and entrepreneurial activities, making studies/independent projects, and engaging in humanitarian programs. All these activities must be carried out with the lecturer's guidance. Kampus Merdeka is expected to provide contextual field experiences that will improve student competencies and be ready to work or create new jobs.

The entrepreneurship education development in formal education will increase the number and competence of new entrepreneurs entering the market and increase the opportunities for new companies to survive and compete in the market [1]. Entrepreneurship education not only enables students to judge whether or

not they should pursue an entrepreneurial career [2] but can also be used to equip students with innovative abilities, specific entrepreneurial skills, and practical business knowledge to become entrepreneurs [1], [3]. Despite the availability of quality entrepreneurship education, entrepreneurship education harms intentions to start-up activities [4].

Entrepreneurial success in fashion requires a diverse set of skills and experience in design, business, and production [5]. The fashion sector in the United States has a favorable influence on the economy of all nations in the United States [6]. Because of the large potential market in the fashion industry and high unemployment, more fashion graduates will enter and pursue fashion entrepreneurship businesses such as sales of new and used fashion products, or services related to fashion, such as fashion style consultant, fashion blogger, and so on [7]. The fashion sector benefits the economies of all countries in the United States [6].

Previous research revealed entrepreneurial motivation and fashion entrepreneurship among students [8][11], but this study focuses on student interests in general, training, capital work, and curriculum from business/vocational schools. Several studies have examined the relationship between entrepreneurial motivation and fashion entrepreneurship in different classes and then compared them. So far, there has been no research analyzing the relationship between fashion entrepreneurship and on-the-job training for fashion design study program bachelor students in the Merdeka Belajar Era. This research was conducted to fill research gaps and identify the relationship between fashion entrepreneurship and on-the-job training for the fashion design education study program bachelor students at the Merdeka Belajar Era to learn to work in the creative industry in the fashion sector. Specifically, this study aims to find out:

What is the relationship pattern between on-the-job training planning and fashion entrepreneurship for the Fashion Design Study Program students in the Merdeka Belajar Era?

What is the relationship pattern between on-the-job training implementation and fashion entrepreneurship for students of the Fashion Design study program in the Merdeka Belajar Era?

What is the relationship pattern between on-the-job training supervision and fashion entrepreneurship for the Fashion Design study program students in the Merdeka Belajar Era?

What is the relationship pattern between on-the-job training assessment and fashion entrepreneurship for students in the Fashion Design study program in the Merdeka Belajar Era?

2. LITERATURE REVIEW

2.1. Fashion Entrepreneurship

Entrepreneurial success in fashion involves a combination of knowledge and many competencies in the areas of design, business, and manufacturing [5]. Whereas in the United States, the fashion industry has a positive impact on the economy of all countries in the US [6]. The large potential market 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 consultant, fashion blogger, etc. [7]. The fashion industry has a positive impact on the economy of all countries in the US [6]. Entrepreneurial success in fashion involves a combination of knowledge and many competencies in the areas of design, business, and manufacturing [5].

2.2. Entrepreneurship inside Fashion Industry

Individuals with the ability and willingness to create a business that delivers fashion-related items or services for profit, such as new and used fashion product sales and fashion-related services, are characterized as fashion entrepreneurs (e.g., fashion consulting, fashion bloggers, etc.). Fashion is one of the world's most important sectors, driving a large portion of the global economy. This is particularly true in the United States. In the United States, retail in the clothes and footwear industry produced \$370 billion in 2014 [12].

It is difficult to break into a new market for a new firm, especially in the fashion sector. After four years in operation, more than half of small fashion enterprises fail [13]. Unlike other economic sectors, the fashion industry is widely regarded as very inventive, owing to the fact that fashion trends change frequently and the market wants new items every season [14]. The fashion industry needs complex management strategies in addition to high levels of creativity and invention [15]. Increasing independence is vital for people who want to pursue a profession as a fashion entrepreneur.

Having the desire to pursue entrepreneurship in the fashion field alone is not enough. Individuals must feel confident in their ability to start a business to be successful. Individuals should also be aware of the necessary skills and knowledge, including the fashion product life cycle, appropriate timing, and effective merchandising techniques. Empirical studies on various entrepreneurial opportunities in the fashion industry are needed to understand better and identify potential entrepreneurs.

Fashion entrepreneurship in this study is someone who organizes business activities in the fashion sector, including:

- a. A Fashion Designer with a job of designing clothes and sewing clothes.
- b. A Dress Maker with a job of making patterns and making clothing (Custom-made).
- c. An Entrepreneur in the Clothing Rental field/Fashion Consultant, with a job of preparing clothes according to customer wishes, both for models or consumers (make or adapt to existing clothes)
- d. An Entrepreneur in the Creative Fashion field, with the job of making clothing/ accessories.

The above business places can be used as partners by the fashion design education study program for bachelor students for on-the-job training activities.

2.3. On-the-job Training

On-the-job training is a training model that aims to provide the skills needed in certain jobs following the job demands [16]. On-the-job training is also a professional preparation process, where students who will soon be formally completing their studies work in the field under the supervision of a competent administrator for a certain period, which is intended to improve the ability to carry out responsibilities.

Likewise, with the on-the-job training lectures implemented so far, students must carry out practical activities in the industry designed in groups. Meanwhile, there has never been an initial test on the interest and students' employability skills who will participate in on-the-job training activities. The activities match the competencies and interests of students with the industry to be addressed. In the current MBKM era, the curriculum and on-the-job training programs must synergize with existing competencies in the industry.

For the MBKM program and student learning outcomes to be maximized, it is necessary to apply management that involves students, lecturers, and education staff to prepare the necessary tools, such as rules, instruments regarding student interest, and work readiness to take part in the on-the-job training or entrepreneurship program according to MBKM guidelines. Providing opportunities for students to be more active and develop themselves, one of the models that will be used in on-the-job training or entrepreneurship in the current MBKM Era is to prepare students both in terms of their competencies and interests, where students are allowed to be independent or work in groups, to help develop interests, talents, and other abilities to the fullest.

The objective of the Merdeka Belajar – Kampus Merdeka policy, on-the-job training or entrepreneurship program is to improve the competence of graduates, both soft and hard skills, so that they are more prepared and relevant to the needs of the times, especially for the bachelor students of fashion design education study program, preparing graduates as the future leader of the nation with superior and personality. Experiential learning programs with flexible pathways are expected to facilitate students to develop their potential according to their passions and talents. Therefore, MBKM implementation, especially in on-the-job training or entrepreneurship activities, will be more programmed and get maximum results if it is supported by adequate administrative equipment/completeness and students' readiness in terms of competence, interest, and mental health prepared.

2.4. On-the-job Training Indicators

On-the-job training is training directly in the workplace experienced by students within a certain period following their expertise competencies. On-the-job training makes students experience work directly, which will affect students' knowledge, skills, and attitudes. In this study, on-the-job training later became independent learning consisted of 4 parts in on-the-job training, namely: planning, implementation, supervision, and assessment.

Planning, which is related to what students will get, both facilities and infrastructure in the industry, namely related to the on-the-job training place, materials obtained and mechanisms during on-the-job training, coordination between institutions (lecturers, students) and industry (mentors and leaders), and MoU's between the institution and industry.

Implementation, namely student activities during on-the-job training and service methods from the industry, namely being routine guidance, non-routine guidance, and no guidance by industrial mentors.

Supervision, namely activities carried out by institutions (lecturers) during on-the-job training for students while in industry, namely visits, long-distance communication with industry, and long-distance communication with mentors.

Assessment, namely evaluation activities carried out by Institutions (Lecturers) and Industry on students during on-the-job training, namely attendance, activity/participation, material mastery, and practical results presentation.

3. METHODS

3.1. Data Collections

This study used a quantitative approach with a comparative design. The study began with an investigation of students' perceptions of Merdeka Belajar and readiness for on-the-job training. The learning approach used in this research was based on field practice in the industry through fashion entrepreneurship. The data type was primary data collected using a questionnaire. Data collection was carried out only once when the research team met directly with respondents on a given schedule. Such direct data collection aimed to reduce perceptual bias among the questionnaires when they answered the inner questions. The research population was 115 students. Data was collected using a questionnaire that students had to fill out based on what they observed and experienced.

3.2. Measurement Variable

Instruments to measure on-the-job training that is then independent to learn consist of 4 parts in industrial work practices: planning, implementation, supervision, and assessment. This section is assessed in the four areas of fashion entrepreneurship according to student interests, namely, fashion designer, modiste, fashion consultant, and creative fashion products.

3.3. Data Analysis

This study data analysis used correspondence analysis (CA) to assess the relationship between the choice of industrial work practice activities in four areas of entrepreneurship according to interests. The analysis produces a relationship map and is tested using the chi-square test. The CA results mapping for each field of on-the-job training/Merdeka Belajar is a positioning map of the four business types of interest and their characteristics.

4. RESULTS

4.1. Planning

Planning for on-the-job training is divided into five parts: places, material, mechanism, coordination with industry, and need for an MoU. Tables 1 and 2 describe the cross-table description between the fashion business type and the planning choice for on-the-job training activities.

Planning considers mechanism (28.7%), material (25.2%), coordination (21.7%), place (14.3%) and MoU (10%). Designers prefer coordination with DU/DI (39.1%). Modiste prefers materials (21.7%) and mechanics (37.4%). Consultants prefer MoU (33.9%).

Creative Products prefer mechanism (28.7%) and place (19.15%).

The results of correspondence analysis with extraction into two dimensions explain the information content of 95.9%. The relationship mapping between the fashion business and the choice of on-the-job training planning with the chi-square value = 159,848 ($Pp < 0.050$) explained a significant relationship. Figure 1 explains similarities between the choice of planning for the modiste and innovative products, compared to designers or consultants. The biggest integrity of on-the-job training planning in the mechanisms and materials form is more expected in the modiste.

Table 1. Fashion business and on-the-job training planning cross-table

| Fashion Business Type | Planning | | | | | Total |
|-----------------------|----------|----------|-----------|--------------|-----|-------|
| | Place | Material | Mechanism | Coordination | MoU | |
| Designer | 7 | 40 | 23 | 45 | 0 | 115 |
| Modiste | 16 | 25 | 43 | 27 | 4 | 115 |
| Consultant | 21 | 10 | 24 | 21 | 39 | 115 |
| Creative products | 22 | 41 | 42 | 7 | 3 | 115 |
| Total | 66 | 116 | 132 | 100 | 46 | 460 |

Table 2. Fashion business and on-the-job training planning proportion

| Fashion Business Type | Planning | | | | | Total |
|-----------------------|----------|----------|-------|--------------|-------|-------|
| | Place | Material | Place | Coordination | MoU | |
| Designer | 0.061 | 0.348 | 0.200 | 0.391 | 0.000 | 1.000 |
| Modiste | 0.139 | 0.217 | 0.374 | 0.235 | 0.035 | 1.000 |
| Consultant | 0.183 | 0.087 | 0.209 | 0.183 | 0.339 | 1.000 |
| Creative products | 0.191 | 0.357 | 0.365 | 0.061 | 0.026 | 1.000 |
| Total | 0.143 | 0.252 | 0.287 | 0.217 | 0.100 | 1.000 |

4.2. Implementation

The implementation of of industrial on-the-job training activities is divided into three parts: routine guidance by industrial mentors, non-routine guidance by industrial mentors, and no need to be mentored by industrial mentors. Tables 3 and 4 explain the description of the cross table between the types of

fashion businesses and the implementation choice of on-the-job training activities.

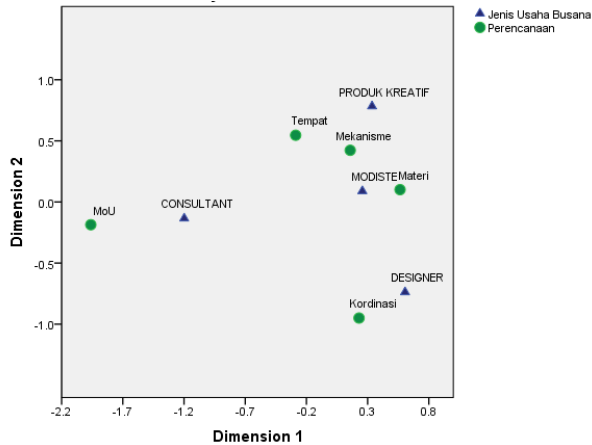


Figure 1 The relationship between fashion business and on-the-job training planning

Table 3. Fashion business and on-the-job training implementation cross-table

| Fashion Business Type | Implementation | | | Total |
|-----------------------|------------------|----------------------|-------------|-------|
| | Routine Guidance | Non-routine Guidance | No Guidance | |
| DESIGNER | 65 | 17 | 33 | 115 |
| MODISTE | 59 | 36 | 20 | 115 |
| CONSULTANT | 33 | 62 | 20 | 115 |
| CREATIVE PRODUCTS | 57 | 28 | 30 | 115 |
| Total | 214 | 143 | 103 | 460 |

Table 4. Fashion business and on-the-job training implementation proportion

| Fashion Business Type | Implementation | | | Total |
|-----------------------|------------------|----------------------|-------------|-------|
| | Routine Guidance | Non-routine Guidance | No Guidance | |
| DESIGNER | 0.565 | 0.148 | 0.287 | 1.00 |
| MODISTE | 0.513 | 0.313 | 0.174 | 1.00 |
| CONSULTANT | 0.287 | 0.539 | 0.174 | 1.00 |
| CREATIVE PRODUCTS | 0.496 | 0.243 | 0.261 | 1.00 |
| Total | 0.465 | 0.311 | 0.224 | 1.00 |

*Chi-square = 47,222 (p=0.000); Cumulative total explainable variance = 1000

The implementation prefers the method with regular guidance by industry mentors (46.5%), with non-routine guidance by industry mentors (31.1%), no guidance by industry mentors (22.4%). Designers prefer to be regularly mentored by industry mentors (56.5%). Modiste prefers the material to be guided regularly by industry mentors (51.3%). Consultants prefer to be mentored non-routinely by industry mentors (53.9%). Creative products prefer to be regularly mentored by industry mentors (46.5%).

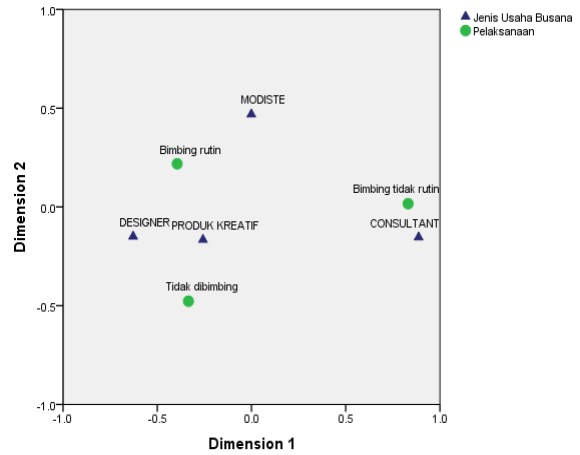


Figure 2 The relationship between the fashion business and the on-the-job training implementation

The results of correspondence analysis with the extraction into two dimensions explain the information content of 100%. Mapping the relationship between the fashion business and the choice of on-the-job training implementation with a chi-square value = 47.222 (p<0.050) explained a significant relationship. Figure 2 explains similarities between the choice of modiste, creative products, and designers' implementation, compared to consultants. The biggest integrity of the on-the-job training implementation in being regularly guided by industry mentors is more expected in the modiste, creative products, and designers.

4.3. Supervision

On-the-job training supervision was divided into visits, long-distance communication with industry, and long-distance communication with the mentor. Tables 5 and 6 explained cross-table between fashion business types with on-the-job training supervision activities choice.

Table 5. Fashion business and on-the-job training supervision cross-table

| Fashion Business Type | Supervision | | | Total |
|-----------------------|-------------|-----------------------------|---------------------------|-------|
| | Visited | Communication with industry | Communication with mentor | |
| DESIGNER | 37 | 45 | 33 | 115 |
| MODISTE | 70 | 23 | 22 | 115 |
| CONSULTANT | 39 | 49 | 27 | 115 |
| CREATIVE PRODUCTS | 26 | 42 | 47 | 115 |
| Total | 172 | 159 | 129 | 460 |

Table 6. Fashion business and on-the-job training supervision proportion

| Fashion Business Type | Supervision | | | Total |
|-----------------------|-------------|-----------------------------|---------------------------|-------|
| | Visited | Communication with industry | Communication with mentor | |
| DESIGNER | 0.322 | 0.391 | 0.287 | 1.00 |
| MODISTE | 0.609 | 0.200 | 0.191 | 1.00 |
| CONSULTANT | 0.339 | 0.426 | 0.235 | 1.00 |
| CREATIVE PRODUCTS | 0.226 | 0.365 | 0.409 | 1.00 |
| Total | 0.374 | 0.346 | 0.280 | 1.00 |

*Chi-square = 45,791 (p=0.000); Cumulative total explainable variance = 1000

Supervision prefers to be visited (37.4%), long-distance communication with industry (34.6%), long-distance communication with the mentor (28.0%). Designers prefer long-distance communication with the industry (39.1%). Modiste prefers to be visited (60.9%). Consultants prefer long-distance communication with industry (42.6%). Creative Products prefer long-distance communication with the mentor (40.9%).

The results of correspondence analysis with the extraction into 2 dimensions explain the information content of 100%. The mapping of the relationship between the fashion business and on-the-job training supervision choice with the value of chi-square = 45,791 (p<0.050) explained that there was a significant relationship.

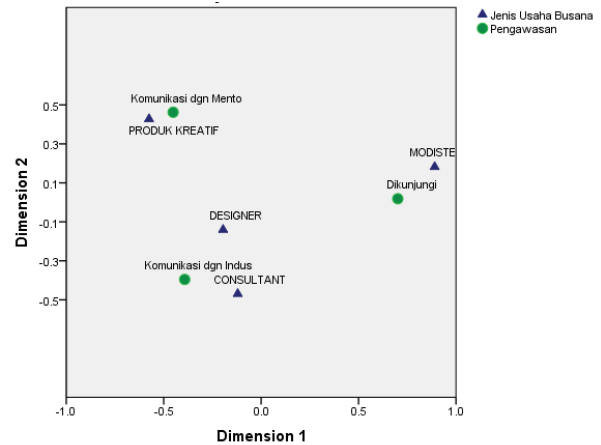


Figure 3 Fashion business relations and on-the-job training supervision

Figure 3 explains that the supervision choice of designers and consultants is similar, compared to creative products or modiste. The greatest integrity of on-the-job training supervision in the form of visits is expected to be in the modiste.

4.4. Assessment

The assessment of on-the-job training activities is divided into 4 parts, namely based on attendance, activeness/participation, materials mastery, and practical results presentation. Tables 7 and 8 describe cross-table descriptions between the fashion businesses types and the assessment choice for on-the-job training activities.

Table 7. Fashion business and on-the-job training assessment cross-table

| Fashion Business Type | Assessment | | | | Total |
|-----------------------|------------|------------|---------|---------------|-------|
| | Attendance | Activeness | Mastery | Participation | |
| DESIGN-ER | 5 | 13 | 32 | 65 | 115 |
| MODISTE | 0 | 16 | 57 | 42 | 115 |
| CONSULTANT | 26 | 63 | 21 | 5 | 115 |
| CREATIVE PRODUCTS | 15 | 25 | 32 | 43 | 115 |
| Total | 46 | 117 | 142 | 155 | 460 |

Table 8. Fashion business and on-the-job training assessment proportion

| Fashion Business Type | Assessment | | | | Total |
|-----------------------|------------|------------|---------|---------------|-------|
| | Attendance | Activeness | Mastery | Participation | |
| DESIGN-ER | 0.043 | 0.113 | 0.278 | 0.565 | 1.00 |
| MODISTE | 0.000 | 0.139 | 0.496 | 0.365 | 1.00 |

| | | | | | |
|-------------------|-------|-------|-------|-------|------|
| CONSULTANT | 0.226 | 0.548 | 0.183 | 0.043 | 1.00 |
| CREATIVE PRODUCTS | 0.130 | 0.217 | 0.278 | 0.374 | 1.00 |
| Total | 0.100 | 0.254 | 0.309 | 0.337 | |

*Chi-square = 156.661 (p=0.000); Cumulative total explainable variance = 0.992

On-the-job training assessment results were based more on the presentation of the practical result (33.7%), materials mastery (30.9%), activeness/participation (25.4%), and attendance (10%). Designers prefer based on the presentation of the practical result (56.5%). Modiste prefers based on material's mastery (49.6%). Consultants prefer activeness/ participation (54.8%). Creative products prefer based on the presentation of the practical result (37.4%)

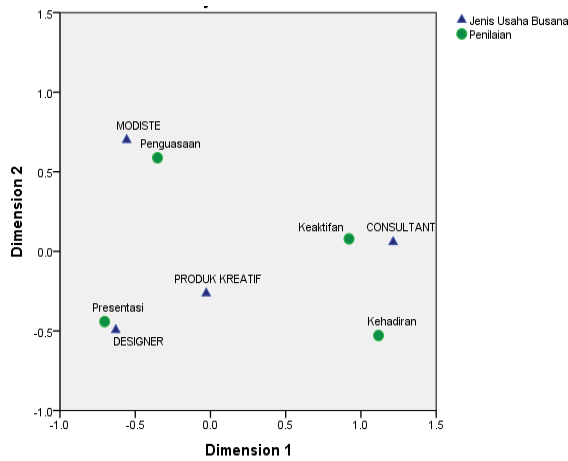


FIGURE 4 Fashion business relations and on-the-job training assessment

The results of the correspondence analysis with the extraction into 2 dimensions explain the information content of 99.2%. The mapping of the relationship between the fashion business type and the on-the-job training assessment choice with the value of chi-square = 156.661 (p<0.050) explained that there was a significant relationship. Figure 4 explains that the assessment choice of designers and creative products has similarities, compared to the modiste or consultant. The biggest integrity of on-the-job training assessment in the form of presentation of practical results is more expected in the fashion designer.

5. DISCUSSION AND IMPLEMENTATION

This research is focused on the on-the-job training implementation design for students and their absorption in the activities that exist in the creative industry in the fashion sector, especially in the fashion entrepreneurship field during their intern. This study findings indicate that planning before on-the-job

training is substantively measurable on indicators considering mechanisms of 28.7%. The mechanism, as one of the indicators in planning before doing on-the-job training, must be carried out effectively so that the on-the-job training implementation runs smoothly without obstacles for students, lecturers, and industry. Some students feel that there is a change in the learning atmosphere on campus and industry, but with an effective mechanism, lectures in the industry (on-the-job training) can feel comfortable. This follows Helyer & Lee's (2014) opinion that an effective mechanism will increase the ability to adapt and flexibility is very important to have and knowledge and skills. Therefore, placing students for on-the-job training in appropriate industries is one of the best steps in imparting experience and allows students to develop their employability skills and understanding of the work environment before they enter the real world of work. In particular, the industrial world, which is led by designers, and the industry world of creative products also choose and consider the mechanism in planning before on-the-job training, which is 28.7% each. In comparison, the industry world of modiste is 37.4%. This study also reveals that industry world consultants prefer MoU as a condition that must be carried out before on-the-job training by 33.9%.

The study results also prove that the on-the-job training implementation is substantively measurable on indicators/more choosing the method with regular guidance by industry mentors by 46.5%. Routine guidance by industry mentors as one of the indicators in the implementation of internships must be carried out effectively so that the implementation of internships runs smoothly without obstacles, especially for students. Some students feel that there is a change in the learning atmosphere on campus and industry, but by being regularly guided by an effective industry mentor, lectures in the industry (on-the-job training) can feel comfortable. This is following the opinion of Rodzalan & Saat (2012), that mentors/supervisors in the industry will act as lecturers to train students in completing work. Then, students will apply prior knowledge learned from their industry mentors and lecturers to understand how work should be done. Tasks or problems can be solved after reflecting on the previous learning process by way of critical thinking. Therefore, some assignments or jobs must be given to students during on-the-job training to improve further their critical thinking skills [18], [19]. So, it can be said that with the help of industrial mentors/supervisors, students gain practical experiences, and it means students gain hands-on experience and feel how they are in a real work environment. In particular, certain industrial worlds decide to be guided non-routinely by industry mentors (31.1%), even those that do not need to be mentored by industry mentors (22.4%).

This research also proves that on-the-job training supervision is substantively measured in indicators/more choosing to be visited directly by lecturers by 60.9%. Direct visits as one of the indicators in the implementation of internships must be carried out effectively so that the implementation of internships runs smoothly without obstacles, especially for students. Some students feel that there is a change in the learning atmosphere on campus and industry, but the inherent supervision of internship activities by being visited directly by lecturers, lectures in the industry (on-the-job training) can minimize existing gaps, especially in overcoming problems in practice and student participation and confidence in facing assignments during their internship in industry. This is following Freudenberg et al. (2011) opinion, which states that student participation in on-the-job training will have a significant effect on self-confidence because they can also observe and obtain feedback from senior professionals in their field, and it can give them more understanding about the key to success. Specifically, in the industry world led designers, 39.1% prefer long-distance communication with industry, and creative products prefer long-distance communication with mentors, 40.9%.

The findings in this study also prove that on-the-job training assessment results are substantively measurable on indicators/more choices based on the presentation of practical results of 55.7%. This shows that the performance assessment/achievement results received by the employee will have an impact on his performance in the next period because the employee feels that what he is doing is assessed and given feedback by his superiors so that employee is motivated to work better. The presentation of practical results as one of the indicators in the on-the-job training results must be carried out effectively so that the on-the-job training implementation runs smoothly without obstacles, especially for students. Some students feel that there is a change in the learning atmosphere on campus and industry, but with an effective assessment of internship results, on-the-job training lectures (on-the-job training) can motivate student performance/presentation of student internship results. According to Rani & Mayasari (2015), performance assessment has a significant positive effect on employee performance. In particular, the industrial world in the modiste business prefers based on material mastery 49.6%, while for the consultant business it is more active/participatory 54.8%.

This study results also reveal that fashion entrepreneurship in on-the-job training planning for bachelor students of the fashion design study program, in the designer business type, prefers coordination with industry (39.1%); in implementation, students being guided regularly by industry mentors (51.3%); in supervision, they chose long-distance communication

with the industry (39.1%); and for assessment, they chose based on material mastery (49.6%). From the data above, it can be ascertained that on-the-job training at a designer requires good coordination, students are under the guidance of a mentor, but long-distance supervision is sufficient.

Meanwhile, modiste business type in on-the-job training planning for bachelor students of the fashion design study program prefers a mechanism (37.4%); in the implementation, students chose to be guided regularly by industry mentors (51.3%); in supervision, they chose to be visited (60.9%); and for assessment, they chose based on the material the mastery (49.6%). In the implementation, they are guided regularly by mentors during on-the-job training, must be visited by institutions representatives, and the assessment focuses on students' material mastery/competence. Thus, the internship at modiste's business prioritizes mechanisms that are well established between students, mentors, and industry leaders.

This study also proves that in the consultant business type in on-the-job training planning for bachelor students of the fashion design study program prefers an MoU of (33.9%); in implementation, students chose to be guided non-routinely by industry mentors (53.9%); in supervision, they chose long-distance communication with industry parties (42.6%); and for assessment, they chose focuses on the activeness/participation (54.8%). In the implementation, mentors guide them regularly, and long-distance communication with the industry, and the assessment focuses on student activity/participation. It can be seen that the internship in the consultant's business prioritizes an MoU existence between the institute and the industry as the first step as on-the-job training planning.

As for creative products business type in on-the-job training planning for bachelor students of the fashion design study program, they prefer a mechanism (28.7%) and a place (19.15%); in implementation, students chose to be guided regularly by industry mentors (46.5%); in supervision, they chose long-distance communication with the industry (40.9%); and in assessment, they chose to be focused on the presentation of practical results (37.4%). In the implementation, they are regularly guided by mentors during internships and long-distance communication with mentors, and assessment focuses on presenting student practice results. Thus, on-the-job training in the creative products business prioritizes mechanisms established as the beginning of on-the-job training activities.

6. CONCLUSION

The study results found several general things, namely: (1) planning prioritizes mechanisms and materials and this choice is more in the modiste

business; (2) on-the-job training implementation in regular guidance form by industry mentors is important for fashion designers, modiste and creative products, while there is no need for routine guidance for fashion consultants; (3) supervision implementation in visitation form for modiste, long-distance communication with the industry for fashion consultants or designers, and long-distance communication with mentors for creative product businesses; (4) an assessment that emphasizes activeness or participation in the fashion designers business and creative products, material mastery on modiste, and an assessment based on activity/participation is more suitable for fashion consultants.

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