

The Influence of Creative Products and Entrepreneurship Subjects on Entrepreneurial Interests of Fashion Design Students at Citra Harapan Vocational School

Wildah Nur Siregar¹, Tri Utari Ismayuni²

Pendidikan Vokasional Desain Fhasion, STKIP Pangeran Antasari

Article Info

Article history:

Received: 19 June 2025

Publish: 1 November 2025

Keywords:

Creative Product;

Entrepreneurship;

Entrepreneurial Interest.

Abstract

This study aims to determine the influence of the Creative Product and Entrepreneurship subjects on students' entrepreneurial interest in the Fashion Design Department at SMK Citra Harapan Jaya. The research employs a quantitative approach using a survey method. Data were collected through questionnaires distributed to 30 students and practical assessments conducted by teachers. The data were analyzed using multiple linear regression with the assistance of SPSS version 30, along with prerequisite tests including normality, linearity, and multicollinearity tests. The analysis results indicate that the Creative Product and Entrepreneurship subjects simultaneously have a significant influence on students' entrepreneurial interest, with an Fcount value of 428.798 and an Ftable value of 3.35 at a 5% significance level ($\alpha = 0.05$). Since Fcount > Ftable (428.798 > 3.35), this indicates a very strong influence. These findings confirm that practice-based learning in the Creative Product and Entrepreneurship (PKK) subject is effective in fostering students' interest in becoming entrepreneurs, particularly in the field of fashion design.

This is an open access article under the [Lisensi Creative Commons Atribusi-BerbagiSerupa 4.0 Internasional](https://creativecommons.org/licenses/by-sa/4.0/)



Corresponding Author:

Wildah Nur Siregar

Pendidikan Vokasional Desain Fhasion, STKIP Pangeran Antasari

Universitas Negeri Medan.

Email: Wildasiregar8@gmail.com

1. INTRODUCTION

Unemployment is a serious problem faced by many developing countries, including Indonesia. High unemployment rates not only reduce people's welfare, but also reflect an imbalance between the availability of jobs and the number of workers ready to work. Based on data from the Central Statistics Agency (BPS) in 2024, the open unemployment rate (TPT) for Vocational High School (SMK) graduates reached 9.01%, the highest compared to other levels of education. This shows that SMK graduates still have difficulty entering the workforce, even though they have been equipped with certain skills during their studies.

One of the strategic efforts to reduce the unemployment rate is through strengthening entrepreneurship education since vocational high school level. Creative Products and Entrepreneurship (PKK) subjects are an integral part of the SMK curriculum which aims to foster an entrepreneurial spirit and equip students with the ability to create products while managing independent businesses. Specifically, in the Fashion Design major, PKK learning not only emphasizes production capabilities, but also design creativity and understanding of marketing strategies.

Previous studies have shown that entrepreneurship learning can encourage increased interest in entrepreneurship. Aisyahrani (2024) stated that entrepreneurship has an important role in improving community welfare because it encourages productivity,

innovation, and economic independence. However, most previous studies have focused more on aspects of general entrepreneurial knowledge, rather than on the direct influence of PKK subjects in the context of vocational education. In addition, empirical studies that specifically examine the implementation of PKK in the Fashion Design department are still very limited.

Based on this, this article is here to fill the research gap by offering scientific novelty in the form of empirical analysis of the influence of Creative Product and Entrepreneurship subjects simultaneously on students' interest in entrepreneurship in the Fashion Design department at SMK. This study combines a quantitative approach through questionnaire distribution and practical assessment, as well as statistical tests to measure the influence of both variables significantly on interest in entrepreneurship.

The main problem in this study is whether the Creative Products and Entrepreneurship subjects influence the entrepreneurial interest of Fashion Design students at SMK Citra Harapan Jaya? This question is the basis for formulating the hypothesis that there is a significant influence of PKK learning on students' interest in becoming entrepreneurs.

Thus, the purpose of this article is to quantitatively analyze the influence of Creative Products and Entrepreneurship subjects on the entrepreneurial interest of Fashion Design students at SMK Citra Harapan Jaya, as a contribution to strengthening entrepreneurship-based vocational education.

2. METHOD

This study uses a quantitative research method with a survey approach. The population in this study were grade XII students majoring in Fashion Design at SMK Citra Harapan Jaya, with a sample size of 30 students taken by total sampling. Data collection techniques used questionnaires to measure students' perceptions of Creative Products and Entrepreneurship subjects and interests in entrepreneurship, and practical assessment sheets by teachers to assess students' skills in making fashion products.

The data obtained were analyzed using descriptive analysis and multiple linear regression. Descriptive analysis was used to determine the average value, highest score, lowest score, and standard deviation of each variable. Furthermore, a prerequisite test was carried out which included a normality test, linearity test, and multicollinearity test. Multiple linear regression tests were carried out with the help of the SPSS version 30 program. After the calculated F value was obtained, the results were compared with the F table at a significance level of 5% ($\alpha = 0.05$). If the calculated $F > F$ table, then it is concluded that there is a significant influence between Creative Products and Entrepreneurship on students' entrepreneurial interest.

3. RESULTS AND DISCUSSION

Research result

The results of multiple linear regression analysis show that both independent variables, namely Creative Products and Entrepreneurship, have a significant effect on the entrepreneurial interest of Fashion Design students at SMK Citra Harapan Jaya. The results of the F test show that the $F_{count} \geq F_{table}$ ($428.798 \geq 13.35$) at a significance level of 5% ($\alpha = 0.05$), with a significance value < 0.001 . This shows that simultaneously, Creative Products and Entrepreneurship have a strong influence on students' entrepreneurial interest.

Partially, Creative Products have a t-value of 21.603 and a significance value < 0.001 , while Entrepreneurship has a t-value of 23.426 with a significance value < 0.001 . Both

values exceed the t-table of 2.05183, so it can be concluded that each variable has a significant influence on entrepreneurial interest.

Discussion

The results of the study indicate that the Creative Products and Entrepreneurship subjects, both partially and simultaneously, have a significant effect on students' entrepreneurial interest. Scientifically, Creative Products learning builds direct experience in the production process and creativity, which increases *self-efficacy* of students to become entrepreneurs. This finding supports the research of Aisyahrani (2024) and Silvana (2023), which concluded that the integration of production skills and business understanding can increase the readiness of vocational high school students to become entrepreneurs. Therefore, PKK learning has proven to be effective in fostering students' interest and entrepreneurial potential, especially in skill-based majors such as Fashion Design.

4. CONCLUSION

This study shows the importance of strengthening Creative Product and Entrepreneurship learning in building students' interest in entrepreneurship. Therefore, it is recommended that schools continue to develop more applicable and contextual learning methods, including collaboration with the industrial world or MSME actors as practice partners. For teachers, a real project-based approach and assessment that emphasizes the process and product results are highly recommended to increase students' interest in entrepreneurship.

5. SUGGESTION

The obstacles faced in this study were the limited number of respondents and the limited time for implementing the practical assessment, which could affect the generalization of the research results. Therefore, further research is recommended to be conducted on a wider scale and consider additional variables such as family environment or previous entrepreneurial experience, in order to obtain a more comprehensive picture of the factors that influence the entrepreneurial interest of vocational high school students.

6. ACKNOWLEDGEMENT

With full gratitude to the presence of Allah SWT, the author expresses his deepest gratitude to his beloved Father and Mother for all their endless prayers and love. The author also expresses his gratitude to his beloved sisters: Ayu Masita Siregar, S.Pd., Wenni Siregar, and Latipa Hannum Siregar, who always provide encouragement and support during the process of compiling this research. The author also expresses his gratitude to his beloved brother, Muhammad Anan Siregar, and my sister-in-law, Siti Wardah, for all the help and prayers that have been given. All forms of your attention and support are the main strength in completing this work.

7. BIBLIOGRAPHY

- Arikunto, S. (2019). *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Azifah, N. (2020). *Peran Pendidikan Kewirausahaan Dalam Meningkatkan Kemandirian Siswa SMK*. *Jurnal Pendidikan Ekonomi*, 10(1), 12–21.
- Husaini, U. (2021). *Metodologi Penelitian Sosial*. Jakarta: Bumi Aksara.
- Kamus Besar Bahasa Indonesia (KBBI). (n.d.). Dokumentasi. Diakses dari <https://kbbi.kemdikbud.go.id>

- Murjani. (2022). *Metodologi penelitian pendidikan: Pendekatan kuantitatif, kualitatif, dan campuran*. Jakarta: Prenadamedia Group.
- Priyanda, R. (2022). *Teknik Sampling Dalam Penelitian Kuantitatif*. Bandung: Pustaka Reka Cipta.
- Purbowati, E. (2020). *Teknik Analisis Data Dalam Penelitian Pendidikan*. Yogyakarta: Deepublish.
- Rupin, M. (2024). *Globalisasi dan Tantangan Dunia Kerja*. *Jurnal Ekonomi dan Ketenagakerjaan*, 15(2), 45–56.
- Sardiman, A. M. (2018). *Interaksi dan Motivasi Belajar Mengajar*. Jakarta: RajaGrafindo Persada.
- Silvana, R. (2023). *Permasalahan Pengangguran Lulusan SMK di Era Globalisasi*. *Jurnal Pendidikan Vokasi*, 8(1), 34–40.
- Sugeng, R. (2022). *Pengantar Metodologi Penelitian Kuantitatif*. Surabaya: Laksana.
- Sugiyono. (2023). *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta.
- Sulaiman, I. (2022). *Tantangan Pendidikan Kejuruan Dalam Menekan Angka Pengangguran*. *Jurnal Pendidikan Nasional*, 7(3), 56–63.
- Sukardi. (2020). *Evaluasi Pendidikan*. Jakarta: PT Bumi Aksara.
- Tunisa, D. (2020). *Strategi Pengembangan Kewirausahaan di SMK*. *Jurnal Pendidikan dan Kewirausahaan*, 4(1), 23–30.
- Yusuf, A. M. (2021). *Metodologi Penelitian Kuantitatif, Kualitatif & Penelitian Gabungan*. Jakarta: Prenadamedia Group.