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RESEARCH ARTICLE

INTEGRATED CURRICULUM DEVELOPMENT OF FASHION DESIGN PROGRAM IN SMKN 3 MALANG INDONESIA.

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Abstract

This research reveals the development of fashion design curriculum conducted by State Vocational High School (*Sekolah Menengah Kejuruan - SMK*) 3 in Malang, East Java, Indonesia. Curriculum development was done to suit local needs. Each SMK develops a curriculum on different emphasizes. This research uses qualitative method with descriptive case study approach. Data collection technique through interviews, observation and documentation. Data sources were obtained from informants selected by purposive technique. Informants were selected and considered to know the required information of the principal, the head of program of expertise, teachers and students. The result of this curriculum development research in SMKN 3 Malang Indonesia are divided into 3 categories namely: entrepreneurship class, design class, and dress making class. The development has been going well for the last 10 years. Entrepreneur fashion class integrated entrepreneurial skills in learning so that students become independent entrepreneurs, clothing design class integrates the potential of fashion design on learning to deepen fashion, and the dress making class to make students proficient in sewing. The learning in SMKN 3 Malang is based on the curriculum 2013 syllabus. Suggestions given by the researcher are: (1) Curriculum development by involving business world, so that the skill delivered by teacher in learning match to the requirement in work world; (2) The developed curriculum is well documented that it can be used as an evaluation material in the future; (3) Learning is suggested to involve fashion practitioners and entrepreneurs, such as designers, boutique owners, garment owners, owner of atelier, in order to motivate and inspire students in dealing with work calls; (4) Assistance by government and schools for graduates who are self-employed in the form of business management training and capital assistance.

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Introduction:-

It must be realized that in this twenty first century the working world is driven by the “uncertainty” and 'fast-paced' Sudira (2016, p.88) The evolution of the workforce occurs because of the rapid development of science and technology. This progress has changed the order of human life and employment. This phenomenon must be addressed by education especially through vocational high school (SMK) in Indonesia. SMK graduates should be able to direct themselves managing careers up-to-date skills. Lucas, Spencer, and Claxton (2012, p.46) argued about the twenty first century vocational education, “Six outcomes are gritty to understanding working competence. We call these: (1) Routine expertise (being skillful); (2) Resourcefulness (stopping to think to deal with the non-routine) (3) Functional literacies (communication and the functional skills of literacy, numeracy, and ICT) (4) Craftsmanship (vocational sensibility; aspiration to do a good job; Well done) (5) Business-like attitudes (commercial or entrepreneurial sense - financial or social) (6) Wider skills for growth (for employability and lifelong learning)”.

Skills preparation by vocational schools should be able to see prospectively the up-to-date skills. The changes of work demands should be the basis for curriculum development and learning in vocational schools.

Theoretical Basis:-

Vocational School in Indonesia:-

Vocational High School (SMK) in Indonesia, is a formal education institution after junior high school (SMP), which conducted education and vocational training that set its graduates ready to face the working world. The support of the Indonesian government in vocational education is evidenced by the issue of Presidential Instruction Number 9 in 2016 on the Revitalization of Vocational High Schools in the Framework of Improving the Indonesian Human Resources Quality and Competitiveness. It indicates that government's determination to immediately organize and improve the quality of Indonesian through Vocational High School.

Learning at the Indonesian Vocational School is based on theory and practice to create specific, functional, skillful physical and mental knowledge for work preparation. Learning and training in SMK also involves institutions such as industry and business in the expertise areas. Vocational high school students are considered competent if they are able to demonstrate the achievement of their behavior, then the student must have the useful skills or achievement he should know, what attitude should be held, how students understand to work productively, and loyal to the work according to the standards.

Clothing Expertise:-

The field of clothing expertise, as an area that belongs to the creative industries in Indonesia is relied to boost regional and national revenue, this field of expertise is prepared in vocational high school level in Indonesia. Curriculum structure and syllabus of vocational high school in the field of clothing expertise uses the latest curriculum 2013 prepared by the Ministry of Education and Culture as learning activities guidelines. The curriculum 2013 can be developed by schools adapting to the local needs.

Curriculum Development:-

Students of vocational school have variety of characters. “In particular, at the end of secondary vocational education students have to be able to solve problems out of their daily (vocational) life in a self-regulated way, individually and with support of each other, Placklé (2014, p.112). Then, the curriculum arranged by vocational schools is directed to establish independency.

Curriculum development pays attention to some factors, including Hussain (2011, p.264), cultural and social changes and expectations including parental expectations, employer requirements, pupils: aptitudes, abilities and defined education needs. Olivia (1992) in Herianto (2004, P 6) curriculum development is needed to deal with and anticipate the development of science and technology, changes beyond the education system, the needs of the students, the progress of the education field, and changes in the education system.

Sukmadinata (1997) in Fitroh (2011, p.3) said that the principle of curriculum development is divided into two kinds, general principle and special principle. The general principles of curriculum development are relevance, flexibility, continuity, practicality, and effectiveness. The specific principles of curriculum development are related to educational objectives, principles regarding the selection of educational content, principles relating to the selection of teaching and learning processes, principles relating to the selection of media and instructional tools, and principles regarding the selection of assessment activities.

Method:-

This research uses qualitative method with descriptive case study approach, qualitative design has the characteristics such as: to understand the phenomenon of what is experienced by research subjects such as behavior, perception, motivation, action, etc., holistically, and by way of description in the form of words and languages, to a specific, natural context and by utilizing natural methods by Creswell (2014, p.247-249). Next, Yin (2011, p.8) says, "Qualitative research is driven by a desire to explain these events, through existing or emerging concepts". It is also said by Denzin and Lincoln (2000) in the Ospina (2004, p. 2) that "qualitative research involves an interpretive and naturalistic approach: To interpret, phenomena in terms of the meanings people bring to them. While Patton (2001) in Golafsan (2003, p.6) argued, "Qualitative research uses a naturalistic approach that seeks to understand phenomena in context-specific settings, such as" real world setting [where] the researcher does not attempt to manipulate the phenomenon of interest."

The collection of qualitative research data is conceptual, conceptual, ultimate post conceptual and ulterior conceptual, Ulfatin (2015, p.167). Researcher collected data through documentation, behavioral observation, and interviews with participants. In this research, the researcher's presence as a full observer on all subjects that will be explored and observed the learning process activities. Creswell (2014) stated, "researchers engage in sustained and ongoing experience with participants". Steps taken by researchers to obtain the necessary data and meet the subject of research through orientation, exploration, and re-checking.

Creswell (2017, 252) said the collection of research data, include: (1) limiting research; (2) collect information through observation and interview; (3) documentation; (4) visual materials; and (5) design protocols for recording / recording information, for example: title, instructions to be followed by participants, ice breaker questions and sub questions, thanks to the interviewee, records development to see if the primary material shows direct information or material secondary note that comes from the second person.

This research was located in SMKN 3 Malang, East Java province. The research was conducted for 4 months. For the selection of informants was by purposive way, which was by selecting informants appropriately to obtain reliable information.

The researcher determined the research focus to guide the search for information in the field: (1) How the curriculum is developed? (2) How curriculum development is implemented?

Data Analysis:-

Data analysis is conducted during and after data collecting from interview result, observation and document searching. Data analysis is performed during the data collection process and after the data collection ends. The data analysis model that the researcher chose is Miles and Huberman model. The activities in data analysis include data reduction, display data, and conclusion drawing/verification.

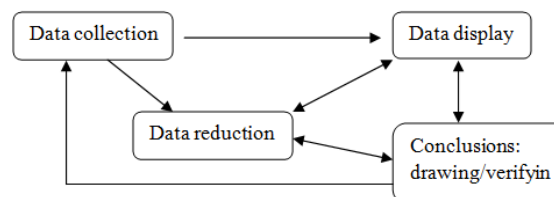


Figure.1:-Data analysis process of Miles and Huberman models Source: Miles dan Huberman (2014:20).

The data collected will be tested for their validity by doing credibility test (internal validity), test of transferability (external validity), dependability test (reliability) and confirmability test (Sugiono 2015: 366).

The stages of this research consist of: Preparation: making research framework, selecting research location, clearing permission, choosing informants, preparing research instrument in the form of question framework, maintaining ethics. The stages in the research place include: entering field, data collection. The stages of data processing include: data reduction, data display, data analysis, conclusion.

Research Data Explanation:-

Curriculum as a guideline to implement education, plays an important role in implementing learning in school. The result of observation and interview with some informants, Curriculum used in SMKN 3 Malang Indonesia is the curriculum 2013. Curriculum development in SMKN 3 Malang Indonesia was conducted to improve education services in accordance with the society's needs. Curriculum 2013 development in SMKN 3 Malang was designed and compiled by involving the business world/industrial world, teachers, agencies, and also seeing the needed skills of vocational students in the future.

When the researcher interviewed the headmaster of SMKN 3 Malang-Indonesia Dra.Faizah, M.Pd in her, she said, "generally this curriculum development was the policy from the government, then we developed in accordance with the existing conditions in school and in accordance with experience and needs from year to year, so the development is based on experience". Curriculum development information was reinforced by KristiningBintari, S.Pd as a teacher and the Head of Fashion Design Program about curriculum development, the following interview result, "we conduct the development not from the material but from the class version, in the study program version there are 3 courses consist of entrepreneur class, design class, dress making class. Entrepreneurship class is started in the third semester."

Entrepreneur clothing class learning is implemented by integrating entrepreneurial elements in cloth making subjects in grade 11th and 12th, for an integrated design class on fashion design subjects, emphasizing the clarity of fashion design, dress making learningclass according to the syllabus in the curriculum 2013.

The headmaster of SMKN 3 Malang confirmed the establishment of entrepreneurial class has been run for long time. Started from the mandate of the Directorate of Vocational High School Development in 2002, to create independent entrepreneurs after graduating from vocational school. The results of interviews with the headmaster also provide information that the school considers the need to continue the program from the Directorate of Vocational School supervisor even though the program had been completed.

The entrepreneurship classes in the 11th and 12th grade of SMKN 3 Malang were conducted on the subjects of fashion and cloth making with emphasis on the ability to entrepreneurship. Students in the 12th grade are taught to receive an order to sew clothes with good result quality. Entrepreneur classrooms are neat and clean. Tools for entrepreneur class uses industrial sewing machines, cloth cutting tables, and benches for theoretical learning. Learning in the 12th grade of entrepreneurial training targets a minimum turnover of 2 million rupiahs to be achieved by students in running their business. The turnover is obtained from the order of sewing clothes or selling items related to fashion. At the end of the study year, students must make a report on their business management, through entrepreneur test. The examination team consists of small and medium businesses and entrepreneurs in the fashion field. The contents of the report in the form of financial records, records of receipt of orders, records of material needs, customer advice. Entrepreneur class students must present their reports. Students who successfully managed their business, will be given awards in the categories: gold, silver and bronze.

The development implemented by SMKN 3 Malang in clothing program with the design class is to accommodate the talents of SMKN 3 Malang students in the field of fashion design. Ana IsroIliani, S.Pd a teacher of 11th and 12th grade of fashion design said, "Learners with outstanding talent in fashion and design are given the opportunity to develop their talents. This was revealed to the researcher in the interview with the teacher: "The design class initially accommodates children who have talents in the field of design because when they have talent but do not have a special community will be a waste of time. So the theoretical basis is accommodating students who have design talents".



Figure 1:-Practice room of entrepreneur clothing class in SMKN 3 Malang Indonesia. Researcher's own document.

The learning in design classes, students are trained to read the fashion trend preferred by the society, how to prepare a collection. Selection of materials from local products, often uses scrap cloth as this is being favored. Once a year the fashion design class determines the theme for the design collections. For example, in 11th grade of fashion design works with the theme of Retro and Vintage in 2016.

The learning in clothing design class is supported by a special room is designed to design clothes. For observations in the field, the researcher see the arrangement and provision of classroom design tools are different from other practice room, this room provided school table which can be set to draw and trace the picture of fashion design.

The dress making learning, implemented according to the clothing syllabus provided by the Ministry of Education and Culture. Students learn and practice making clothes for themselves, without reasonable earnings turnover and model choices.



Figure 2:-Product of fashion design class in SMKN 3 Malang Indonesia Researcher's own document.

The skills students receive from a vocational school must match to the skills needed in the workplace. The researcher continued the interview with the intention of gaining information related to curriculum development which is about the recruitment of graduates in working world with the integrated curriculum development policy. For this purpose, the researcher continued by interviewing one of the 12th grade students of entrepreneur, Evi El Mufarocho, the researcher got the information as follow: "We are indeed booked to work by the industry where we did our practice in the 4th semester, but from our class there are those who want to continue higher study, almost half of our classroom students who have willing to work are called to work by the industry that they were practiced in".

According to Kartini, S.Pd, a teacher of 12th grade of fashion design about student's responses when getting a job offer, in an interview submitted the following information, "The average student we have who are not yet graduated already booked to work by our partner industry, but after being directed by teachers, often they do not stay long in work, the reason is because of the salary in the fashion industry still cannot compete, it is better working as Sales Promotion Girls (SPG) ". The researcher further explore this topic by asking the fashion design teacher, and the

information gained by researchers showed that the salary experienced by SMK graduates in the field of clothing in general are paid based on the calculation of work turnover that had been completed without any incentive of other salaries, and the fee in general is still under the regional minimum salary as determined by the government, unless the SMK graduates work in a large clothing company, which already has official permission from the government then the salary received will match the regional minimum salary determined by the government.

Findings:-

1. Curriculum development in SMKN 3 Malang Indonesia was implemented because the society want skilled graduates in the field of clothing with the ability of entrepreneurship or fashion design.
1. Clothing expertise SMKN 3 Malang, implement the 2013 curriculum as well as the curriculum development to create student grouping for the categories of entrepreneur class, fashion design and dress making classes.
2. Curriculum development occurs because of the supports from the headmaster, teachers, and adequate school facilities.
3. Students of entrepreneur class generally get work offers in fashion industry, but the offer is not taken because the salary is not appropriate.
4. Not all fashion design graduates of SMK accept the work offer, there is a phenomenon that vocational graduates continue their study to the higher level.

Discussion:-

Curriculum Development:-

Curriculum development by establishing entrepreneur class, fashion design class, and dress making class, are as an effort to create a learning environment that supports students' characters and skills adjusted to the desire of the society and the needs in the working world. The structure of SMK in Indonesia should be relevant to the need of the most up-to-date work, thus the learning should provide a real work experience. "Lave & Wenger, 1991) in Mc Rae (2016, p.343).

The relevance principle externally means that the curriculum must be relevant to the demands of science and technology (epistemological relevance), the students demands and potential (psychological relevance), and the social development demands and needs (sociological relevance), are used as the basis for development by SMKN 3 Malang. According to Nicholls and Nicholls (1974, p.65) in Hussain (2011, p.264) stated, "A situation which is made up of a number of factors such as pupils' background, school, its climate, its staff, facilities and equipment. Analysis of factors which constitutes the situation: a) Cultural and social changes and expectations including parental expectations, employer requirements, community assumption and value, changing relationships (e.g. between adults and children) and ideology. b) Educational system requirements and challenges, e.g. Policy statements, examinations, local authority expectations or demands or pressures, curriculum projects, education research. c) The potential contribution of teacher-support system, e.g. Teacher training college, research institutes. e) Pupils: aptitudes, abilities and defined education needs. g) Teachers: value, attitudes, skills knowledge, experience, social strengths and weaknesses, roles. h) School ethos and political structures: Common assumptions and expectations including power conformity to norms and dealing with deviance. i) Material resources including plant, equipment, and potential for enhancing these. j) Perceived and felt problems and shortcomings in existing curriculum.

The continuity principle that the available curriculum should have continuity in class level, among education levels, or among education levels and types of work used by SMKN 3 Malang. The SMK curriculum should be designed following the available labor market and work types, to make the skills possessed do not experience "sunset skill", Sudira (2016, p. 101). Curriculum development steps by SMKN 3 Malang is to answer those needs.

Entrepreneurship:-

Curriculum development of SMK conducted by education unit involving business world / industry world, aim to know the requirement of the latest competency. Vocational High School (SMK) has a big enough opportunity to participate in building the economic system by educating students to be interested becoming an entrepreneur. John (1991) in Kalangi (2010, p.52) defined an entrepreneur as a person who has the ability to plan business, creates additional value through business opportunities, overcomes risk opportunities, has the skills to manage and mobilize human, financial and other resources to achieve the goals. Perspective to the future, entrepreneurs become important, as founders of new firms Gartner (1988) in Rypestol (2017, p.3), entrepreneurs play a vital role in contributing to regional industrial development.

Integrated learning in entrepreneurial clothing is expected to grow entrepreneurship intention for SMK graduates. The entrepreneur intention can be interpreted as the first step of a business establishing process that is generally long-term Lee & Wong (2004) in Suharti (2011, p.126). Fillon (2008, p. 6) entrepreneurs are people who engage in activities they themselves have designed. An integrated entrepreneurship in clothing learning shows that schools have provided training to manage businesses similar to real conditions, in accordance with Kuratko & Hodgetts (2007) opinion in Appurianty (2012, p. 313) stated that entrepreneurship has models, processes, and case studies that allow the topic to be studied and the knowledge to be acquired.

Kooi (2015, p. 1) explained, fashion as a word is almost magical and has magnetic effects and many people are part of this hush, hush world of fashion, be it designing, producing, selling or even wearing of the garment piece. The integration of entrepreneurship materials with clothing give meaningful experiences that also trains students to be able managing clothing business, and be able to accept challenges and competition in the business world.

Fashion Design:-

In fashion design class, students are trained to be able reading fashion trends, knowing society's demand, and able predicting which design product can be accepted by the fashion market in the upcoming season. The results of Seifert's research (2017, p.262) showed that firms need to be aware of the complexity and novelty are crucial for consumers when judging apparel designs. For that reason, students of fashion design class must also be able presenting a complex new thing in their design to make their work preferred and be liked by the public. The current attention as presented by Johnston (2012) in Henninger's (2016, p. 401) research said that slow fashion and more specifically sustainable fashion seek empower workers throughout the supply chain, utilizing upcycling, recycling, and traditional production techniques, and incorporating renewable and organic raw materials. SMK students must know and follow the flow of fashion world policy such as the use of environmentally friendly materials and renewable materials.

Student skills' formation of in the field of fashion design needs to involve practitioners, however they are more experienced. Thus, SMK cooperation with practitioners needs to be legalized by MoU. Although fashion businessmen and fashion designers are sometimes difficult to work together because of their busy work, among them there must be a care person with SMK progress. However, the experience possessed by the clothing design practitioner needs to be known and followed.

Dress Making:-

The learning in dress making classroom, following what are provided in the syllabus of fashion design in curriculum 2013. Dress making class does not get integrated materials from other subjects. The practice results of cloth making are worn by the students themselves. Teachers provide individual and group guidance and direction, whereas practical tasks are done individually. Dress making class train students to be expert in sewing according to the procedures and on time.

Conclusion and Suggestion:-

Conclusion:-

After conducting qualitative research by interview, observation and documentation study in SMKN 3 Malang regarding the curriculum development, the researcher concludes as follow:

First, curriculum development implemented by SMKN 3 Malang Indonesia pays attention to the principle of: general and special. The general principle of curriculum development includes: relevance, flexibility, continuity, practicality, and effectiveness. The specific principle of curriculum development includes: educational objectives, educational content selection, teaching and learning process selection, media and lesson tool selection, and assessment activities selection. The curriculum development by integrating entrepreneurship subjects and fashion design deepening has been in line with the purpose of vocational education to create self-employed graduates in facing work interview.

Second, the teachers in SMKN 3 Malang creatively combined different learning models and learning resources to present fashion lesson in fun way and fit the target.

Third, graduates of dress design generally get a call from the institution or the fashion industry, but the offer is not necessarily to be accepted and executed by the graduates, for it does not fit with the industry's salary system. There is a phenomenon that the graduates of SMKN 3 Malang continue their education to the higher level.

Suggestion:-

Based on the findings of the research, suggestions related to the curriculum development in SMKN 3 Malang are as follow:

First, curriculum development is implemented in a planned and documented early in the school year to facilitate the learning implementation during the implementation of teaching and learning activities.

Second, the SMKN 3 Malang fashion teachers need to combine the learning model and update the learning resources so that the delivered knowledge and skill do not decrease or even obsolete.

Third, SMKN 3 Malang needs to cooperate with practitioners in the field of entrepreneurship and fashion design, either from home industry or middle and big industries as guest teachers, such as: modiste owner, boutique owner, garment owner, designer, atelier owner. This cooperation can improve students' knowledge, motivation and inspiration. In addition, it can provide an overview for students in the work field they will get later.

Fourth, it is better to have a mentoring program from the commander and SMKN 3 Malang for their graduates in running independent business such as capital assistance, business management training, or other relevant training, however facing the business competition needs preparation. With limited experience and as a newcomer in business, graduates need reinforcement and facilitation before the business they founded really go well.

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