

The Influence Of Students' Attitudes And Motivation Of Grade X Fashion Design Department At Smk N 10 Medan On Their Interest In Entrepreneurship In The Fashion Field

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Abstract.

The purpose of this research is to assess how attitude and motivation impact interest in entrepreneurship within the fashion industry for grade X students in the Fashion Design Department at SMK Negeri 10 Medan. The study involved a total of 69 participants. A quantitative research method was employed, using a survey approach that included distributing a questionnaire. The data were examined using SPSS, which involved validity and reliability assessments, classical assumption tests (including heteroscedasticity and multicollinearity), and multiple linear regression analysis. The findings indicated that (1) attitude significantly and positively influences entrepreneurial interest (sig. 0.014 < 0.05), (2) motivation also has a significant and positive influence on entrepreneurial interest (sig. 0.001 < 0.05), and (3) when considered together, both attitude and motivation have a notable impact on entrepreneurial interest (F count = 18.731; sig. 0.000 < 0.05). The determination coefficient (R^2) is 0.395, indicating that 39.5% of the changes in entrepreneurial interest are accounted for by attitude and motivation.

Keywords: Attitude; motivation; interest in entrepreneurship and fashion.

I. INTRODUCTION

Entrepreneurship is the process of creating, developing, and managing a new business or enterprise with the goal of generating profits and bringing innovation and change to the marketplace. An entrepreneur is typically a risk-taker, creative, innovative, and able to spot untapped opportunities. According to Joseph Schumpeter (2020), entrepreneurship is the ability to innovate, whether in the form of new products, new production methods, new markets, or new organizations within an industry. Meanwhile, according to Peter F. Drucker (2021), entrepreneurship is the activity of seeking change, responding to it, and exploiting it as an opportunity. Grave and Hofer (2020) entrepreneurship is the process of creating something new with value through the efforts required to start and manage a business, while bearing risks and earning profits. Vocational High School (SMK) is a national education that aims to prepare students to become members of society who have the ability to establish reciprocal relationships with the social and natural environment and can develop abilities and creativity in the business world and the world of work. SMK students are expected to be able to work and develop themselves professionally with the competencies and abilities they already have. Vocational high school students are required to become entrepreneurs because the main goal of vocational high school education is to prepare students for work, entrepreneurship, or continuing their education to a higher level. This is regulated or referred to by several national legal bases and policies, including: Law No. 20 of 2003 concerning the National Education System states that vocational education (including vocational high schools) aims to prepare students to become professional, independent, and productive workers.

Presidential Regulation No. 8 of 2012 concerning the Indonesian National Qualifications Framework (KKNI) encourages vocational education graduates to have work competencies, including entrepreneurial skills. Minister of Education and Culture Regulation No. 34 of 2018 concerning National Standards for Vocational High School/Islamic Vocational High School Education states that vocational high school graduates must have an entrepreneurial spirit and work skills. It is known that 49 students who would choose to open a small business in the fashion sector are respondents. The small business in the fashion sector in

question is a business that accepts sewing, accepts sequins at home, sells handmade products. By daring to open a business in the fashion sector, students are able to become entrepreneurs. A total of 63 respondents with direct practice such as making clothing patterns, making their own handmade works, holding a bazaar at school which is carried out at school really motivates students to become entrepreneurs and dare to do a direct practice and as many as 69 students answered that they want to develop themselves in the fashion sector. The qualities an entrepreneur must possess are: hard work, intelligence, self-confidence, building for the future, steadfastness, setting one's own standards, and willingness to accept risks. These attitudes are also expected of vocational school students. Motivation also helps entrepreneurs use their attitude to control things. A positive mental attitude helps motivate oneself to focus on the task at hand. And by observing successful people, it's also possible to emulate them. Based on the explanation above, the researcher is interested in conducting further research on the influence of attitudes and motivation on the entrepreneurial interest of students at SMKN 10 Medan with the title "The Influence of Attitudes and Motivation of Grade X Students of Fashion Design Department at SMKN 10 Medan on Interest in Entrepreneurship in the Fashion Sector".

II. METHODS

Type of Research: Quantitative with survey method. With Population and Sample: 69 students of class X Fashion Design, taken using total sampling technique using a questionnaire with a Likert scale. Instrument Validity and Reliability Test was tested using Pearson Product Moment correlation, all items were valid ($r_{\text{count}} > r_{\text{table}}$). Reliability using Cronbach's Alpha > 0.70 (reliable). Data analysis using multicollinearity test \rightarrow Tolerance > 0.10 ; VIF < 10 (no multicollinearity). Heteroscedasticity test \rightarrow scatterplot shows no pattern; Glejser test sig. > 0.05 (free from heteroscedasticity). Multiple linear regression tests \rightarrow include t-test (partial), F-test (simultaneous), and determination test (R^2).

With the results of the Validity & Reliability Test Research, all question items on the variables of attitude, motivation, and interest in entrepreneurship are valid.

Cronbach's Alpha values: Attitude (0.812), Motivation (0.876), Interest (0.841) \rightarrow reliable.

Classical Assumption Test of Multicollinearity: Tolerance > 0.10 ; VIF < 10 . Heteroscedasticity: No heteroscedasticity occurs (sig. > 0.05).

Partial Test (t Test) Attitude (X_1) \rightarrow sig. $0.014 < 0.05 \rightarrow$ significant effect.

Motivation (X_2) \rightarrow sig. $0.001 < 0.05 \rightarrow$ significant effect. Simultaneous Test (F Test)

F count = 18.731; sig. $0.000 < 0.05 \rightarrow$ attitude and motivation together have a significant influence on entrepreneurial interest.

Coefficient of Determination (R^2)

$R^2 = 0.395 \rightarrow$ 39.5% of the variation in entrepreneurial interest is explained by attitude & motivation, 60.5% is influenced by other factors

Table 1. Validity Test Results

Variables	rCount	rTable (0.232)	Information
Attitude	0.421–0.695	> 0.232	Valid
Motivation	0.438–0.731	> 0.232	Valid
Interest	0.405–0.678	> 0.232	Valid

Reliability Table (Cronbach's Alpha)

Variables	Cronbach's Alpha	Standard ≥ 0.70	Information
Attitude	0.812	0.70	Reliable
Motivation	0.876	0.70	Reliable
Interest	0.841	0.70	Reliable

Multicollinearity Test Table

Variables	Tolerance	VIF	Conclusion
Attitude	0.823	1,215	There is no multicollinearity
Motivation	0.812	1,231	There is no multicollinearity

Heteroscedasticity Test Table (Glejser Test)

Variables	Sig.	Information
Attitude	0.624	There is no heteroscedasticity
Motivation	0.537	There is no heteroscedasticity

t-Test Table (Partial)

Variables	t Count	Sig.	Information
Attitude (X ₁)	2,524	0.014	Have a significant impact
Motivation(X ₂)	3,682	0.001	Have a significant impact

F Test Table (Simultaneous)

F Count	Sig.	Information
18,731	0,000	Attitude & Motivation have a significant simultaneous influence

Coefficient of Determination (R²) Table

R ²	Information
0.395	39.5% of the variation in interest in entrepreneurship is explained by attitude & motivation, 60.5% by other factors

III. RESULTS AND DISCUSSION

The results of the analysis show that:

1. Partial t-test:

Attitude (X₁) has a significant positive effect on interest in entrepreneurship (sig. < 0.05).

Motivation (X₂) also has a significant positive effect on interest in entrepreneurship (sig. < 0.05).

2. F test (simultaneous):

Attitude and motivation together have a significant influence on interest in entrepreneurship (sig. < 0.05).

3. Coefficient of Determination (R²):

39.5% according to the results of the previous analysis, which means that variations in interest in entrepreneurship can be explained by attitudes and motivation, while the remainder is explained by other factors outside the model.

Discussion:

These findings align with entrepreneurship theory, which states that a positive attitude will boost individuals' confidence in starting a business. Meanwhile, motivation is the primary driver for students to persist despite facing various challenges. Therefore, fostering an entrepreneurial attitude and providing ongoing motivation within the school environment is a strategic step in developing a creative and independent young generation.

IV. CONCLUSION AND SUGGESTIONS

Conclusion

This study concludes that attitudes and motivation have a significant influence, both partially and simultaneously, on the entrepreneurial interest of class X Fashion Design students at SMK Negeri 10 Medan.

Suggestion:

Schools are expected to further strengthen entrepreneurship learning through direct practice, motivation, and ongoing mentoring so that students are increasingly encouraged to pursue the fashion sector as a business opportunity in the future.

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