

Linking Learning Achievement in Creative Product and Entrepreneurship Subject to Entrepreneurial Interest: A Case Study of Fashion Design Students at a Vocational School in Semarang

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Abstract

The Creative Product and Entrepreneurship subject is designed to equip vocational students with essential knowledge in production and marketing based on their specialization. This study investigates the relationship between students' learning achievement in the CPE subject and their entrepreneurial interest among Fashion Design students at SMK Mataram Semarang. Employing a quantitative approach, this research involved 21 students from grade XI (10 students) and grade XII (11 students). Data were collected using documentation methods to obtain formative, summative, and practical scores and a questionnaire to assess entrepreneurial interest. The data analysis utilized the Pearson Product Moment correlation test, preceded by normality and linearity tests. The findings revealed a significance value of 0.984, exceeding the critical value of 0.433. This result indicates a significant positive relationship between CPE learning achievement and students' entrepreneurial interest. The study suggests that enhancing CPE instruction can foster students' entrepreneurial mindset, particularly in vocational education settings such as Fashion Design programs.

Keywords: learning achievement, creative product and entrepreneurship subject, entrepreneurial interest, fashion design, vocational school

INTRODUCTION

Vocational High Schools (VHS) are designed to equip students with the skills and competencies necessary for employment in their respective areas of expertise (Wahyuni, 2021)(Azizah et al., 2019). In addition to preparing students for the workforce or higher education, VHS also aims to foster entrepreneurial capabilities, enabling graduates to create employment opportunities (Perić et al., 2020; Yoto & Marsono, 2018; Sari & Mariah, 2019). This aligns with broader educational goals emphasizing character development, particularly in cultivating entrepreneurial attitudes and behaviors among students (Tamara et al., 2020)(Said Ahmad et al., 2023).

Students in the Fashion Design department are trained to enter the garment industry and self-employment pathways. Subjects such as Creative Product and Entrepreneurship (CPE) are integral to this preparation. The CPE subject introduces students to real-world entrepreneurial experiences, including designing products, producing them, and marketing to customers. Through project-based learning, students gain hands-on experience and are expected to identify their strengths and preferences in entrepreneurial fields.

However, observations at SMK Mataram Semarang indicate a discrepancy between the goals of CPE instruction and student outcomes. Interviews with several Grade XI Fashion Design students revealed a tendency to prefer employment over entrepreneurship. Their reluctance stems from a lack of confidence in creating customized clothing for others and limited financial resources to support entrepreneurial activities, such as purchasing sewing equipment.

Several prior studies have examined the influence of entrepreneurship education on students' entrepreneurial interests. Entrepreneurship courses significantly and positively impacted students' entrepreneurial interest in an undergraduate setting (Portuguez Castro & Gómez Zermeno, 2021). Similarly, (Handaru & Pujiriyanto, 2020) reported a significant relationship between learning outcomes in the CPE

subject and entrepreneurial interest among vocational students in multimedia.

Despite these findings, research focusing specifically on Fashion Design students remains limited. Moreover, few studies explore the direct relationship between CPE learning achievement—measured by academic scores—and entrepreneurial interest in this vocational context. This presents a gap that the present study seeks to address.

This study examines whether there is a significant relationship between students' learning achievement in the CPE subject and their entrepreneurial interest among Fashion Design students at SMK Mataram Semarang.

METHOD

Research Design

This research employed a quantitative approach to examine the relationship between students' learning achievement in the Creative Product and Entrepreneurship (CPE) subject and their entrepreneurial interests. The study followed an associative design, aiming to explore the correlation between two variables by testing specific hypotheses (Fatmawati & Lubis, 2020). This research was conducted at SMK Mataram Semarang in the Fashion Design Department.

Participants

The population comprised students from Grade XI and Grade XII Fashion Design classes at SMK Mataram Semarang in the 2024/2025 academic year. All students enrolled in the CPE course were included in the study, totaling 21 participants (10 from Grade XI and 11 from Grade XII). The sampling technique used was total sampling, meaning the entire population was used as the sample.

Data Collection Techniques

This study investigated two variables: the independent variable (X), which was students' learning achievement in the Creative Product and Entrepreneurship (CPE) subject, and the dependent variable (Y), which was students' entrepreneurial interest. Data were collected using two primary instruments. First, a closed-ended questionnaire was administered to measure students' entrepreneurial interest, allowing for quantifiable responses aligned with the study's objectives. Second, a documentation method was used to obtain student learning achievement data, specifically through their formative, summative, and practical scores as recorded in school assessments. These instruments were selected to assess how academic performance in the CPE subject correlates with entrepreneurial interest among Fashion Design students in a vocational education setting.

Data Analysis Techniques

The Pearson Product Moment correlation test was employed to examine the relationship between students' learning achievement in the CPE subject and their entrepreneurial interest. Before conducting the correlation analysis, two assumption tests were carried out to ensure the validity of the statistical procedure. The first was a normality test, which assessed whether the data distributions for both variables followed a normal distribution. The second was a linearity test, which evaluated whether a linear relationship existed between the independent and dependent variables—a necessary condition for applying Pearson's correlation (Nehru & Irianti, 2020). All statistical analyses were conducted using SPSS version 22.0 for Windows, providing a robust quantitative framework for identifying potential associations between academic performance in the CPE subject and entrepreneurial interest among Fashion Design students.

RESULT AND DISCUSSION

Students' Learning Achievement in Creative Product and Entrepreneurship

Learning achievement in the Creative Product and Entrepreneurship (CPE) subject reflects how students have successfully engaged in classroom activities and mastered relevant competencies. Based on students' report card data, the highest score obtained was 95 (categorized as excellent), while the lowest was 70 (categorized as good). The frequency distribution of students' CPE learning outcomes is presented in Table 1.

Table 1. Frequency Distribution of CPE Learning Achievement

No	Category	Score Interval	Frequency
1	Excellent	86–100	11
2	Good	70–85	10
3	Fair	56–69	0
4	Poor	0–55	0
	Total		21

As shown in the table, 11 students achieved an *excellent* rating, and 10 received a *good* one. These results suggest that most students demonstrate a strong understanding of the CPE subject matter, including theoretical knowledge and practical applications relevant to entrepreneurship.

Entrepreneurial Interest

Entrepreneurial interest is the desire, motivation, and willingness to engage in business activities, often characterized by persistence, confidence, and risk-taking (Ariyanti, 2018). Data on students' entrepreneurial interests were gathered using a 25-item closed-ended questionnaire with a four-point Likert scale. The frequency distribution of the results is shown in Table 2.

Table 2. Frequency Distribution of Entrepreneurial Interest

No	Category	Score Interval	Frequency
1	High	75–100	16
2	Moderate	50–74	5
3	Low	0–49	0
	Total		21

As seen in Table 2, most students fall under the *high* category for entrepreneurial interest, indicating a strong desire to explore business opportunities. This may be influenced by the experiences gained through the CPE subject and entrepreneurial activities within their environment.

Correlation Analysis between CPE Achievement and Entrepreneurial Interest

The Pearson Product Moment correlation test was applied to examine the relationship between learning achievement in the CPE subject and students' entrepreneurial interests. The correlation coefficient (r) helps measure the strength and direction of the relationship between the two variables (Schober et al., 2018). The basis for decision-making was: if the obtained r -value is greater than the critical r -table value (0.433), the alternative hypothesis (H_1) is accepted; otherwise, the null hypothesis (H_0) is accepted. The results of the correlation test are presented in Table 3.

Table 3. Pearson Correlation between CPE Learning Achievement and Entrepreneurial Interest

	Questionnaire	Achievement
Pearson r	1	0.984
Sig. (2-tailed)	0.000	0.000
N	21	21

The analysis shows a correlation coefficient of 0.984 with a significance value of 0.000, indicating a very strong and positive relationship between the two variables. Since $0.984 > 0.433$, the alternative hypothesis (H_1) is accepted, and it can be concluded that learning achievement in the CPE subject positively correlates with students' entrepreneurial interest.

These findings are consistent with those reported by (Ramadhan et al., 2023), who observed a significant and positive correlation between the CPE subject and entrepreneurial interest among SMK N 1 Lintau Buo students. Similarly, (Sopi et al., 2024) confirmed the influence of entrepreneurship education on students' entrepreneurial interest. (Hariani et al., 2019) also found a significant influence of CPE on entrepreneurial interest among students. Januardi in (Sadiyah, 2025) further strengthened this view through a pretest–posttest study at SMA Muhammadiyah 02 Palembang, which demonstrated a measurable increase in entrepreneurial interest following exposure to entrepreneurship education.

In sum, the findings of this study reinforce the importance of subjects such as CPE in fostering entrepreneurial mindsets among vocational students. The strong correlation suggests that students' academic success in entrepreneurship-related subjects may be a strong predictor of their willingness and

readiness to engage in entrepreneurial activities in the future.

CONCLUSION

This study examined the relationship between students' learning achievement in the *Creative Product and Entrepreneurship* (CPE) subject and their entrepreneurial interest among Fashion Design students at SMK Mataram Semarang. The findings revealed a significant and strong positive correlation between the two variables, indicating that students who perform well in the CPE subject also tend to exhibit a higher interest in entrepreneurship. This suggests that the CPE subject plays a vital role in developing students' vocational competencies and fostering an entrepreneurial mindset that is crucial in today's dynamic job market. Integrating theoretical knowledge and practical application in CPE contributes meaningfully to students' readiness to engage in entrepreneurial endeavors.

In light of these findings, it is recommended that teachers enhance CPE instruction by incorporating more experiential and project-based learning approaches to stimulate students' creativity, confidence, and entrepreneurial skills. Schools should also consider building partnerships with local businesses and entrepreneurs to provide students with authentic learning opportunities and mentoring experiences. Encouraging students to participate in practical activities that simulate real business scenarios could strengthen their self-efficacy and willingness to pursue entrepreneurship. Future research may expand this study by including students from different vocational disciplines or conducting longitudinal analyses to explore how entrepreneurship education influences career outcomes over time.

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