



# Factors Affecting Fashion Education Students' Entrepreneurial Interest in Fashion Brand Development

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**ABSTRACT** - Entrepreneurial interest in developing a fashion brand represents a crucial competency for Fashion Design students in responding to the increasing competitiveness of the fashion industry. Such interest is shaped by multiple factors related to students' attitudes, experiences, and entrepreneurial readiness. This study aims to examine the factors influencing fashion education students' entrepreneurial interest in fashion brand development. A quantitative approach with a descriptive research design was employed. The population consisted of Fashion Design Education students at Universitas Negeri Semarang, with a sample of 50 students selected for analysis. Data were collected using a structured questionnaire based on a Likert scale. The collected data were analysed using descriptive statistics and simple linear regression with the assistance of IBM SPSS Statistics 26. The findings indicate that the influencing factors were categorized as high, with a mean score of 78.48 (SD = 7.285). Students' entrepreneurial interest in developing fashion brands was also high, with a mean of 78.30 (SD = 9.702). These results suggest that students demonstrate strong interest, motivation, and readiness to establish independent fashion brands. Instrument validity and reliability testing confirmed high internal consistency, indicating that the data were suitable for further statistical analysis.

**Keywords:** Entrepreneurial interest, fashion brand development, student attitudes and readiness.

## INTRODUCTION

The fashion industry represents one of the most dynamic sub-sectors of the creative economy, experiencing rapid growth driven by technological advancement, digital marketing, and shifts in lifestyle patterns. Fashion is no longer viewed merely as a means of fulfilling clothing needs but has evolved into a medium for expressing identity, creativity, and cultural values with significant economic potential (McRobbie, 2016). Moreover, the industry contributes substantially to the creative economy through job creation and the expansion of entrepreneurial opportunities, particularly for innovative young generations (Gazzola et al., 2020).

This dynamic development requires human resources who possess not only technical competencies in design and production but also entrepreneurial capabilities, creativity, managerial skills, and marketing literacy. Research in the creative industries suggests that entrepreneurial success is strongly influenced by the ability to integrate innovation with strategic business management in response to competitive market dynamics (Beliaeva et al., 2017). In the fashion sector, brand development and management are particularly critical, as brands function not only as identity markers and differentiators but also as mechanisms for building consumer trust and long-term loyalty (Krystallis & Chrysochou, 2014).

Higher education institutions play a strategic role in fostering entrepreneurial competencies through discipline-integrated entrepreneurship education. The Fashion Design Education Study Programme at Universitas Negeri Semarang (UNNES), as a vocational-oriented programme, equips students with academic foundations, technical fashion skills, and entrepreneurship-related coursework, including the Business Planning course. This course aims to

provide both conceptual and practical understanding of business feasibility analysis, market identification, branding strategies, and systematic business management (Worrall & Niehm, 2023).

Despite these opportunities, students' interest in establishing independent fashion brands does not always align with the industry's entrepreneurial potential. Many students remain oriented toward formal employment after graduation, indicating that entrepreneurial readiness has not been fully optimized. This condition suggests that interest in building a fashion brand is influenced not only by technical competence but also by internal factors such as motivation, self-efficacy, and psychological readiness, as well as external factors including academic support, learning experiences, and perceived business risk (Angel & Utari Ismayuni, 2025).

Previous studies have examined factors influencing students' entrepreneurial interest; however, most focus on general entrepreneurship contexts rather than specifically addressing fashion brand development. Research by Kadarsih (2020) demonstrated the influence of internal and external factors on entrepreneurial interest among Fashion Design students, while Wijaya (2022) emphasized the role of entrepreneurship courses in fostering entrepreneurial intentions. Similar findings were reported by Pricilia (2021) and Setiarini (2024), who highlighted the importance of learning environments and fashion business management courses in encouraging entrepreneurial interest. Nurfathonah et al. (2024) further indicated that industrial practice experiences contribute to students' entrepreneurial intentions, while Rhosa and Genjik Sumartono (2013) identified a relationship between entrepreneurial interest in fashion and academic achievement at the vocational secondary level.

Conversely, studies by Agustini et al. (2023) and Islami et al. (2024) focus primarily on branding strategies and brand identity development in professional industry contexts without linking these aspects to educational experiences or student learning processes. As a result, there remains a limited understanding of how educational factors—particularly entrepreneurship learning experiences—shape students' interest in developing fashion brands as a concrete entrepreneurial pathway within the creative fashion industry.

This gap underscores the need to examine how entrepreneurial learning experiences, especially through structured courses such as Business Planning, influence students' interest in building independent fashion brands. Therefore, this study aims to analyze the factors affecting Fashion Design students' interest at Universitas Negeri Semarang in developing fashion brands. In this research, interest in building a fashion brand is positioned as the dependent variable influenced by both internal and external factors related to students' entrepreneurial learning experiences.

The findings are expected to contribute theoretically to entrepreneurship education literature in fashion design by contextualizing entrepreneurial interest within brand development practices. Practically, the results may inform the design of more contextual, industry-relevant, and application-oriented entrepreneurship curricula that better align with the characteristics and demands of the fashion industry. To achieve these objectives, this study employs a quantitative survey approach targeting Fashion Design students at Universitas Negeri Semarang.

## METHOD

This study employs a quantitative approach using a descriptive-correlational research design. A quantitative method was selected because the study focuses on collecting and analysing numerical data to objectively examine relationships between variables through statistical procedures (Siregar, 2011). The descriptive-correlational design aims to describe the characteristics of the research variables and to determine the relationships among factors influencing students' interest in building a fashion brand without manipulating the observed variables (Fiamrina Rosyada & Agus Darmawan, 2025).

The research was conducted among students of the Fashion Design Education Study Programme at Universitas Negeri Semarang. The population consisted of all students who had participated in entrepreneurship-related learning during their studies. In quantitative research, the population refers to all subjects sharing characteristics relevant to the research objectives (Morell et al., 2025). Purposive sampling was applied to ensure that respondents met specific criteria aligned with the study focus, particularly exposure to entrepreneurial learning experiences (Mushofa et al., 2024).

The study includes independent and dependent variables. The independent variables comprise factors related to entrepreneurial learning experiences, including entrepreneurial knowledge, practical experience, entrepreneurial motivation, and academic support. The dependent variable is students' interest in building a fashion brand. Each variable was operationally defined to enable empirical measurement through clearly defined indicators (Adhitama, 2014).

Data were collected using a structured questionnaire based on a five-point Likert scale ranging from strongly disagree to strongly agree. The Likert scale facilitates the quantitative measurement of attitudes, perceptions, and interests (Emerson, 2017). Prior to data collection, the instrument underwent validity and reliability testing. Construct validity was assessed using Pearson's Product Moment correlation, while reliability was evaluated using Cronbach's Alpha coefficient, with a threshold value of  $\geq 0.70$  indicating acceptable internal consistency (Forester et al., 2024).

Data analysis consisted of descriptive and inferential statistical techniques. Descriptive analysis was used to summarize respondent characteristics and variable distributions through mean scores, standard deviations, and percentages (Sugiyono, 2019; 2020). Inferential analysis was conducted to test research hypotheses and examine the statistical relationships between independent and dependent variables. All analyses were performed using statistical software.

## RESULTS AND DISCUSSION

This study involved 50 respondents from the Fashion Design Education Study Programme at Universitas Negeri Semarang to examine the influence of learning factors in the Business Planning course on students' interest in developing a fashion brand.

Descriptive statistical analysis indicates that the learning factors variable (X) obtained a mean score of 78.48 with a standard deviation of 7.285, suggesting a relatively high and homogeneous distribution of responses. Meanwhile, the variable measuring students' interest in building a fashion brand (Y) yielded a mean score of 78.30 with a standard deviation of 9.702, indicating a similarly high level of entrepreneurial interest, although with slightly greater variability among respondents.

These descriptive findings suggest that students generally perceive the learning experiences provided in the Business Planning course positively and demonstrate a strong inclination toward establishing independent fashion brands.

**TABLE 1.** Descriptive statistics.

	<b>N</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
X	50	62	96	78.48	7.285
Y	50	57	97	78.30	9.702
Valid N (listwise)	50				

The mean scores of both variables fall within the high category, indicating that respondents generally demonstrate positive perceptions of the Business Planning course and a strong interest in developing a fashion brand.

The results of the validity test indicate that all questionnaire items for both the independent variable (X) and the dependent variable (Y) are statistically valid, as each item achieved an item-total correlation coefficient exceeding the critical r-table value. This confirms that the instrument items are appropriate for measuring the intended constructs.

Furthermore, reliability testing revealed a high level of internal consistency. The Cronbach's Alpha coefficient was 0.937 for variable X and 0.971 for variable Y, both exceeding the commonly accepted threshold of 0.70. These values indicate excellent reliability, demonstrating that the instrument is consistent and suitable for further statistical analysis.

**TABLE 2.** Test of reliability.

<b>Variable</b>	<b>Item</b>	<b>Cronbach's Alpha</b>	<b>Information</b>
X	20	0.937	Reliable
Y	20	0.971	Reliable

The Cronbach's Alpha value for both variables is greater than 0.70, so the entire instrument is considered reliable and suitable for use in further analysis.

**TABLE 3. Test of normality.  
One-Sample Kolmogorov-Smirnov Test**

		Unstandardized Residual
N		50
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	5.99596187
Most Extreme Differences	Absolute	.110
	Positive	.066
	Negative	-.110
Test Statistic		.110
Asymp. Sig. (2-tailed) <sup>c</sup>		.178
Monte Carlo Sig. (2-tailed) <sup>d</sup> Sig.		<b>.128</b>
99% Confidence Interval		
	Lower Bound	.120
	Upper Bound	.137

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 2000000.

The results of the Kolmogorov–Smirnov normality test yielded a significance value of 0.128 ( $p > 0.05$ ), indicating that the data are normally distributed and meet the assumptions required for parametric statistical analysis.

Descriptive analysis shows that the variable representing learning factors influencing interest in building a fashion brand (X) obtained a mean score of 78.48 (SD = 7.285), categorized as high. This finding suggests that Fashion Design students at Universitas Negeri Semarang demonstrate strong interest, awareness, and readiness regarding aspects that support fashion brand development, including understanding business opportunities, sensitivity to market trends, and preparedness to manage entrepreneurial risks.

Similarly, the dependent variable measuring students' interest in developing fashion brands after completing the Business Planning course (Y) achieved a mean score of 78.30 (SD = 9.702), also within the high category. This result indicates a strong entrepreneurial inclination, positioning fashion brand development not only as a business opportunity but also as a viable future career pathway.

Instrument testing further confirmed the robustness of the measurement tools. All questionnaire items were statistically valid, as item–total correlation coefficients exceeded the critical r-table values. Reliability testing demonstrated excellent internal consistency, with Cronbach's Alpha values of 0.937 for variable X and 0.971 for variable Y. These results confirm that the instrument is both reliable and appropriate for research analysis.

From a theoretical perspective, these findings align with entrepreneurial interest theory, which posits that entrepreneurial intentions are shaped by internal factors such as attitudes, motivation, and self-efficacy, as well as external influences including educational experiences and learning environments. The Business Planning course appears to function as a structured learning intervention that enhances students' entrepreneurial knowledge, strengthens confidence, and increases awareness of brand development opportunities.

Moreover, the results support Ajzen's Theory of Planned Behaviour, which explains that behavioural intention is influenced by attitudes toward behaviour, subjective norms, and perceived behavioural control. In this study, exposure to business planning education contributes to the formation of positive attitudes toward entrepreneurship, reinforces students' confidence in their capability to establish a fashion brand, and strengthens the perception that such a venture is both feasible and desirable.

Overall, the findings suggest that Fashion Design students possess strong entrepreneurial readiness in terms of knowledge, attitude, and motivation to develop independent fashion brands. These results imply that entrepreneurship

education—particularly in branding, innovation, and market analysis—should continue to be strengthened to further optimize students’ entrepreneurial interest and long-term career sustainability in the fashion industry.

## CONCLUSION

This study demonstrates that the factors influencing Fashion Design Education students’ interest in building a fashion brand at Universitas Negeri Semarang fall within the high category. These factors encompass both internal dimensions—such as interest, desire, attention, and readiness—and entrepreneurial learning experiences acquired through academic coursework. Descriptive statistical results indicate that the influencing factors obtained a mean score of 78.48 (SD = 7.285), while students’ interest in building a fashion brand recorded a mean of 78.30 (SD = 9.702), both categorized as high. These findings suggest that students possess strong internal motivation and adequate learning exposure to support entrepreneurial intentions in fashion brand development.

Instrument testing confirmed high reliability, indicating that the data are robust and suitable for analysis. Overall, the results affirm that applied and contextual entrepreneurship education, reinforced by students’ internal readiness and motivation, plays a significant role in shaping their interest in developing independent fashion brands. Strengthening entrepreneurship learning that aligns with the characteristics of the fashion industry may therefore enhance students’ entrepreneurial preparedness and support sustainable brand development within the creative fashion sector.

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