

DEVELOPING YOUNG ENTREPRENEURS IN THE FASHION FIELD THROUGH EXTRACURRICULARS ACTIVITIES

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ABSTRACT

Unemployed youths constitute major problems in many countries. Ideally, they should get themselves prepared to respond to future challenges. Entrepreneurship is one of the ways they can get jobs or establish their own firms. However, to be successful entrepreneurs, they should go through a gradual process that can be prepared in the high school before they continue to the university. Thus, high school stakeholders need to develop their students' entrepreneurial flair through a learning strategy on extracurricular activities supported by lesson plans, learning processes, and evaluation. This paper aims to give a clear picture of steps to hone students' entrepreneurial skills through extracurricular activities in fashion field stimulated to prepare them for being good entrepreneurs. This program of character building depends on favorable education environments and supports from leaders, teachers and students' parents.

Keywords: young entrepreneur, fashion field, entrepreneurial skills, extracurricular activities

INTRODUCTION

The youths have a significant role in social life [1] and facilitate the development of a country [2-3]. Excellent quality of the youths will show how great a nation is, for on their shoulders lies the destiny of their nation. In fact, the more increasing amount of unemployment makes a crime wave [4] and thus weakens a nation's economy [5]. It is unfortunate that due to failing to get paid jobs the youths become jobless and impose onerous burdens to their nation [6-7], while their adaptability to knowledge and technological advances and their ability to conceive fresh ideas so as to compete worldwide is needed to develop it. Given these mentioned, an effort to provide them with employment opportunities is a great need.

Developing entrepreneurial skills and spirits of the youths is a gradual process in which they need not only theories but also practical experiences [8-9]. This process should be stimulated earlier, so they can be prepared to build up their own industries, develop their creativity and actively participate in producing global economic changes [6], [10].

Entrepreneurial skills must be prepared in the school level, whether it is in the elementary school, junior high school, senior high school, and higher education [11-12]. Therefore, the one ways to develop young entrepreneur is through extracurricular, because it is activities that performed by student based on their interest [13] and it conducted in outside of the class and different with the normal curriculum, such as social activities, art, sport, entrepreneur, and others [14].

One of the extracurricular that interested by student is in the fashion field. Because in the youths age, most of them like to express their appearance with fashion. So that, not only can wear it but also they must make and sell it. It can become one of the solution to face youths' problem in the future to decrease unemployed. On the other hand, fashion business growth fast year by the year in the world that hopefully it made youths more interest to become entrepreneur in the fashion field. Hence, this paper tends to depict how to encourage entrepreneurship in fashion field by stimulating extracurricular activities. Entrepreneurial skills help students adapt to other professional careers

[15]. This character building process in fashion field is accelerated by developing students' talents through entrepreneurial training [16-17]. In the extracurricular activity, students are involved in the lesson plan-making process, learning process and evaluation, so they satisfy basic criteria for future entrepreneurs, like responsibility, creative thinking, entrepreneurial skills and job knowledge [18].

METHODS

This paper used a literature review study to create a concept of developing young entrepreneurs in the fashion field through extracurricular activities in senior high schools. Literature review sourced by international and national journals, proceedings, books published by international, and national publications, international organizations, and websites supporting this research. Then authors read more than 300 references, analyzed it, and decided to use 59 references as data sources that supported writing this paper and focused on the problems of the younger generation, young entrepreneurs, and strategies to grow young entrepreneurs in the fashion field.

RESULT AND DISCUSSION

Youth Issues

Global problems of the youths generally relate to their readiness for work [19] and job opportunities in the global market [16]. Those with lack of skills and experiences are more likely to go on unemployment [20]. This indicator affects the increasing number of global youth unemployment [21]. The rate of global youth unemployment increased by 13.1% from 2007-2010 to 2012-2015 [22]. In the fact, it increased 13.2% in 2016-2019. [23]. This ever-increasing rate reflects a constant trend in the unemployment closely related to youths' skills and job vacancies. Moreover, it takes 4 or 5 years to make economic recovery after crises, which worsen this poor condition [24]. Even 10 years after the global economic crisis, the rate of unemployment was still higher than before the crisis, by 11.7% in 2007 [21].

This will make bored, unemployed youngsters turn to crime accordingly [25].

The youths need to ready themselves for challenges and job opportunities [26]. It is recommended that they go through the process of developing talents and honing skills required for jobs [27]. Following this, another research can be conducted in different cultural and economic contexts to identify possible obstacles to global youth entrepreneurship [6].

Why Must Entrepreneurship?

Entrepreneurship cannot be begun with a trial run or accidental process, for both make a business cannot last forever [28-29]. Instead, it should be encouraged by implementing creative ideas and introducing innovations to resolve problems and create chances everyone faces every day [30-33]. Entrepreneurship education makes it possible for youths to acquire skills and establish their own industry [34-35]. Entrepreneurship depends on some factors which stimulate creativity, implementation and development [36]. Such factors include the environment, organization, and familial supports [37-39].

Extracurricular in the fashion field constitute one of stimulating environment conducive to the growth of young entrepreneurs. Supports of all stakeholders including teachers, students, and parents are required for this pleasant atmosphere [40-43]. Doing entrepreneurial activities and going through learning process concurrently seem interesting for students. They can receive excellent grades for doing both [44-45]. Furthermore, fostering students' entrepreneurial spirits also provides them with main characters of entrepreneurs [46], like commitment, hard works, self-motivation to success, orientation and purposes, responsibility, problem-solving ability, realistic ideas, feedback-giving ability, internal control over risks, and great integrity [47]. Successful entrepreneurs have 10 dimensions of characters, namely, achievements, autonomy, power, social orientation, self-efficacy, endurance, pro-risks-

taking attitude, market awareness, creativity and flexibility [48]. Therefore, the characters also include confidence, responsibility, experiences, growth of sales, gross profit, and capital, and business expansion [49]. Therefore, to be an entrepreneur is a lengthy process which can be initiated from school activities [50].

Extracurricular Activities to Develop Young Entrepreneur in the Fashion Field

Based on the description before, author setup a learning strategy to implement in extracurricular to develop students' entrepreneurship skill in fashion field, especially for student in the senior high school. Because some of them do not want to continue their study to the higher education, but they do not have special skill. While, most of them want to continue their study, but they still need special skill and experience related with entrepreneur to survive in their future.

Thus, extracurricular can help student to improve their entrepreneurship skill and creativities in fashion field. Hence, they can get skill and knowledge related with entrepreneur in fashion field directly through extracurricular because this learning strategy not only theory but also they must practice how to run small business, how to produce the good quality and innovation product, how to sell the product, how to promote their product, and other related with entrepreneur in fashion field.

The process of learning strategy through extracurricular to develop young entrepreneur in fashion field is as follow. Learning processes by teachers who will teach extracurricular consist of plans, actions and evaluations, and those teachers themselves create the learning design [51-52]. Learning processes possible based on certain outcomes, the provision of young entrepreneurs. Learning activities designed for the desired outcomes may be conducted through extracurricular activities which involve teachers who had fashion knowledge and entrepreneur skill in fashion field and students who will take extracurricular in fashion field to implementing the plans.

Furthermore, Figure 1 shows that extracurricular activities help develop students' entrepreneurial skills in fashion field. Therefore, teachers extracurricular and students are usually involved in the processes of planning, actions and evaluations. Students play prominent roles in designing these extracurricular activities, while teachers serve as supervisors. The design will be further explained as follows.

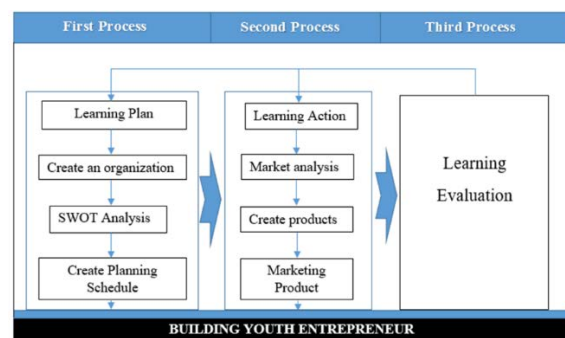


Figure 1. Design of entrepreneurial training of fashion field

Learning Plan

To have characteristics students are involved in formulating learning plans [46]. The main learning plan teachers make functions as technical guidelines for undertaking learning activities, and students improve it.

In making plans, the students are given practical training in establishing a small profit-making organization to define roles to perform in the organization and choose individuals to play the roles. Students are granted full autonomy for choosing partners in fulfilling their roles. The organizational structure consists simply of a chief officer, production team, a marketing team, and a financial officer. The chief officer is responsible for overall activities of the organization. Production process and the quality of products are under supervision of the production team. The marketing officer's job is to distribute and sell goods; meanwhile, that of the financial officer is to keep control of income and expenditure. However, jobs of production and marketing are held by all members of the organization. After devising the structure, students are taught to draw up

business plans, make analyses of strengths, weaknesses, opportunities, and threats (SWOT) of the business [53]. Besides, they are also trained to determine kinds of fashion products, to segment the market and to prepare the production schedule in accordance with the timetable. As an illustration, if there are 16 meetings per semester, the production schedule is arranged not to interrupt those meetings. The marketing activities, nevertheless, are not subject to the timetable.

The involvement of students in the planning process aims to make them responsible for the commitment [54]. In addition to giving of guidelines and feedbacks, teachers also supervise them in the decision-making process, so they can express their initiatives in managing their business. This is the first step in encouraging entrepreneurial spirit of students.

Learning Action

Learning actions in this design focus more on students' involvement in business. The actions, performed to instill confidence, motivation, competitive spirit, and responsibility required in establishing entrepreneurial start-ups posing many challenges and obstacles in the future, begin with students' promoting product samples for a market test. In this step, teachers direct them to make a good promotion to draw interest of potential buyers. The samples may be promoted to fellow students of other level, teachers, and school shops, and even exhibitions in inside and outside of school.

Poor quality of products which loses market interest constitutes major obstacles of market tests [55]. Another obstacle is that some of the students are too timid to promote their products. To overcome the first obstacle, supervisors should suggest that to attract market interest students may start with products following an upward trend and simple, such as bracelet, necklace, brooch, key chain, and others fashion accessories. Teachers as supervisors may advise they notice and analyze

growing trends in their fashion field to comply with market conditions. This will help them run their business well. Meanwhile, the second obstacle can be encountered by fashion teachers giving motivation for students and making student accompaniment. Hopefully, with this resolution, students become more confident and courageous to do the promotion.

Given the explanation above, extracurricular in fashion field is conducive to serve the program's purpose, to prepare their students to be potential entrepreneurs. Through the extracurricular, students are trained to express their creative ideas, make analysis of market conditions, do sales promotion, and draw up marketing strategies.

Learning evaluation

Evaluation lies at the end of the processes, but, in fact, both teachers and students make job evaluations every week while performing learning actions. In this step of the processes, students are free to express their ideas or tell about obstacles they are facing. Evaluation is aimed at making students habituated to know weaknesses of their business and not to blame one another for a problem. Also, it makes possible for them to be open to criticisms and suggestions for further improvement. Therefore, it should be regularly carried out. Essential for the establishment of a small business, regularly-made evaluation can show whether or not business has improved, and herein students are to report their business' progress to their teachers, continuously supervising their performance and offering some suggestion concerning how to further improve the business and obtain maximum benefits.

CONCLUSION

In conclusion, building young entrepreneur characteristic in the fashion field possible give students' practical experiences of the business world. Entrepreneurial training at fashion field is instrumental in the provision of responsible

young entrepreneurs, including social entrepreneurs. Additionally, it also equips youths with entrepreneurial behaviors and skills useful to the lives of them, their community and society as a whole [56].

In practice, it is not easy, most of the students will participate enthusiastically in the extracurricular. They can undoubtedly set up major projects in accordance with activities of the training. Nonetheless, some of them are not used to such learning process and it takes a bit of time for them to understand the process and activities of the extracurricular and gain some experiences from it. New Myer and Kennedy [57] stated not every person may properly become an entrepreneur, but this training with easily understood subjects is vitally important [58]. What is more, it offers a golden opportunity for youths to come into the business world. Entrepreneurship introduces long-term success in the job market, especially if an entrepreneur receives strong supports while running start-ups. Finally, entrepreneurship can improve youths' career prospect in the future, which stimulates economic growth of a nation [59].

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