

Entrepreneurial Interest and Career Development of Vocational High School Graduates Fashion Design in the Digital Era

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ABSTRACT

Fashion design skills can be developed through classroom training and during industry placements. In the era of Industry 4.0, the focus on human capital underscores their readiness, skills, investment (especially in human resources), and proficiency in digital services. The aim study is to identification the interest and career development of SMK Tata Busana graduates in the digital era. This research uses qualitative research approach. Collect data is including interviews, observations, examination of documents or archives, and conducting tests. A triangulation method is applied, which relies on references. The result is The interests entrepreneurship and career development of SMK Fashion students in this digital era can be directed Fashion entrepreneurship among vocational school students Fashion Design usually shows a tendency to increase activity, creativity, and innovation. The career interests of SMK Fashion students that can be developed in this digital era include their capacity to use digital technology effectively, understand the functions of various applications, understand the principles of digital security, and solve technical problems that may arise. SMK as an educational institution plays an important role in honing students' abilities in digital services by providing training programs that are in line with the demands of the digital era job market.

Keywords: career, digital, fashion, interest, vocational high school



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INTRODUCTION

The Human Resources Blueprint for an Intelligent and Competitive Indonesia has outlined a vision that by 2025, all Indonesians, including vocational high school graduates, must possess high competitiveness. This competitiveness is expected to be accompanied by strong competencies and substantial work experience, which can be gained through internships in various industries. This vision aligns with the Joint Decision of the Ministry of Education and Culture and the Ministry of Trade and Industry, as detailed in Number 0217/U/1994 & 044/SKEP/KU/VIII/1994, which emphasizes the role of the Vocational Education Council in Indonesia. Their primary mission is to enhance the competencies of vocational high school graduates more effectively. These efforts are necessary to meet the objectives set out in the master plan for research, training, and workforce integration (Prabowo, 2022).

Vocational High Schools (SMK) strive to produce graduates who possess professionalism, a broad perspective, expertise, and entrepreneurial talent. The main goal is to equip graduates

to excel in specific fields, enabling them to effectively apply their knowledge and skills, ultimately improving the quality of life in society through job creation (Iswara, Prasetyani, & Sauda, 2021). Often, people tend to underestimate vocational high school (SMK) graduates in the context of the job market and industry. This fact is reflected in the high unemployment rate among SMK graduates. According to data from the Central Statistics Agency (BPS), as of February 2023, about 5.83 percent of the productive age group in Indonesia, or approximately 7.99 million people, were unemployed. The most notable figure within this data is that around 9.6 percent of the unemployed were SMK graduates (Dwi, 2023).

Vocational high schools (SMK) play a crucial role in providing education and training. The expectation is that SMK graduates will be proficient in their respective fields, secure employment within a maximum of one year after graduation, contribute positively to the workforce, and even create job opportunities. However, the reality in the job market paints a different picture, as SMK graduates paradoxically form a significant demographic facing unemployment issues. One of the key factors contributing to the high unemployment rate among SMK graduates is the inconsistent quality of vocational education programs, resulting in graduates lacking the skills and competencies required in the workforce (Santika et.al, 2023). The readiness of vocational high school (SMK) students for the workforce also plays a role in the increasing unemployment rate among them, as many students still lack the necessary preparation for entering the job market.

To enhance the quality and competitiveness of Indonesian human resources through the revitalization of vocational high schools (SMK), it is crucial to align the curriculum with industry requirements. An external factor that significantly impacts students' readiness for the workforce is internships. Internships provide students with opportunities to gain practical experience in their chosen fields. The effective implementation of internships plays a vital role in training students to engage professionally in the workforce, making the alignment between student competencies and internships essential. Following established guidelines, SMKs aspire to produce graduates who are educated and equipped with the necessary skills to meet the demands of the labor market (Fajrah et al., 2023). To achieve this goal efficiently, vocational high school (SMK) institutions must collaborate closely with the industry. One way to prepare for entry into the industry is through educational options in the field of Fashion Design. In this article, we will delve deeper into the Fashion Design program, what can be learned, and the exciting career opportunities that can be found in this industry.

The Fashion Design program introduces students to the fundamental concepts of clothing design, sewing techniques, fabric selection, and an understanding of current fashion trends. Students will develop skills in pattern making, designing garments, and producing high-quality clothing products. They will also gain an understanding of the art and design concepts that underpin unique and attractive fashion creations. As an important part of this program, students will explore various types of fabrics, textures, and materials. They will learn the characteristics and uses of these materials and master specialized techniques in cutting, sewing, and finishing garments. This deep understanding of materials allows students to create clothing that is not only aesthetically pleasing but also comfortable and functional.

In addition to technical aspects, the Fashion Design program equips students with an understanding of fashion trends, aesthetics, and brand image. Students will study the latest fashion trend analysis, identify consumer preferences, and apply this knowledge in the design process. They will also understand marketing concepts within the fashion industry, learning about branding strategies and how to promote their work. The fashion industry offers a variety of diverse career opportunities. Graduates from this program can pursue careers as clothing designers, either working for established brands or starting their own labels. They can also play roles in garment production, production management, textile design, or become fashion stylists. In the digital era, there are also opportunities to work in e-commerce, fashion social

media, or become fashion influencers (Adit, 2022).

In the field of garment production, individuals must possess a variety of skills that include planning, accurate measuring, cutting, sewing, and finishing techniques. Additionally, proficiency in entrepreneurship and effective communication skills relevant to the fashion design field are crucial. The process of creating garments is complex, requiring careful execution to produce not only marketable products but also creations that resonate with the designer's philosophy, cultural influences, and aspirations. Therefore, students must achieve a high level of mastery in both theoretical knowledge and practical application. This industry demands various skills, including design expertise, garment cutting and manufacturing skills, sharp marketing and retailing acumen, fashion quality management, and strong communication skills (Qana'a, 2023).

Fashion design skills can be developed through practical training conducted both in the classroom and during industry placements. Industry training serves as a valuable opportunity for students to nurture and improve their skills while enhancing qualities such as self-discipline. This enables them to operate within the framework of real workplace regulations, collaborate effectively in team settings, and prepare themselves for prosperous careers upon completing their education program (Trihantoyo, 2021).

In the era of Industry 4.0, the focus on human resources emphasizes readiness, skills, investment (especially in human resources), and their proficiency in digital services. An essential aspect of human resource development is ensuring that there is substantial and adequate investment. This investment is crucial to empower human resources, enabling them to achieve high levels of competence and maintain strong commitments to professionalism in their work. It also equips them with the ability to adapt and operate equipment in line with the evolving requirements of the contemporary workforce.

METHODS

This research employs a qualitative research approach and analysis method. It follows the framework outlined by Mills Haberman, as explained by (Sugiyono, 2020). This approach focuses on exploring elements of new knowledge that are not present in previous theories. Qualitative research involves examining non-mathematical data and includes collecting information through various methods, including interviews, observations, document or archive reviews. The population in this study is SMKN 1 Donorojo and SMK Pringkuku. The sample in this study consists of 10 individuals, including the Head of SMKN 1 Donorojo and SMK Pringkuku, Guidance Counselors of SMKN 1 Donorojo and SMK Pringkuku, Fashion Design Teachers of SMKN 1 Donorojo and SMK Pringkuku, and 2 student representatives from SMKN 1 Donorojo and SMK Pringkuku. To ensure data validity, data analysis using triangulation method is applied, which relies on cross-referencing data from various sources, theories, and information collected in the field.

RESULTS AND DISCUSSION

Entrepreneurial Interest of Vocational High School (SMK) Fashion Design Graduates

Interest can be described as a strong tendency, enthusiasm, or deep desire for something, influenced by various factors such as concentration, curiosity, motivation, and personal needs (Rusdiana, 2021). It is important to note that interest is not an inherent trait but developed over time. An individual's interest in a particular subject or object can be characterized by several factors: (a) experiencing pleasure when engaged with the object, (b) paying attention to the object and related aspects, (c) having the willingness or motivation to act, and (d) being influenced by various factors that shape one's interests (Agustina, 2019).

In general, there is a strong correlation between interest and entrepreneurship. High

interest often serves as a driving force that motivates individuals to become entrepreneurs. The willingness to start a business venture and readiness to face associated risks often stem from a genuine interest in entrepreneurship (Agustina, 2019). Talents tend to emerge naturally as individuals continue to contemplate their work. The drive for entrepreneurship is rooted in one's internal desires and the aspiration for success. It can also be ignited by external factors, including interactions with friends, family, teachers, and discussions about entrepreneurial ideas. Educational institutions also play a role by offering entrepreneurship subjects, which can stimulate students' interest in entrepreneurship.

The drive to pursue entrepreneurship is influenced by a combination of internal and external factors. These factors encompass various aspects; external factors include the family environment, school, and society, while internal factors consist of health, abilities, attention span, personal interests, talents, motivation, readiness, and an individual's level of fatigue (Yulastri, 2019). These elements collectively form an individual's interest in entrepreneurship. Additional factors that influence an individual's interest in entrepreneurship are external factors such as the family environment, school environment, available facilities, and societal dynamics, while internal factors include personal health, inherent talents, motivation, level of fatigue, and capacity to focus. These factors are interconnected and can influence each other. An individual's interest in entrepreneurship is determined by their unique combination of these factors, strengthened by the knowledge gained through education.

The fashion industry offers a wide range of opportunities, from fabric selection to garment production (Maghfiroh, 2023). Fashion can be divided into two quality levels: high-quality fashion and mass fashion. There are various types of fashion-related businesses, including individual tailoring businesses, tailors, haute couture companies, ateliers, boutiques, garment companies, fashion education institutions, fashion studios, and fashion intermediary businesses. Each type of fashion business presents entrepreneurial opportunities. Engaging in entrepreneurship involves seizing opportunities to sell goods or services with the ultimate goal of generating profit.

Interest in fashion entrepreneurship among students in Fashion Design vocational schools usually indicates a tendency to enhance activities, creativity, and innovation. This reflects a strong desire to engage in creative and innovative activities and a willingness to take risks in pursuing profits in the entrepreneurship field within the fashion industry (Gusnita et al., 2023). The presence of interest in fashion entrepreneurship among students supports the theory that when individuals combine preferences for certain activities or things with genuine interest, it often leads to efforts to discover, create, and implement new work methods, technologies, and production processes. This drive for innovation and efficiency aims to provide better services and achieve greater profits, inherently linked to entrepreneurship.

However, despite the relatively high interest in fashion entrepreneurship observed among students, there seems to be a disconnect in their behavior inside the classroom. Many students tend to be passive, engaging in personal activities such as chatting and discreetly using electronic devices during class. Despite their interest, students may not know how to leverage and develop their entrepreneurial skills in the fashion field. To address this issue, the first step is to introduce students to the concept of fashion entrepreneurship and emphasize the practical aspects of entrepreneurship in the school environment. Creating an interactive learning environment that maximizes opportunities for student engagement can help stimulate their interest and cognitive development. Additionally, facilitating conversations between students and experts in various fields of knowledge can further enhance their understanding and motivation (Sastradinata et al., 2022). Lastly, fully optimizing available resources, such as fashion studios, can serve as valuable mediums for implementing entrepreneurial learning practices and nurturing students' entrepreneurial skills.

To further enhance the learning process, it is recommended to incorporate an educational

approach that emphasizes entrepreneurship practices. This will encourage students to actualize their interest in entrepreneurship. In the context of researching students' interest in entrepreneurship, it becomes crucial to address and guide students in realizing their entrepreneurial interest early on, potentially by starting entrepreneurial ventures in the fashion sector. Implementing a learning approach that emphasizes entrepreneurship practices in the school environment can create an educational atmosphere that maximizes student interaction opportunities (Nurdina et al., 2019). This, in turn, fosters their interest in entrepreneurship and facilitates cognitive development. Providing students with opportunities to engage in conversations with experts and experienced individuals in various fields of knowledge can enrich their understanding and motivation in the entrepreneurial domain.

In many cases, students may not receive comprehensive information about the work environment related to their potential or various types of fashion entrepreneurship, both within their families and communities. This lack of knowledge is exemplified by parents' backgrounds that may not include entrepreneurship, leading to limited exposure to entrepreneurship concepts, especially in the fashion industry (Wahdiyati et al., 2023). Additionally, many students live far from fashion industry centers, further distancing them from the practical aspects of fashion entrepreneurship. To address this knowledge gap, it is important to guide students in seeking information about the work environment and various aspects of fashion entrepreneurship. This can involve activities such as watching television programs related to fashion, attending fashion shows, and exploring biographies of successful entrepreneurs to provide students with a more comprehensive understanding of entrepreneurship, particularly in the fashion domain.

Teachers can play a crucial role as external influencers in boosting students' interest by offering attention, support, recognition, and praise, which can contribute to increasing their level of interest. Regarding the external factors influencing students' interest in fashion entrepreneurship in this research context, it is clear that students often lack comprehensive information about the work environment related to their potential and various aspects of fashion entrepreneurship. This knowledge gap is exemplified by parents' backgrounds that may lack entrepreneurship experience, thus limiting their children's exposure to entrepreneurship concepts, especially in the fashion sector (Falah & Marlana, 2022).

Furthermore, most students live at a considerable distance from the fashion industry hub. Considering that the family environment serves as the primary influence in a child's life before other external environments come into play, it is crucial to guide students in seeking information about their unfamiliarity with the work environment and various forms of fashion entrepreneurship. This guidance can include activities such as watching fashion-related television programs, attending fashion shows, and familiarizing students with successful entrepreneurs' biographies, among other approaches, to provide them with a more comprehensive understanding of entrepreneurship, especially in the fashion industry.

To sustain this continuous focus, it also nurtures discipline within individuals, helping them achieve desired outcomes. The influence of these internal factors serves as a driving force for individuals to strive towards their goals. These internal factors encompass various elements, such as increased attention, curiosity, determination, motivation, fulfillment of personal needs, maintenance of one's health, talent development, and reduced vulnerability to fatigue. It is evident that internal factors have a significant impact on students' interest in fashion entrepreneurship in the context of vocational fashion design schools (Agustina, 2019).

Career Development Through Internship Experience to Boost Work Motivation for Vocational School Graduates in Fashion Design

Internship offers several benefits, including gaining practical experience that enriches training outcomes. As a result, this contributes to better preparation for entering the

workforce. Essentially, internships serve as a source of experience and knowledge that vocational students must undergo. When carried out systematically and conceptually, this activity enhances students' skills and knowledge in their respective fields, equipping them for employment after graduation. According to (Muhazir, 2019) Effective internships have demonstrated a strong correlation with job readiness. In the contemporary era, vocational graduates are expected to possess job skills and readiness. Higher work motivation aligns with greater job readiness, while low work motivation results in reduced job readiness. Motivation serves as a guide, activator, and enhancer of activities, especially those aimed at preparing vocational students with the necessary knowledge, attitudes, and skills. As a result, individuals with strong work motivation are more prepared, while lower motivation levels correspond to decreased student job readiness.

Roseno, I., & Wibowo (2019) research shows that internship experience and work motivation collectively have a significant impact on job readiness. Mastery of knowledge is a factor influencing students' job readiness. Additionally, practical internship experience is highlighted as a significant factor affecting participants' readiness in vocational education. Therefore, efforts are needed to enhance practical internship experiences, improve learning outcomes in fashion subjects, and boost work motivation to enhance vocational students' job readiness. This can be achieved through initiatives such as enhancing the quality of internship programs, evaluating and refining the learning and internship processes, and conducting regular counseling activities.

Industry engagement is crucial in facilitating an effective internship program. Consistent with these research findings, industries play a vital role by providing guidance, supervision, and direction to students during their internships. Industry involvement during internships can be highly beneficial when carried out earnestly. Through this collaboration, criteria for meeting the industry's role in supporting internships and enhancing job readiness, as per student implementation, can be identified (Perdana, 2019). Industrial involvement in internship mentoring significantly impacts students' internship experiences and should align with the competencies acquired by students at school. Guidance provided by school supervisors and industries should encompass responsibilities, work methodologies, quality standards, work culture, and performance expectations in the industry.

Preparation of Vocational School Graduates in Fashion Design for Career Development in the Digital Era

Millennials and Generation Z are growing up in a digital environment. However, that doesn't mean they embrace change and are equipped to navigate the uncertain world of work. Technical skills alone will not suffice for career success in the digital era. It's more than just teaching people how to code. Therefore, educators should equip students with critical soft skills, adaptability, resilience, holistic thinking, and collaborative spirit to withstand the fast-paced digital disruptions across all industries (Amran, 2022). The industry is rapidly implementing more machine learning, deep learning, expert systems, security, decision systems, robotics, quantum computing, mobile, and cloud technologies; So everyone agrees that technology graduates need technical skills in these areas. Entrepreneurs are increasingly realizing that career success depends on critical soft skills - things that computers cannot do as well as humans (Hidayat & Saleh, 2020).

While educators can talk about soft skills, students often don't learn them until they are applied to direct experiences. Soft skills are personal qualities or attributes that enhance interpersonal communication and are used in many ways, from resolving conflicts to motivating others (Walgito, 2020). Adaptability is an important soft skill to ensure that students can adjust to ever-changing work schedules, operating procedures, shifting deadlines, and innovative technological advancements. Employees with high adaptability are more prepared

to take on new tasks, learn new technologies, and develop new skills, all of which provide positive benefits to the company working to keep up with the changing times. Being adaptable also enhances students' ability to think quickly and solve problems as they are faced with changes that were not initially planned for (Rosdiana & Wangi, 2022).

Adaptability instills the mindset that it's okay to make mistakes and know how to apply the knowledge gained from those mistakes to improve processes in the future. In addition to the challenge of adapting to modifications in the initial course plan, educators should consider textbooks that include industry case studies showcasing adaptability in specific disciplines. By providing this extra challenge to students, we make them more comfortable with uncertainty, enabling them to work in unstructured environments, teaching them to embrace change when it's not their idea, and teaching them how to learn from failures.

Using various technologies for online students will enhance their soft skills when working in virtual teams. Some examples of tasks include macro and microblogging, video conferences, collaborative virtual worlds, and games. When a student develops collaborative spirit and intelligence, they demonstrate enthusiasm and commitment to their chosen discipline as well as their community. Providing students with opportunities to participate in community service and outreach fosters a sense of responsibility towards others. It also gives students the chance to solve problems spontaneously as they have to think on their feet, becoming teachers to the community (Rambe et.al, 2021).

Vocational High Schools in Fashion Design can serve as collaborative models for students by partnering with local industries in projects and internships. Through this collaboration, students are empowered to solve problems, conduct research, consult with other professionals, and complete real-world tasks that test their classroom knowledge. Students may come to their classrooms with enthusiasm, but passion is not always inherent; it is cultivated. This cultivation occurs through observation, participation, overcoming fears, working with peers, and being open to learning and failure. While this approach is tailored to Generation Y (Millennials) and Generation Z (Gen Z), it can benefit any student who feels they will always have a clear direction and expectations provided to them (Juhairiah & Yuwono, 2022). All disciplines, but particularly technology programs, should move away from solely focusing on technical competencies and begin focusing on students' adaptability, evolution, holistic thinking, and collaborative mindset to ensure their success in the workforce.

Factors Influencing the Quality of Graduates from Vocational High Schools in Fashion Design in the Digital Era: Work Readiness, Skills, and Digital Services

Students' digital service skills include their capacity to use digital technology effectively, understand the functions of various applications, grasp principles of digital security, and troubleshoot any technical issues that may arise (Listiana, 2019). These competencies equip students to prepare for jobs in the ever-evolving digital landscape. Key skills crucial for success in digital services include:

1. Digital Literacy

Digital literacy refers to the ability to effectively utilize digital technology and understand its applications for information retrieval, communication, and task execution (Atmaji, 2019).

2. Digital Security

Digital security involves understanding the principles of digital security and the ability to protect personal data from cyber threats.

3. Problem Solving

Problem-solving skills encompass the capacity to solve technical problems that may arise when using digital applications or services.

4. Creativity

Creativity requires the ability to design innovative ideas and solutions to leverage digital applications or services.

5. Self-Learning

Self-learning pertains to the ability to independently acquire knowledge and continuously improve skills related to digital services.

These skills can be developed through specialized training programs or courses dedicated to nurturing digital skills. Vocational schools (SMK) also play a crucial role in honing students' digital capabilities by providing training programs aligned with the demands of the digital era job market. Recognizing the importance of digital maturity for the workforce during the Fourth Industrial Revolution, the significance of building a strong foundation in digital literacy becomes evident (Prasetyawan, 2020). Such literacy requires a comprehensive understanding of digital technology, including its functions, advantages, uses, and development.

Vocational education mandates that students master technology for their future careers, highlighting the importance of digital literacy. In an era dominated by digital technology, early strengthening of digital literacy is crucial, especially during academic journeys (Putri, P. O., & Dermawan, 2021). Without a strong foundation in digital literacy, individuals' capacity to effectively leverage digital technology remains underdeveloped. Digital technology literacy forms the basis upon which individuals can build a comprehensive understanding of digital technology, including its benefits, uses, and advanced functionalities to facilitate professional efforts in the future. In the context of teacher professional development, digital competence is defined by each teacher's ability to integrate information and communication technology (ICT) into instructional activities, thereby enhancing students' knowledge and understanding (Rakhman, M. L., & Trihantoyo, 2020).

Work readiness relates to graduates' capacity to meet the job prerequisites they desire. This theory encompasses an understanding of the benchmarks and criteria demanded by the industry or job market where graduates seek employment. Several important aspects related to work readiness theory include:

1. Work readiness involves acquiring the professional skills necessary for the job.
2. Effective work readiness requires the development of interpersonal skills.
3. Mental and emotional preparedness is a crucial component of work readiness.
4. Work readiness is marked by the willingness and talent for continuous learning.

The quality of graduates, on the other hand, is related to their ability to meet the requirements of the industry or job market. This theory encompasses an understanding of the criteria and standards expected by the industry or job market from graduates. Several important aspects related to the theory of graduate quality include:

1. Graduate quality is based on the acquisition of relevant skills and knowledge.
2. Good graduate quality requires demonstrating positive attitudes and behaviors in a professional environment.
3. High-quality graduates adapt well to changing circumstances.
4. High-quality graduates are well-prepared to enter the workforce.

The explanation above shows that indicators of work readiness, including professional skills, interpersonal skills, psychological and emotional readiness, and willingness to learn, impact the indicators of vocational education graduates, which include skills and knowledge, attitudes and behaviors, adaptability, and work readiness. To enhance graduate quality, focus and attention should be directed towards providing skills such as professional technical competence, interpersonal skills, fostering psychological and emotional resilience, and cultivating adaptability (Tabrani, M. & Sopandi, R., 2020).

According to (Irfansyah et al., 2023) skills are conceptualized as the means through which an individual acquires specific competencies or abilities through learning processes and direct experience. Proficiency in skills signifies that an individual has achieved high-quality learning outcomes. As a result, skills have a direct impact on the caliber of graduates, which is highly significant in vocational education, where the emphasis is on preparing students for post-graduation workforce. The quality of graduates is assessed based on indicators that include:

1. The level of competence and knowledge acquired by graduates.
2. Attitudes and behaviors demonstrated by graduates.
3. Graduates' capacity to adapt to various circumstances.
4. Graduates' readiness to enter the job market.

To enhance the quality of graduates, it is crucial to meet several criteria related to mastering specific technical skills. Skills encompass four main dimensions that impact graduate quality:

1. Proficiency in written communication.
2. Ability to effectively convey ideas and information orally.
3. Competence in non-verbal communication.
4. Aptitude for actively and attentively understanding oral information.

Students' competencies in digital services encompass various skills, including their capacity to effectively utilize digital technology, understand application functions, grasp principles underlying digital security, and their knack for solving potential technical issues. These skills play a crucial role in preparing students to navigate the evolving landscape of the digital era. Key qualifications required in the digital services domain include:

1. Proficiency in utilizing digital technology and understanding various applications to access information, communicate, and complete tasks.
2. Understanding principles of digital security and the ability to protect personal data from cyber threats.
3. Competence in addressing technical challenges that may arise while using digital applications or services.
4. Capacity to generate new ideas and innovative solutions in utilizing digital applications or services.
5. Ability to independently acquire and develop digital skills.

Several indicators of digital service competencies influence the indicators used to assess graduate quality, including:

1. Level of competence and knowledge possessed by graduates.
2. Attitudes and behaviors of graduates.
3. Graduates' ability to adapt to changing circumstances.
4. Readiness of graduates to enter the job market.

To enhance graduate quality, in addition to meeting specific criteria related to job readiness and technical skills, it is important to develop their digital service capabilities. This, in turn, fosters critical, creative, and innovative thinking among graduates. Furthermore, digital competence plays a significant role in shaping policies aimed at improving graduate quality in educational institutions (Setuju et.al, 2021).

CONCLUSION

To achieve success as a fashion entrepreneur requires various skills and backgrounds that encompass expertise in design, business acumen, and production experience. Fashion design

skills can be developed through practical training conducted both in classroom settings and during industry placements. Industry training serves as a valuable opportunity for students to cultivate and enhance their skills while improving qualities such as self-discipline. In the era of Industry 4.0, the focus on human resources emphasizes readiness, skills, investment (especially in human resources), and their proficiency in digital services.

The interest in fashion entrepreneurship among students in vocational schools specializing in Fashion Design typically indicates a tendency to enhance activities, creativity, and innovation. This reflects a strong desire to engage in creative and innovative activities and a willingness to take risks in pursuing profits in the field of fashion entrepreneurship. The presence of interest in fashion entrepreneurship among students supports the theory that when individuals combine preferences for specific activities or things with genuine interest, it often leads to efforts to discover, create, and implement new work methods, technologies, and production processes. The drive for innovation and efficiency aims to provide better services and achieve greater profits and is inherently linked to entrepreneurship.

Entrepreneurs are increasingly realizing that career success depends on critical soft skills - things that computers cannot do as well as humans. Students' skills in digital services include their capacity to effectively use digital technology, understand the functions of various applications, grasp principles of digital security, and solve potential technical issues. Students' competencies in digital services encompass various skills, including their capacity to effectively utilize digital technology, understand application functions, grasp principles underlying digital security, and their knack for solving potential technical issues.

Improvements in preparing students in vocational high schools will contribute to enhancing graduates' competencies in the fashion sector and overall improving the quality of graduates in vocational education programs.

CONFLICT OF INTEREST

The author declares that there is no conflict of interest regarding the publication of this article titled "Entrepreneurial Interest and Career Development of Vocational High School Graduates Fashion Design in the Digital Era."

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