The impact of fashion competence and achievement motivation toward college student’s working readiness on “Cipta Karya” subject

Marniati and S C Wibawa
Faculty of Engineering, Universitas Negeri Surabaya, Indonesia
marniati@unesa.ac.id

Abstract. This experiment aimed to know the rate of college student’s working readiness of fashion’s program study to perform ‘Cipta Karya’ related to cognitive readiness, manner readiness and skill readiness from a variable of fashion’s workmanship and achievement motivation. The subject of the experiment was 43 college students who took Cipta Karya subject. Method of collecting data used questionnaire with five alternative answers to Likert ratio model. Data analysis technique used path analysis (double regression). The instrument validity test used product moment correlation while for instrument reliability used Alpha Cronbach’s grade. The results showed (1) fashion competence was taking effect significantly on working readiness for ‘Cipta Karya’; (2) achievement motivation is taking effect significantly on working readiness for ‘cipta karya’; (3) both variables are positive. This means that fashion competence and achievement motivation have a positive effect on working readiness for ‘cipta karya’ performance.

1. Introduction
College student’s success in showing a fashion show reflects their working readiness. They will not be awkward when jumping down to the industrial world because they have discovered their lacks. Slameti [1] stated that working readiness is formed from three aspects: (1) physical, mental and emotional condition; (2) motive and intention needs; and (3) other skills, knowledge, and definition which has been studied before.

College student’s readiness in cognitive aspect is in the form of knowledge which is given to them according to the chosen area of expertise, such as design knowledge, pattern construction, sewing technique, textile craft knowledge, and women's clothing manufacturing techniques. While, generally, skill aspect is used to define quickness in applying the knowledge for practice or apprenticeship because this activity is the embodiment of a theory which was done for real. For example, clothing design, pattern making, cutting the materials, apparel sewing and finishing. So, it can be concluded that working readiness in skill aspect is a follow-up from the cognitive aspect of working readiness. This is in line with what Sudijono stated, “the outcomes of learning skill, in fact, is a follow-up from cognitive learning outcomes (understanding something) and effective learning outcomes (which will appear in form of tendency). Cipta Karya is an expertise subject study that can be taken at the end of the semester eight. This subject review concept and skill in apparel design according to the source of
inspiration, trend mode, then set them up in a fashion portfolio, manifest them into apparel, and lastly do a fashion show, which fitted with the subject description.

Cipta Karya Subject Description: assessment both concept and skill in design apparel making according to the source of inspiration and them, then showcasing them in an activity of fashion show, comprise: planning a fashion show, make a fashion portfolio, make and perform fashion show.

This condition demands college students to prepare themselves and their working readiness in order to apply the concept and all the subjects they have got from the first semester to the semester seventh.

Cipta Karya learning outcome is a measurement of achievement learning level with the purpose of teaching that wanted to be achieved. The learning outcome can be seen from practical aspect (the process) and from behavior’s change of the students (the result). Pro-productivity or practice aspect refers to the increase of work productivity or college student’s accomplishment during and after learning. While for the change of behavior aspect, it indicates an improvement in skill, knowledge, and manner of college students after the learning session done [2]. In addition, according to Mulyasa [3], a learning outcome is an over-all student’s learning achievement which becomes basic competence indicator and degree of manner change concerned the students.

2. Method
This experiment uses a quantitative approach. Experiment population is Fashion Education’s college students who take Cipta Karya as one of their subjects. The subject of the experiment is 43 college students who take Cipta Karya as one of their subjects. The method of collecting data is questionnaire with five alternative answers of Likert ratio model. Data analysis technique uses correlation analysis and double regression [8]. Instrument’s validity test uses product moment correlation while instrument’s reliability uses Alpha Cronbach’s grade.

3. Results and Discussion
Hypothesis testing is used to know whether the result of data sample processing can be generalized to the population. Regression analysis is used to predict the causal link between a batch of independent variables with the dependent variable. The foundation to answer the problem about the effect between variables used the calculation outcome along with regression analysis and all at once for hypothesis testing.

Decision making for hypothesis testing used p-value with criteria if only p > 0.05, then H₀ will be accepted, means the obtained regression coefficient is not significant. And if only p < 0.05, then H₀ will be rejected, means the obtained regression coefficient is significant.

3.1 First Hypothesis Testing
Hypothesis H1 declared as the variable presumption of fashion expertise and achievement motivation simultaneously are affecting significantly towards working readiness. F-test result about contribution simultaneously effected from both independent variable towards working readiness is 13.676 (p < 0,05) is significant, so, it can be inflicted that fashion’s expertise and achievement motivation have a significant effect upon working readiness.

3.2 Second Hypothesis Testing
Hypothesis H2 declared as the variable presumption of fashion expertise and achievement motivation partially affecting towards working readiness. This hypothesis is related to three regression coefficient test result inside regression equation. T-test result towards regression coefficient of fashion expertise to working readiness is 0.386 which is significant (p < 0,05). T-test result towards regression coefficient of fashion’s expertise to working readiness is 0.338, which is significant (p < 0.05). T-test result towards regression coefficient of achievement
motivation to working readiness is 0.361 which is significant (p < 0.05). The three T-test result is significant, so that can be concluded as data experiment support Hypothesis H2.

3.3 The Relationship of Learning Result of Fashion Expertise to Working Readiness
Subject learning of fashion’s expertise practice is suitable with curriculum competence, the subjects in this experiment are mode design, pattern making in the constructive method, sewing technique, textile craft, and women apparel making. Experiment result proves that fashion expertise towards working readiness is significant. This result explains that diversity of working readiness can be explained directly by the amount of ability of fashion’s expertise.

Wening [4] stated that fashion skill in practice on pattern making has working steps as (1) design analysis; (2) body measurement; (3) making archetype or deciding pattern making method that will be used to make the archetype; (4) perform archetype manipulation according to the design become pattern that is ready to be used; and (5) decipher the pattern into pieces.

Reducing the obstacle can be done with providing instructor’s assistant so that the ratio of college lecturer and college students become smaller. The department also can prepare an interactive and progressive learning module into some level of materials. Another alternative is that college lecturer and department with industry partner’s support apply teaching factory subject. This fact is compatible with experiment result by Hidayat [5] that was proven that teaching factory is effective to increase the competence of college student productive skill.

3.4 The Relationship of Achievement Motivation to Working Readiness
Achievement motivation is a driving force or an impetus inside oneself or students to achieve a level of learning achievement as high as possible. The motivation in this experiment is motivation which is inside the college students to try and change their manner to be better in achieving settled goals (learning purpose), i.e. achievement (attained accomplishment), recognition, responsibility, the work itself and advancement.

This experiment’s conceptual method is formulated by achievement motivation can be developed through stimulation sourced from an efficient practice activity of Cipta Karya. Santrock [6] stated that motivation can be used as effectively in the class to increase the learning activity, both in cognitive, affective, and psychomotor to accomplish an achievement.

One of the biggest challenges that were faced by college lecturer is deal with a college student with low achievement motivation, as they are often to overlook the applied strategy by the lecturer, including teamwork and motivation to help achieve the targeted purpose. Whereas Schunk [7] stated that program motivation is designed to help student’s learning wish and doing task well, because learning method motivated assume that motivation appear before, during, and after learning. As for that, the lecturer can give attention to the college students if they are not spirited. Here, lecturer’s role is also needed to be responding or finding out as to why and what happened with her/his students, both from internal or external aspect.

Experiment outcome proves that achievement motivation is affecting positively significant towards working readiness in Cipta Karya practice.

4. Conclusion
According to experiment result as described above, then the core of conclusion can be pulled from experiment findings as follows:
1. Fashion expertise is affecting significantly towards working readiness of Cipta Karya show,
2. Achievement motivation is affecting significantly towards working readiness of Cipta Karya show,
3. Both variables are positive, this can be mean as skill in fashion expertise and achievement motivation of fashion’s college students have a positive effect on working readiness for Cipta Karya activity.
References
[1] Slameto 2010 Belajar dan Faktor-faktor yang Mempengaruhiya (Jakarta: Bineka Cipta Sudijono)
[2] Henry S 2008 Manajemen Sumber Daya Manusia (Yogyakarta: Penerbit YKPN)
[3] Mulyasa 2009 Menjadi Guru Profesional (Bandung: PT Remaja Rosdakarya Offset)
[4] Sri W 2013 Modul Pembuatan Busana dan Pengembangan Pembelajarannya (Yogyakarta: Konsorsium Sertifikasi Guru)
[5] Hidayat M D 2011 Model Pembelajaran Teaching Factory untuk Meningkatkan Kompetensi Siswa dalam Mata Pelajaran Produktif J. Ilmu Pendidik. 17
[6] Santrock J W 2011 Psikologi Pendidikan (Jakarta: Kencana)
[7] Schunk D H 2012 Learning Theories An Educational Perspective (Teori-teori Pembelajaran: Perspektif pendidikan) (Yogyakarta: Pustaka Belajar)
[8] Cohen J, Cohen P, West S G, and Aiken L S 2003 Applied Multiple Regression/Correlation Analysis for the Behavioral Sciences Third Edition (New Jersey: Lawrence Erlbaum Associate, Inc.)
[9] Buku Pedomam, 2013/2014. Fakultas Teknik Universitas Negeri Surabaya (UNESA)
[10] Sudijono, Anas.2005. Pengantar Evaluasi Pendidikan. Jakarta: PT. Rajagrafindo Persada
[11] Yamin Martinis, 2011. Paradigma Baru Pembelajaran. Jakarta: Gaung Persada (GP) Press