

A COMPARATION OF STUDENTS' INTEREST IN BECOMING TEACHERS AND ENTREPRENEURS AMONG HOME ECONOMICS (FASHION DESIGN) STUDENTS

Nadia Sari¹, Siti Isma Sari Lubis^{2*}, Adriani³, Melda Mahniza⁴

¹²³⁴ Faculty of Tourism and Hospitality, Universitas Negeri Padang, Indonesia

Email : nadia07102003@gmail.com

Email : ismasari@fpp.unp.ac.id

(*)Corresponding Author :

ismasari@fpp.unp.ac.id

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ABSTRACT

Students in the Fashion Design concentration of the Family Welfare Education program have two main career orientations: becoming educators and fashion entrepreneurs. Differences in their inclination toward these two options are important to examine because the study program equips students with both pedagogical competencies and professional fashion skills. This study aims to compare interest in becoming a teacher and interest in entrepreneurship among Fashion Design students. The study employed a comparative quantitative approach. The population consisted of 73 students, and a sample of 62 students was selected through random sampling with a 5% margin of error. Data were collected using a Likert-scale questionnaire and analyzed using descriptive statistics, normality tests, and a paired-samples t-test with IBM SPSS Statistics version 21. The results showed that the mean score for interest in becoming a teacher was 86.03 (SD = 8.63), while the mean score for interest in entrepreneurship was 89.16 (SD = 6.43). The difference test yielded $t(61) = -2.258$, $p = 0.028$, with a mean difference of -3.13. These findings indicate that both career options remain attractive, but the tendency toward entrepreneurship is statistically higher. The results suggest the need to strengthen balanced career development between educational and entrepreneurial competencies so that students can develop professional choices aligned with their interests and competencies.

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INTRODUCTION

Vocational higher education is expected not only to produce graduates who master academic knowledge, but also graduates who can connect their competencies with realistic employment options. The Family Welfare Education (PKK) Study Program, Fashion Design concentration, at Universitas Negeri Padang occupies this position because its educational process integrates teaching competencies and professional skills in fashion. Students gain pedagogical experience as prospective educators as well as skills in design, production, and business management that open career opportunities in the creative industry. The development of fashion students' career pathways is closely related to the integration of professional competencies, digital skills, and entrepreneurial abilities acquired during vocational education (Nafiah et al., 2025).

Vocational higher education has increasingly emphasized the development of flexible career pathways because graduates are expected not only to enter employment but also to adapt to changing labor market demands. Vocational learning integrates technical competence, professional identity, and employability skills, enabling graduates to pursue various occupational opportunities (Mahfud et al., 2024).

Vocational higher education plays an important role in preparing students to make appropriate career decisions because vocational learning does not only provide technical competencies but also develops psychological resources required for career development. Self-efficacy becomes an important factor because students who believe in their abilities tend to demonstrate greater confidence in exploring career options and making future professional decisions. Research among vocational education students in Indonesia shows that self-efficacy significantly contributes to students' career decision-making processes, indicating that career development is influenced not only by educational preparation but also by students' beliefs regarding their personal capabilities and future career pathway (Rosantono et al., 2021).

In the career decision-making process, interest is an important construct because it influences attention, engagement, competency development, and decisions regarding particular fields of work. Interest in a field can develop into a basis for career planning when students perceive alignment among personal interests, abilities, and available opportunities. Quinlan & Renninger, (2022) explain that academic interest can serve as a foundation for students in developing career plans, show that career interest is associated with the career decision-making process. Therefore, measuring students' interest in the teaching profession and entrepreneurship can provide an initial picture of the direction of their professional orientation after graduation.

For Fashion Design students, these two options have different characteristics. The teaching profession requires interest in social activities, learning, mentoring, and interaction with students. In contrast, entrepreneurship requires an orientation toward creativity, innovation, risk management, independence, and the ability to identify market opportunities. Differences in work-environment characteristics may lead students to show different levels of inclination toward two fields that are equally relevant to the competencies of the study program. This condition is also supported by research among fashion vocational students, which found that creativity and productive learning experiences contribute to students' entrepreneurial interest, indicating that vocational students' career preferences are influenced by their competencies, confidence in developing ideas, and ability to recognize entrepreneurial opportunities (Jerusalem et al., 2022).

Career interest represents an important psychological factor in students' career development because it influences how individuals explore, evaluate, and select future occupational pathways. Recent studies emphasize that students' career decisions are shaped not only by academic competencies but also by their perceptions of personal ability, future opportunities, and the compatibility between individual characteristics and career environments. Therefore, understanding students' career interests provides important information for designing educational programs that support appropriate career development. For Fashion Design students, career interest may develop toward different professional pathways because their educational experiences provide both pedagogical competencies and practical creative skills. These competencies allow students to consider careers in education as well as entrepreneurship in the fashion industry (Schelfhout et al., 2019). Career interest can be understood as a dynamic process influenced by individual characteristics, learning experiences, and expectations regarding future professional

roles. Career Construction Theory explains that individuals actively construct career pathways based on personal experiences, competencies, and meanings attached to occupations. In this perspective, students in Fashion Design programs may develop different career orientations because their educational experiences provide multiple possibilities, including teaching and entrepreneurship pathways (Nafiah et al., 2025).

Entrepreneurship education has become an important component in higher education because it can develop students' entrepreneurial knowledge, confidence, and ability to recognize business opportunities. Recent research indicates that entrepreneurship education contributes to entrepreneurial intention by improving entrepreneurial attitudes and perceived capability. In vocational programs, entrepreneurship learning provides students with opportunities to transform professional skills into economic activities. In the context of Fashion Design education, entrepreneurship courses and practical experiences may encourage students to perceive fashion business as a realistic career option after graduation (Nabi et al., 2018).

Entrepreneurship education contributes to the development of entrepreneurial intention by improving students' attitudes, perceived behavioral control, and confidence in creating business opportunities. Within vocational education, entrepreneurship learning provides students with practical experiences that allow them to transform technical skills into potential business activities. Therefore, entrepreneurship education can strengthen students' perception that entrepreneurship is a realistic and achievable career pathway (Mahfud et al., 2024).

The stronger entrepreneurial interest found among Fashion Design students can also be explained through entrepreneurial self-efficacy. Students who believe in their ability to create products, identify market opportunities, and manage business activities tend to show stronger entrepreneurial intentions. Therefore, technical skills obtained during fashion training may become an important psychological resource that encourages students to consider entrepreneurship as a future career pathway (Newman et al., 2019).

The research gap lies in the need to assess these two career orientations directly within the same group of students. A number of previous studies have more often examined the factors shaping interest in becoming a teacher or entrepreneurial interest separately. Yet, for PKK Fashion Design students, both career paths are part of the competency profile developed during their studies. A paired comparison is important because it can show not only whether each field is of interest, but also which direction is relatively stronger within the same individuals. This study therefore focuses on 2023 cohort students in the PKK Fashion Design concentration to address three objectives: describing interest in becoming a teacher, describing interest in entrepreneurship, and testing the difference between the two interests. The results are expected to provide an empirical basis for the study program in designing career development that maintains its educational identity while remaining responsive to entrepreneurial opportunities in fashion.

RESEARCH METHOD

This study used a quantitative approach with a comparative design (Lim, 2025). The study was conducted at the Faculty of Tourism and Hospitality, Universitas Negeri Padang, from June 2026 to July 2026. The population comprised 73 active students of the PKK Study Program, Fashion Design concentration, from the 2023 cohort. A sample of 62 students was selected using random sampling with a 5% margin of error, giving each member of the population an equal chance of being selected as a respondent.

Primary data were collected using a direct, closed-ended questionnaire with a five-point Likert scale: Strongly Agree = 5, Agree = 4, Somewhat Disagree = 3, Disagree = 2, and Strongly Disagree = 1 (Sugiyono, 2016). The instrument was developed to measure two variables: interest in becoming a teacher (X1) and interest in entrepreneurship in fashion (X2). A summary of the instrument indicators is presented in Table 1.

RESULTS AND DISCUSSION

Results

Table 1. Summary of Research Instruments

Variable	Indicator	Initial Items	Scale
Interest in becoming a teacher	Personal motivation; perception of the teaching profession; family and social environment; influence of external factors; alignment of educational background; external influencing factors; PLK experience; perceptions of future career prospects	40	Likert 1-5
Interest in entrepreneurship	Personal motivation; business opportunities; family and social environment; alignment of education with a fashion business; external factors; practical/entrepreneurial experience; risk perception; future business expectations	40	Likert 1-5

Source: Research instrument, 2026 study

Before being used for the main data collection, the instrument was tested on 32 respondents to assess item validity and reliability. The validity criterion used an r-table value of 0.349 at the 5% significance level. Reliability was assessed using Cronbach's Alpha, and both variables showed coefficients above 0.70 (Hair Jr et al., 2010), as summarized in Table 2. Thus, the instruments used in the main analysis had acceptable internal consistency.

Table 2. Instrument Reliability Test Results

Variable	Cronbach's Alpha	Interpretation
Interest in becoming a teacher (X1)	0.724	Reliable
Interest in entrepreneurship (X2)	0.746	Reliable

Source: Authors' data processing, 2026

Data were analyzed using IBM SPSS Statistics version 21. The stages of analysis included descriptive statistics to summarize score distributions, Kolmogorov-Smirnov and Shapiro-Wilk normality tests, followed by a paired-difference test. Because the normality test results for both variables met the assumption of normal distribution, hypothesis testing was conducted using a paired-samples t-test at a significance level of 0.05. The null hypothesis stated that there was no difference between interest in becoming a teacher and interest in entrepreneurship, whereas the alternative hypothesis stated that there was a significant difference between the two.

The analysis results are presented sequentially through data description, prerequisite testing, and hypothesis testing. Numerical results are concentrated in the tables to avoid repeating the same statistical data in the narrative.

Table 3. Descriptive Statistics for Interest in Becoming a Teacher and Entrepreneurship

Variable	N	Minimum	Maximum	Mean	SD
Interest in becoming a teacher	62	65.00	102.00	86.0323	8.62510
Interest in entrepreneurship	62	69.00	106.00	89.1613	6.42534

Source: Authors' data processing, 2026

Table 3 shows that both variables had positive score tendencies, but the center of the distribution for entrepreneurial interest was higher than that for interest in becoming a teacher. The distribution of entrepreneurial-interest scores was also more concentrated, whereas interest in becoming a teacher showed greater variation among

respondents. This pattern provides an initial indication that students remain interested in the teaching profession, but their orientation toward fashion-related entrepreneurship is relatively stronger.

Table 4. Normality Test Results

Variable	K-S Sig.	Shapiro-Wilk Sig.	Decision
Interest in becoming a teacher	0.200	0.218	Normal
Interest in entrepreneurship	0.200	0.147	Normal

Source: Authors' data processing, 2026

As shown in Table 4, all significance values from both test procedures were above the 0.05 level. Therefore, the data on interest in becoming a teacher and interest in entrepreneurship met the normality assumption and could proceed to parametric testing for paired data.

Table 5. Paired-Samples t-test Results

Comparison	Mean Difference	SD Difference	95% CI	t	df	Sig. (2-tailed)
Interest in becoming a teacher - interest in entrepreneurship	-3.12903	10.91019	-5.89970 to -0.35836	-2.258	61	0.028

Source: Authors' data processing, 2026

The test results in Table 5 show that the null hypothesis was rejected. The negative direction of the difference resulted from the calculation order of teacher interest minus entrepreneurial interest, confirming that interest in entrepreneurship was higher than interest in becoming a teacher. The confidence interval did not cross zero, further supporting that the difference was consistent within the study sample.

Discussion

Interest in Becoming a Teacher Among Home Economics (Fashion Design) Students

Interest in becoming a teacher remained at a positive level, although its score was lower than the entrepreneurial orientation. This finding indicates that students' identity as members of an education-oriented study program still contributes to their professional orientation. During their studies, students acquire not only technical fashion skills but also pedagogical knowledge, teaching strategies, and Educational Field Practice (PLK) experience. This experience provides a real-world context for understanding teachers' duties and can help students assess the fit between their personal abilities and the educational work environment.

Students' interest in becoming teachers is influenced by several motivational factors, including personal values, social contribution, and perceptions of teaching capability. Students who view teaching as meaningful work and believe they can contribute to learners' development are more likely to develop stronger motivation toward the teaching profession. For Fashion Design students, teaching interest may emerge from experiences in explaining design techniques, assisting others in learning practical skills, and transferring professional knowledge (Ma, 2022).

This finding can be interpreted from a person-environment fit perspective. Ayu & Kartika, (2021) emphasize the importance of congruence between individual characteristics and the work environment in shaping attitudes toward work. In an educational context, students who enjoy guiding, interacting, explaining material, and supporting learners' development have characteristics that are more compatible with the demands of teaching. Prayitno & Ismira, (2023) also demonstrate the relevance of congruence between personality characteristics and the educational context. This means that interest in becoming a teacher is influenced not only by students' status in an education-oriented study program, but also by their perceptions of how well they fit the activities and environment of the profession.

This finding can be conceptually linked to the study by Putri et al., (2026), which showed that learning motivation has a strong positive relationship with student engagement in Fashion Production Design learning. The study showed that the higher the motivation, the higher students' behavioral and cognitive engagement in learning.

Although that study did not directly measure interest in becoming a teacher, its results indicate that motivation is an internal factor that can encourage a person to become more actively involved and persist in a field. In this study, students who are interested in teaching activities, have positive experiences in educational activities, and feel competent in conveying Fashion Design skills may have stronger motivation to consider the teaching profession.

These results are also consistent with Isrofin et al., (2023), who emphasized that vocational interests play an important role in shaping students' educational choices and future career pathways. Their study highlights that social-oriented interests are associated with occupations involving interpersonal interaction and helping activities. In the Fashion Design context, this social dimension may emerge through a desire to teach skills, guide practical activities, and transfer fashion knowledge to learners. Therefore, although entrepreneurial orientation is relatively stronger, interest in the teaching profession still has a clear psychological and academic basis. The study program needs to maintain meaningful educational experiences so that students can evaluate the teaching profession based on concrete experience rather than solely on perceptions of recruitment processes or working conditions.

Entrepreneurial Interest among home economics (Fashion Design) Students

The higher tendency toward entrepreneurial interest shows that students are able to translate their fashion competencies into economic opportunities. Skills in design, garment construction, product development, and understanding consumer needs are forms of capital that can be used directly to start a business. Unlike the teaching profession, which has relatively formal entry pathways and work structures, entrepreneurship provides broader scope to determine work arrangements, target markets, business scale, and creative expression. Fashion Design students possess competencies that can be developed into entrepreneurial careers because their learning experiences involve creativity, production skills, and understanding of consumer needs. Entrepreneurship education within Fashion Design programs can strengthen students' entrepreneurial mindset by providing knowledge and practical skills related to business planning, production processes, marketing strategies, and creative industry management. Therefore, entrepreneurial interest among fashion students is closely related to their educational experiences and the ability to transform fashion competencies into independent business opportunities (Purwanti, 2023). These characteristics are relevant to the fast-moving fashion sector, which is strongly influenced by product innovation and market trends. The stronger entrepreneurial orientation among vocational students can also be explained through entrepreneurial mindset development. Entrepreneurship education encourages students to identify opportunities, develop creativity, and build confidence in transforming competencies into economic activities. Previous research among vocational students in Indonesia confirms that entrepreneurship education positively influences entrepreneurial intention through the development of entrepreneurial mindset (Handayati et al., 2020).

The development of digital technology has expanded entrepreneurial opportunities in creative industries, including fashion. Digital platforms enable fashion entrepreneurs to develop brands, reach consumers, conduct marketing activities, and manage businesses with lower barriers compared with traditional business models. Consequently, students with fashion competencies may perceive entrepreneurship as an attractive career pathway because digital environments provide broader opportunities for creativity and market access (Soluk et al., 2021). Digital transformation has changed the characteristics of entrepreneurship, including in the fashion industry. Vocational students increasingly require digital competencies because business activities involve digital marketing, online branding, and consumer interaction through technology platforms. Digital competence supports entrepreneurial development by strengthening students' ability to identify business opportunities and build confidence in managing entrepreneurial activities. Therefore, digital competence contributes to entrepreneurial intention when combined with entrepreneurial self-efficacy and the ability to recognize market opportunities (Purwaamijaya & Hermawan, 2022).

This finding is consistent with Efendi & Tantri, (2025), who showed that entrepreneurial knowledge and self-efficacy are associated with entrepreneurial interest among PKK students in the Fashion Design concentration. This means that students who understand business processes and have confidence in their abilities tend to be more prepared to view fashion skills as a basis for business. Bania Ateta Ketaren, (2021) also identify independence and self-efficacy as important factors in students' entrepreneurial interest. These two findings help explain why entrepreneurial

orientation can strengthen among vocational students: acquired technical competencies create a sense of capability, while practical experience provides a more concrete picture of the products or services that can be offered.

From the perspective of the Theory of Planned Behavior, entrepreneurial intention can be shaped by attitudes toward entrepreneurship, subjective norms, and perceived behavioral control. Hasmidyani et al., (2022) show the role of personal attitudes and perceived behavioral control in shaping Generation Z's entrepreneurial intentions. Among Fashion Design students, positive attitudes may emerge when entrepreneurship is perceived as a creative pathway with the potential to provide independence, while behavioral control develops when students feel that they possess adequate technical skills and practical experience. Kartika, (2024) explain that entrepreneurial self-efficacy plays an important role in shaping students' entrepreneurial intentions because confidence in performing entrepreneurial tasks encourages individuals to recognize and pursue business opportunities. Thus, the high entrepreneurial interest found in this study can be understood as the result of an interaction between existing competencies, perceptions of opportunities, and the belief that a fashion business can be managed and developed independently.

Comparison of Interest in Becoming a Teacher and Interest in Entrepreneurship

The significant difference between the two scores indicates that students' career orientations are not neutral toward the two available graduate profiles. Although both are positive, entrepreneurship has relatively greater appeal. This difference can be interpreted as students' response to labor-market characteristics and the forms of work they envision after graduation. Entrepreneurship offers flexibility, opportunities to develop creativity, and the possibility of directly applying fashion competencies, whereas the teaching profession requires pedagogical readiness, compatibility with the educational environment, and a more structured process of entry into the profession.

However, these results should not be interpreted to mean that the study program must shift its orientation entirely toward entrepreneurship. The difference in mean scores instead demonstrates the importance of a curriculum design capable of maintaining the two pathways proportionally. Students with strong social and pedagogical orientations need high-quality teaching experiences, whereas students with a business orientation need increasingly authentic entrepreneurial experiences. With this approach, differences in interest become information for differentiated career development rather than a basis for normatively ranking one career option above another.

More broadly, the findings reinforce the idea that career interest develops when students can connect learning experiences with future possibilities they consider meaningful. Quinlan & Renninger, (2022) emphasize that interest in a field of study can serve as a foundation for career planning. In this study, Fashion Design offers two equally legitimate pathways for applying interest: developing competencies through vocational education or transforming those competencies into products and services with economic value. The difference found is therefore better understood as variation in the direction of competency actualization rather than a conflict between education and entrepreneurship.

In practical terms, the study program can use periodic career-interest assessments to map students' development needs. Students who tend toward the teaching profession can be directed to strengthen pedagogy, microteaching, school-based experience, and information on educator career pathways. Students who tend toward entrepreneurship can receive reinforcement in business planning, digital marketing, brand development, and fashion-business management. At the same time, both groups still need to maintain cross-pathway competencies because graduates may combine professions, for example by becoming educators who own fashion businesses or entrepreneurs who are involved in skills training. Such an approach is more consistent with the characteristics of vocational education, which requires adaptability to changes in the world of work.

CONCLUSION

Positive interest was evident in the two main career pathways, namely the teaching profession and fashion entrepreneurship. However, the paired test results showed a significant difference, with entrepreneurial interest tending to be higher. Theoretically, this study contributes to understanding career interest among vocational higher education students by showing that educational and entrepreneurial orientations can coexist within the same

competency framework. Practically, the study provides implications for curriculum development through balanced strengthening of pedagogical competence and entrepreneurial competence. Future research is recommended to involve broader samples across cohorts and examine factors such as self-efficacy, family support, practical experience, and employment opportunity perceptions.

As an implication, students' career development should not be directed toward a single pathway. The study program needs to strengthen educational and entrepreneurial experiences in a balanced manner and provide more differentiated guidance based on students' patterns of interest. Future research may expand the subjects across cohorts or study programs and examine factors that shape differences in interest, such as self-efficacy, family support, practical experience, economic conditions, and perceptions of employment opportunities.

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