Analyzing the Implementation of Sustainable Fashion in the Fashion School Curriculum in IKJ & UNJ

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ABSTRACT

Through fashion trends using a few pattern pieces, sustainable fashion is currently gaining more popularity in society. Fashion schools, lecturers, and instructors have started applying the sustainable fashion system in academic fields. Some of the fashion schools are Institut Kesenian Jakarta and Universitas Negeri Jakarta. During our interviews, the department coordinator and some lecturers at IKJ and UNJ addressed the implementation of sustainable fashion in several courses. However, the implementation is unwritten in the curriculum due to the consideration of some other aspects. Accordingly, referencing the informants' statements, we decided to carry out an analysis of the sustainable fashion implementation in the curriculum of the fashion school IKJ and UNJ. The research explores sustainable fashion at IKJ and UNJ its implementation on the Fashion Design Curriculum IKJ and UNJ. The research employed a qualitative method. Descriptive primary data were collected through structured interviews with informants, i.e., the department coordinator and several lecturers at IKJ and UNJ. Secondary data were collected through a literature study. The research was limited to the knowledge and implementation of sustainable fashion at the fashion school IKJ and UNJ. The results indicated that sustainable fashion had long been implemented in certain courses. Nevertheless, many, including academicians, did not realize having been practicing the process. This basic research endeavored to find data and information about sustainable fashion implemented in the curriculum of the fashion school IKJ. The research object was Institut Kesenian Jakarta (IKJ) and UNJ, that was different from the previous research, investigating Politeknik Media Kreatif Jakarta.

Keywords: Fashion Design School, Fashion School Curriculum, Sustainable Fashion

1. INTRODUCTION

Among the new problems the fashion industry world causes are fast fashion. It is a massive and continuous production process, hence engendering products quickly. It drives consumers consumptive and, in turn, generates fashion waste in large quantities. Clothing industries are the second most harmful to the environment (www.fascompany.com, retrieved March 9th, 2022, at 10.37 PM). Cloth coloring and processing give off Earth damage by 10%. In addition, according to data from environment.org, in 2018, global water waste of 20% and carbon emission of 10% was induced by textile wastes. These phenomena encourage the government to consistently converge on applicable solutions to detract from environmental issues produced by the fashion industry. For example, the Minister of Living Environment and Forestry of the Republic of Indonesia issues a regulation concerning Wastewater Quality Standards, and BAPPENAS, in cooperation with the Denmark Kingdom government, initiates the circular fashion concept to communicate the circular economy with Indonesian society. Not only waste processing management but circular fashion is also resource management. The production no longer uses raw materials from nature but recycles processed materials, resulting in capital and resource austerity. Today in Indonesia, many have implemented circular fashion through sustainable fashion. Society is getting familiarized with and practicing it. Nonetheless, sustainable fashion has not been included in the curriculum of fashion schools, including IKJ and UNJ. In so doing, observing sustainable fashion implementation at the fashion school IKJ, UNJ is important. The research aims to probe the definition of sustainable fashion at the fashion school IKJ, UNJ and its implementation on the curriculum of the fashion school IKJ and UNJ.

1.1. Literature Review

1. Knowledge, Understanding, and Implementation

Knowledge refers to anything acquired from experiences developing in numbers aligned with the experience process undergone (Mubarak, 2011). Knowledge is made up of four levels, i.e., descriptive, causal, normative, and essential (Sulaiman, 2015). Understanding is the ability to connect information learned to be a complete object in our brains (Widiasworo, 2017). Based on sensitivity levels and material absorption degree, understanding competencies are classified into three levels: translating, interpreting, and exploring (Blom in Kuswana, 2012). Implementation is expanding activities customizing the interaction process between goals and actions to achieve effective bureaucratic implementor networking (Setiawan, 2004). Success implementation is affected by two significant variables: the content of the policy and the context of implementation (Grindle, 2002).

2. Sustainable Fashion

Sustainable fashion stems from the word "sustainable" and contains values and goals of preserving the existing ecosystem (Amalia, 2022). Sustainable fashion aims to bring together all parties engaged in the fashion industry and improve production and consumption methods (Kulsum, 2020). Fashion designers, producers, distributors, and consumers are the parties intended. Sustainable fashion comes with some benefits, e.g., diminishing environmental pollution due to production processes that also yield scarcity. Recycling fashion items into new shapes or different models is an example of sustainable fashion. Clothes produced in a sustainable manner will be good in quality. They are durable, allowing consumers to save costs on buying new clothes. It is the manifestation of cost austerity. Another benefit is providing convenience for consumers. A good-quality product gives convenience when worn. Sustainable fashion can also improve social welfare. Laborers hired in that field should have rights and responsibilities fulfilled by the business owners, preventing them from pressure and, accordingly, acquiring welfare (Shafie et al., 2021)

2. METHODOLOGY

This research used a qualitative approach to collect descriptive data. The data would show knowledge and implementation of sustainable fashion in the curriculum of the fashion school IKJ. The research procedures were: pre-research in the field to focus and formulate research problems, a mini tour, and the third activity conducted after returning from the field. The last step aimed to focus on research problems by identifying raw data for analysis based on the research focus and sub-focus. The primary data were collected from observation until research on the research focus and sub-focus through interviews with department manager informants, namely the department coordinator and lecturers. Data collection techniques and procedures were adjusted to the approach used, that was qualitative with a case-study method. Open and structured questions were proposed during interviews. The data collected were in-depth information about sustainable fashion implementation in the curriculum. Document studies were carried out to complete information gathered through interviews. The documents studies were the curriculum that had been and was being implemented at the fashion school IKJ. Data analysis began with collecting data to finishing the research report writing. First, we attested to the validity of data collected from informants. Second, data were categorized by classification and the focus and sub-focus. The steps were 1) transcribing all recorded data collected through interviews and 2) classifying the transcribed data by research sub-focuses, i.e., knowledge, understanding, and implementation of sustainable fashion. Third, the classified data were put into a table. Data with the same meaning were grouped by research questions of each sub-focus. We figured out the answers to the research questions from the table containing data. The answers were categorized based on informants. The results and findings were then described.

Table 1. Interview Instruments

Research Focus	Research Sub-Focus	Question Lattice	Question
Analysis of sustainable fashion at a fashion school in Jakarta	1. Knowledge and understanding of sustainable fashion	1. Definition of sustainable fashion	1
		2. Aspects of sustainable fashion • Environmental • Social • Economic • Aesthetic • Cultural	2
		3. Goals of sustainable fashion	3
		4. Benefits of sustainable fashion	4
		5. Relationship between sustainable fashion and eco-fashion	6
	2. Implementation of sustainable fashion	1. Implementation of sustainable fashion in the aspects: • Environmental • Social • Economic • Aesthetic • Cultural	7
		2. Implementation of sustainable fashion in eco-fashion	8

		3. Implementation of the curriculum at the fashion school • Number of credits • Description • Relationship with another course • Semester • Material content • Implementation period (starting) • Evaluation of related courses • Effects of sustainable fashion implementation on final products.	9

AUTHORS' CONTRIBUTIONS

SRI LISTIANI CONTRIBUTIONS: Write chapter 3 and make conclusions and closings

SURYAWATI CONTRIBUTIONS: Retrieve data, analyze data and process data

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