Analysis of Practical Learning: Comparative Study of Actual Industry and Architectural Studio in Higher Institution

THESIS

Submitted as one of the requirements to obtain a Master of Technology and Vocational Education

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ANALYSIS OF PRACTICAL LEARNING: COMPARATIVE STUDY OF ACTUAL INDUSTRY AND ARCHITECTURAL STUDIO IN HIGHER INSTITUTION

by

Quienera Nyeon Joshua

B.Arch University of Malaysia Sarawak, 2020

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2023

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LEMBAR PENGESAHAN PROPOSAL THESIS

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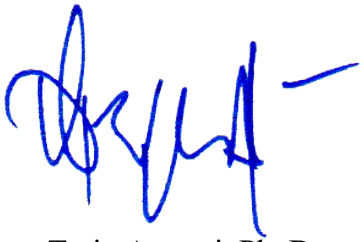

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ABSTRACT

This research highlighted the implementation of practical learning in both industry and in higher institutions. The aim of this study is to analyze the challenges and deficiencies encountered by students in the context of their practical learning. This analysis will encompass various factors, including the course curriculum, studio and internship hour, architectural educator, and studio facilities. The overarching goal is to identify and address the disparities between students' learning experiences and the industry's expectations, ultimately bridging this gap. The analysis considers various aspects, namely the course curriculum, studio and internship hours, the role of architectural educators, and the state of studio facilities. The overarching aim is to identify and rectify the discrepancies between students' educational experiences and the expectations of the industry, ultimately aiming to bridge this gap. The study focuses on Universiti Malaysia Sarawak (UNIMAS) as a case study, employing the convergent parallel design research method. The research includes participation from 50 final-year students and three practicing architects who collaborate with the institution. Data collection methods encompass the use of questionnaires and interviews, with subsequent data analysis involving descriptive quantitative analysis utilizing SPSS and qualitative analysis through thematic exploration using NVivo14. The research findings reveal significant disparities between the practical learning experiences at UNIMAS and the requirements of the industry. Firstly, there is an evident need to realign the course curriculum with industry demands, ensuring that subjects closely relate to industry practices. Secondly, the effective utilization of studio hours is essential for both educators and students to enhance the quality of learning experiences. Thirdly, it is imperative for architectural educators to possess pedagogical skills, irrespective of their prior industry backgrounds. Lastly, the maintenance of studio facilities, despite their adequate number, is crucial to promote a conducive learning environment. This study concludes that there are differences between practical learning at UNIMAS and the industry's expectations. It underscores the necessity for a more harmonious alignment between educational institutions and industry practices to better equip students for their future careers.

KEYWORDS: Architecture Studio, Practical Learning, Architect Competencies

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