

## CHAPTER V

### CONCLUSION, IMPLICATIONS AND RECOMMENDATIONS

In this section, the conclusions, implications, and recommendations drawn from the research outcomes are displayed. This chapter represents the author's perspective, offering an interpretation of the significant findings that constitute essential insights derived from the overarching research.

#### 5.1 Conclusions

The research concluded that there are disparities between the practical learning approaches employed in academic institutions and those in industry settings. In university environments, practical learning initiatives still struggle to provide students with a truly immersive hands-on experience while also establishing a strong theoretical foundation. These limitations not only hinder students' comprehensive understanding of the architectural field within the classroom but also hinder their ability to seamlessly apply their knowledge in real-world situations. The curriculum currently in place is lacking alignment with industry needs, as it fails to incorporate subjects that cover measured drawings and the utilization of latest architectural software and technologies such as Revit, BIM, and Rhino. While the curriculum does positively impact the soft-skills development and skill mastery, there exists a gap that must be addressed to better prepare students for the demands of the architecture industry.

The research also concluded that the studio hours are not practically effective as the number of students to lecturers is not balanced. While there is a demand to increase studio hours, the decision largely relies on students' ability to manage their time for critique sessions during studio hours and to engage in self-directed learning afterward. This principle also extends to the lecturers, who must provide quality feedback and allocate their time appropriately given the number of students. Regarding internships, a 10-week period was generally deemed satisfactory, showcasing significant differences among students in terms of their attitude, discipline, proficiency in digital tools and technologies, and project management skills within a professional setting.

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Nevertheless, it remains essential for the course curriculum to include subjects that equip students with fundamental knowledge relevant to the industry.

The research also establishes that a significant portion of the institution's educators and studio instructors come directly from the industry, providing a valuable opportunity for students to acquire contemporary skills and technical expertise in construction management. However, despite their industry backgrounds, these educators often exhibit deficiencies in their pedagogical skills when it comes to effectively engaging students during lectures. In addition, they tend to lack the practice of integrating local architectural context as relevant examples. Nevertheless, they do play a crucial role in helping students enhance their detail drawing abilities and expose them to the professional aspects of project development.

Finally, the research findings also indicate that the institution offers comprehensive facilities to support student learning. While these facilities can accommodate the student population, they do require regular maintenance to ensure efficient utilization. Additionally, students have raised concerns about the considerable distance between the faculty and their dormitories, which necessitates transportation expenses. Further recommendations regarding this issue will be presented in the subsequent recommendation section.

Overall, the four elements of practical learning, which include the course curriculum, studio and internship hours, architectural educators, and studio facilities, are generally meeting the satisfaction levels of both students and the industry. However, despite this alignment, there is still room for improvement to optimize the learning experience and further enhance the practical skills of students. These enhancements are essential to ensure their competitiveness in the industry and their ability to continue self-improvement after graduation.

## 5.2 Implications

The institution should strengthen its partnerships with the architectural industry to provide technical and architecture students with practical experience in their future careers, moving beyond theoretical learning. The technical institution should also prioritize regular facility maintenance to ensure students can work effectively and be productive. Furthermore, the university should hire more educators with industry experience and effective teaching skills to deliver course materials efficiently to students.

On the flip side, the industry should offer students ample exposure, particularly in the utilization of digital tools like Revit, Rhinos, and Lumion. This approach provides students with opportunities to learn and adapt before entering the professional sphere. They are also encouraged to familiarize the students with fundamental aspects of architectural firm management, including client interaction, project proposals, and document management. This guidance helps students chart their course and envision their direction after completing their studies.

## 5.3 Recommendations

Based on the findings of this research, the author presents recommendations for various stakeholders:

- 1) Future researchers should delve deeper into the variables discussed in practical learning and devise comprehensive solutions that encompass not only institutional aspects but also incorporate input from the industry and students.
- 2) Institutions should review and adjust their curriculum in accordance with the findings of this study.
- 3) The industry should take an active role in the progress of architectural education, fostering strong connections to ensure that the quality of students being produced and trained aligns with industry demands.
- 4) Students are encouraged to actively engage in self-directed learning and explore effective learning methods that will guide them toward becoming skilled architects.