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INCREASING SOCIAL AWARENESS AND RESPONSIBILITY THROUGH INDUSTRIAL WORK PRACTICES IN CITIZENSHIP EDUCATION

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Abstract

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, and the skills needed by themselves, society, nation and state. The program of vocational secondary education is industrial work practice. Industrial work practice is an integral part of education that brings students into the real world. Social awareness is a student's ability to recognize other people or awareness to foster concern which can then show the ability to empathize with other people. This research uses a qualitative approach with a retrospective case study type of research at Rina Hasanah Vocational School, Pandeglang Regency, which allows for follow-up healing or improvement of a case (treatment) after the research finds the results, so that the researcher only provides input from the research results. This research aims to describe the objective conditions of students' level of independence, learning conditions for industrial work practices in schools, implementing industrial work practices to form responsible independence as an effort to increase social awareness, and knowing the effectiveness of industrial work practices for forming independence and responsibility for vocational school students in the Regency. Pandeglang. Industrial work practices have been implemented at Rina Hasanah Vocational School. By implementing industrial work practices, it is hoped that the school can produce quality graduates who are socially sensitive and have an independent and responsible spirit. The school has provided some support for this, including holding various training and orientation programs before industrial work practices begin.

Key words: *Character Independence, Responsibility, Industrial Work Practices, Social Awareness*

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INTRODUCTION

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, and the skills needed by themselves, society, nation and state. (Law of the Republic of Indonesia No. 30 2003). The educational pathway that implements the dual education system (PSG) is vocational secondary education, namely formal education at the secondary education level that provides vocational programs (Kemendikbud, 2018).

The program of vocational secondary education is industrial work practice, industrial work practice is an integral part of education that brings students into the real world. During these practicums, students have the opportunity to learn by interacting directly with professionals in various fields. They learn about jobs, duties, and responsibilities in real situations. Industrial work practices encourage students to take initiative, make decisions, and complete assignments with little supervision. They learn how to face challenges and develop the problem-solving skills necessary to deal with unexpected situations. Students understand that their responsibilities in the work environment extend beyond the tasks they perform. They learn about the importance of maintaining work ethics, respecting organizational rules, and contributing positively to the team.

Apart from that, one of the factors is intelligence, skills, talents and interests, self-motivation, psychological needs, character and ideals. Character is an internal factor that can have an influence on students, so it is necessary to strengthen character education which is implemented on an ongoing basis to make students have character as an important provision in facing all life's challenges (Husnita & Suparno, 2020).

In the process of implementing character education, it is not only related to right or wrong, but also instills habits towards good things in life, so that it is hoped that students will have high awareness, concern, understanding and be committed to implementing goodness in their lives (Yuliana & Fahri, 2020). Apart from that, character education also requires time to see its impact and effectiveness, so it needs to be further noted that character education will internalize

values into the student's personality. The goal is to form individuals with characters who do not easily accept negative things and become individuals who can provide role models in their life environment (Dewi & Alam, 2020).

In implementing learning industrial work practices as an effort to produce quality and skilled human resources and students who are ready to work in the industrial world because students have a long time to do industrial internships so students will feel confident (Sari, 2020) In Areli's research, it was explained that apprenticeship is a vocational program that seeks to build collaboration with industry which requires students to take part in these activities by means of job training in the world of work so that students gain direct experience in the world of work. jobs and can increase student competence in certain areas of expertise or in other words combine theory at school with practice in the business world directly (Areli et al., 2020). Apart from that, Edriati's research explains that practical activities are carried out and carried out in the real world of work. This practical activity aims to improve students' skills in this field of work (Edriati et al., 2020). So it can be concluded that Industrial Work Practices are learning that is carried out directly in the industrial world as a form of implementation and practical work training based on theories in areas of expertise or study at school to be able to develop the abilities, skills and expertise of professional human resources.

Implementation carried out directly will provide experience in working. Students are taught how to control their own abilities so that they are more independent (Hilmi, 2020). The actualization of independence to form a student's personality is obtained through every action and behavior carried out in daily habits (Yusutria & Febriana, 2019). The word independence means attitudes and behavior that do not easily depend on other people to complete tasks (Mustari & Rahman, 2014). Kemandirian juga merupakan salah satu proses perkembangan yang penting bagi remaja. Kemandirian sebagai suatu perubahan dalam diri seseorang yang merupakan hasil dari pengalaman dan latihan diri sendiri tanpa bergantung pada orang lain (Setyowati et al., 2020).

A person who has independence in himself means that he feels he has a sense of responsibility, so a student with a high sense of responsibility will try to improve his quality in learning independently, this will support the

achievement of learning goals. So that achieving learning objectives can support students to obtain maximum learning achievement (Sahade, 2020). According to Munifah, the concept of independent character has two dual roles: First, there is self-confidence in one's ability to achieve goals. Second, self-confidence is supported by real work without being tired, tough, creative, understanding realistic, willing. keep up with the times, be competitive and make a big contribution (Munifah & Dodi, 2020). So it can be concluded, the Character of Independence is a person's behavior where he does not depend on other people and has the ability to control actions by believing in himself to be responsible for the things he does. In the context of the real world of work, independence or independence will emerge as work orientation develops, independent character becomes the basis for someone to improve the quality of their work (Nasution, 2018). Therefore, a good character of independence and responsibility can increase social awareness in students.

Social awareness is a student's ability to recognize other people or awareness to foster concern which can then show the ability to empathize with other people. The social awareness referred to is also related to awareness of the problems or difficulties faced by society. Individuals who have the ability to empathize are better able to reveal hidden social signals that indicate what other people need so that they are more able to accept other people's points of view, are sensitive to other people's feelings and are better able to listen to other people's opinions and other people's conversations (Utami et al., 2017). With social awareness, individuals are more able to accept other people's points of view, are sensitive to what other people are feeling and are better able to listen and accept other people's opinions. Social awareness can also foster order in society and make life more harmonious and harmonious, based on social values and norms as guidelines in society. Social awareness is a person's full awareness of his or her rights and obligations as part of society. Social awareness needs to be built in each individual in everyday community life. One way to achieve this is by building social awareness through developing a sense of empathy for other people. One way to achieve this is by building social awareness through

developing a sense of empathy for other people. This social awareness will give birth to social skills as the ability to create harmonious and satisfying social relationships, adapt to the social environment and solve social problems faced and be able to develop aspirations and present oneself, with the characteristics of mutual respect, independence, knowing the purpose of life, discipline and ability (Purwanti et al., 2015). However, there are research results showing that high or low employee awareness orientation is not able to strengthen the effect of feedback in predicting feedback reactions from administrative service employees (Zumria et al., 2019).

According to Rubin and Krasnor (1997) there are two dimensions of social competence, first; social problem solving. This dimension is related to the ability of individuals to be able to solve the problems they face in social interactions. Individuals are required to be able to solve interpersonal problems adaptively. Second; social engagement. This dimension is related to the ability to engage positively in interactions with peers. Individuals are able to participate in activities involving peers and are able to take the initiative in initiating interactions with other people and then maintaining these relationships (Yuliana & Rohman, 2010). The research results also found that there was a positive influence between self-competence and self-confidence of students together in determining the career planning of students majoring in animal husbandry at Mulawarman University (Masturina, 2018).

When students participate in industrial work practices, they are connected to a real world that has unique social dynamics. According Eliyani, (2018) that by implementing internships, students will gain experience. Experience a golden opportunity to increase their social awareness. They can observe social problems, inequalities, and various issues that affect society. While collaborating with colleagues from diverse backgrounds, students learn about diversity, tolerance, and how to interact with people who have different views. This stimulates the growth of their social awareness. Industrial work practice allows students to see the social impact of economic and business activities. They can start asking, "How does my work contribute to society?" This helps them understand the social responsibilities involved

in work and business.

This research aims to describe the objective conditions of students' level of independence, learning conditions for industrial work practices in schools, implementing industrial work practices to form responsible independence as an effort to increase social awareness, and knowing the effectiveness of industrial work practices for forming independence and responsibility for vocational school students in the Regency. Pandeglang. The reality on the ground is that achieving this goal is not easy, so the education system needs to instill a spirit of independence and responsibility, because independence and personal responsibility underlie responsibility towards the nation and national independence, independence and responsibility in carrying out mutual respect and cooperation for the interests of the nation. This research is important, considering that industrial work practices are a phenomenon that develops dynamically to create competent students, on the other hand, the condition of students as a young generation is difficult to foster independence and student responsibility is still not well developed. Students have a mindset that they still lack concern for social issues, and feel that they do not have the responsibility to think about surrounding issues.

METHODOLOGY

This research uses a qualitative approach with a retrospective case study type of research at Rina Hasanah Vocational School, Pandeglang Regency, which allows for follow-up healing or improvement of a case (treatment) after the research finds the results, so that the researcher only provides input from the research results. This case study research is a series of scientific activities carried out intensively, in detail and in depth about a program, event and activity that can be observed or is unique at Rina Hasanah Vocational School. When research is carried out, usually the cases or events selected are things that actual (real-life events) that are taking place.

The researcher intends to know and describe in detail how to build independence and responsibility through industrial work practices to increase students' social awareness, and why it should be done. The choice of research design using the case study method was (1) because the researcher was

interested in investigating processes, and (2) because the phenomenon being investigated was very unique. This research method is intended to obtain a model, method or social engineering regarding the formation of appropriate independence and responsibility so that students care about their social environment. This industrial work practice activity is considered as an appropriate activity in order to form student independence and responsibility, because the activity In this process, there is a transfer of social life values which also applies to the student's own social environment.

This research began by formulating the problems encountered at the research location, with research objects including the Principal of SMK Rina Hasanah including the Principal's perceptions and policies; The Rina Hasanah Vocational School Teacher Council, which consists of 4 teachers, includes the perception of teachers as companions and those responsible for students' industrial work practices; There were 14 students in class

This research will solve two research focuses, namely 1) how the process of establishing independence and responsibility through industrial work practices can increase social awareness seen from the perspective of School Principals, Teachers and Students; and 2) Why is it necessary to establish independence and responsibility through industrial work practices that can increase social awareness. Data collection was carried out by: 1) observation, 2) interviews, and 3) documentation and field notes related to the formulation of this research problem.

The research variables regarding independence and responsibility are measured by the involvement of the Principal in implementing industrial work practices as an effort to foster independence and responsibility in increasing social awareness; students' ability to manage everything they own; know how to manage time; walk and think independently; dare to take risks; have skills; able to solve problems completely; think rationally; responsible for work; facing a life that will be lived freely and not dependent on other parties; independence in facing daily life both at school and outside school; and the form of independence that is currently understood and possessed.

Industrial work practices are measured through understanding of industrial work

practices themselves, obtaining information about industrial work practices, school efforts in developing industrial work practices, school motives in developing industrial work practices, utilization of industrial work practice activities, implementation process of developing industrial work practices, time/policy for implementing the development of industrial work practices, forms of implementing the development of industrial work practices, industrial work practices influence your daily life, especially in terms of independence and awareness of the importance of social life with society, students' attention in supporting the application of industrial work practices, the school's contribution to teaching independence and the importance of industrial work practices, the relationship between industrial work practices and social awareness, the goals that the school wants to achieve after teaching industrial work practices, motivation in carrying out industrial work practices activities, and obstacles and efforts to overcome activities to develop work practice values industry.

Social awareness is measured by looking at students' ability to recognize other people, awareness to foster concern, and ability to empathize with others.

The data analysis used in this research uses a qualitative approach, which is a systematic process of searching for and organizing interview transcripts, field notes, and other materials to find what is important to report to others as research findings. The steps for data analysis are: (a) organizing the information, (b) reading all the information and coding it, (c) making a detailed description of the case and its context, (d) the researcher establishing patterns and looking for relationships between several categories, (e) the researcher interprets and develops natural generalizations from the case both for the researcher and for application to other cases, and (f) presents it narratively. Thus, data information must be holistic and comprehensive, data mining does not only gather information from participants and main informants (students) through in-depth interviews, but also people around the research subject (teachers and school principals), as well as daily notes regarding the subject's activities. study. The research results support the convergent and divergent validity of the instrument (Carragher et al., 2016).

RESULT AND DISCUSSION

The process of forming the character of independence and responsibility through industrial work practices that can increase social awareness and the obstacles that occur can be described through the following perspective elements.

1. Principal's Perspective

The application of values from industrial work practices at Rina Hasanah Vocational School is one of the things that is deemed mandatory to be given to class XII students, this can be known from Fahrurroji, S.Pd. as Principal who stated that schools play a role as a forum in forming a social spirit. Apart from that, the school's background teaches this, among other things

In the interview results, the school's main goal is to ensure students gain experience that can be applied in social life, while forming graduates who are independent, socially minded, responsive to changing times, and able to socialize with the surrounding community.

The Principal also stated that the process carried out by the school in implementing industrial work practices is through nine main things, namely (1) Preparing an Industrial Work Practices Program; (2) Student Selection; (3) Student Provision; (4) Student Placement; (5) Monitoring and Evaluation; (6) Reporting and Documentation; (7) Implementation of Final Examinations or Assessments; (8) Completion and Feedback, and (9) Joint Evaluation with Industry Partners. The things above are done to provide practical experience to students, develop skills, and prepare them to enter the real world. He stated that industrial work practices are related to social awareness, apart from that this also has an impact on students, namely as follows

Industrial work practices have a close relationship with social awareness, enabling students to develop social roles and responsibilities in the work environment, as well as playing a role in shaping character, increasing social understanding, and preparing them for positive contributions in society.

The motivation that schools have to implement the importance of industrial work practices and social awareness can be said to be quite high. However, the school also has several obstacles, including infrastructure that does not support it, industry that cannot accept it and support from outside parties, such as

parents of students. To deal with these obstacles, the school has also implemented several efforts, namely by maximizing existing infrastructure, trying to communicate with students' parents, and maximizing industries that are receptive to accepting students to take part in industrial work practices in that industry. In order to support the realization of the implementation of industrial work practices as an effort to foster independence and responsibility, social awareness, the Principal carries out gradual monitoring of industrial work practice activities carried out by students.

2. Teacher Perspective

Based on teacher responses with resource persons to four teachers, namely Mr. Abit Romansyah, Mr. Rus'an, Mrs. Hanifah and Mrs. Fika, the four teachers collaborated to support the Principal's efforts in developing students' industrial work practices. The school's motivation for implementing industrial work practices also includes producing graduates who have social awareness. By participating in work practices, students can develop an understanding of their social responsibilities inside and outside the workplace. They can understand the social impact of their work and contribute positively to society, such as through sustainable practices, environmental policies, or support of local communities. This social awareness is an important component in forming graduates who not only have strong work skills but also become responsible citizens and care about existing social issues. Thus, industrial work practices focus not only on the technical aspects of the job but also on developing students' character and social awareness. They agree that if industrial work practices are given to students, it can have a positive impact on students, teachers and schools directly and indirectly. Mr Abit Romansyah also said that.

The policy implemented by the principal of SMK Rina Hasanah is very effective in encouraging students and teachers to carry out industrial work practices, creating an environment that supports social awareness in the school. The principal implements policies, including programs that encourage students to be actively involved in social activities such as community service, social work, or environmental projects. Through this approach, students not only gain practical skills

for the world of work, but also develop a deep understanding of the importance of contributing to society. Thus, this kind of policy not only forms graduates who are ready to face social and environmental challenges in the real world, but also encourages them to make positive contributions and become responsible citizens.

Rina Hasanah Vocational School began to pay attention to the importance of industrial work practices from Mr. Fahrurroji's term of office, namely starting in 2017 and students have been taught about various aspects relevant to industrial work practices, such as work ethics, work skills appropriate to their major, preparation before work practice, and emphasis on workplace safety. They are also provided with information about the benefits of industrial work practices in developing practical understanding, building networks and preparing for future careers. This is an important step in the preparation of students to become better prepared for the world of work and increases their social awareness in the context of work and industry. The four teachers have different opinions regarding the reasons why schools need to provide students with industrial work practice, but all of them agree that this is important to prepare students to enter the current, rapidly changing era, so students must be prepared thoroughly in all aspects. Students must have a creative, innovative, competitive spirit and be able to master science and technology. Apart from that, students must also have a high social spirit, so that when they graduate, they will not only think about work but also have social sensitivity.

The school undergoes a series of thorough and structured processes in an effort to prepare students to follow effective industrial work practices. Among the various training components provided, students are given intensive problem solving training, which involves the ability to identify problems, analyze them, and find effective solutions. In addition, they are trained in developing technical skills relevant to their respective fields of study, be it practical skills such as the use of special tools or software, or mastery of technology applicable in a particular industry. The communication aspect is also an important focus, with students being taught the ability to communicate well, either in the form of oral or written communication, which is very

important in interacting with colleagues, superiors and clients.

Additionally, practice in teamwork is an important part of their preparation, which helps students develop teamwork, collaboration, and interpersonal communication skills. Time management becomes a key component in students' preparation, helping them organize their work efficiently, prioritize assignments, and meet deadlines. Additionally, work ethics and professionalism are also a focus in training, with students taught about expected behavior in the world of work and the importance of maintaining high ethical standards.

Industrial work practices also provide students with the opportunity to learn to adapt to changes that may arise in the workplace and how they can respond to them effectively. In addition, creative abilities are also taught, especially in the context of problem solving or product and service development. All of these components aim to help students become more comprehensive individuals and ready to face the diverse demands of the world of work. With this good preparation, they have the necessary skills to achieve success in their future careers.

Every teacher in the school has a contribution to teaching the characteristics of independence and responsibility. Teachers provide direction and guidance that being brave enough to take risks, learning to be sensitive to the potential around them, being sensitive to the social environment and building relationships are important things to be successful when carrying out industrial work practices. Industrial work practices have a relationship with social awareness, Mr. Rus'an stated that

Through practical industrial work experience, students can gain an in-depth understanding of their social responsibilities in occupational and industrial contexts. They learn about the social impact of their work, including the environmental impact, impact on local communities, and wider social implications. This social awareness helps shape students into citizens who are more responsible and care about social issues. The ability to carry this awareness into future employment allows students to contribute to positive change in society. Therefore, industrial work practices are not only about developing job skills, but also about forming individuals who are socially conscious and able to have a

positive impact on the environment around them.

Rina Hasanah Vocational School has several obstacles in implementing industrial work practices for students, especially increasing students' self-confidence. However, he remains focused on aspects such as comprehensive coaching, support and provision before and during work practice. This involves providing students with specific training, clear information about what to expect during practice, as well as ensuring that they feel supported and can overcome challenges that may arise. By providing guidance and recognition for their achievements, as well as creating a supportive environment, principals and staff hope to help students feel more confident in facing their practical industrial work experiences, which in turn will increase their readiness for the world of work.

"Make the most of this experience. Don't hesitate to ask questions, learn as much as you can, and take the opportunity to experience the real world of work." In this way, it is hoped that students will become more skilled, competent, confident and knowledgeable in facing the challenges of the world of work. With experience of good industrial work practices and supportive teacher advice, they are expected to have a strong foundation to start their careers and become individuals who contribute positively in society and in the world of work. Apart from that, it is hoped that students will also become more concerned about social issues and be responsible in their work and life, so that they can bring positive change in society.

3. Student Perspective

This research was not only carried out on school principals and teachers, but also on students in order to get better research results. There were 14 students involved. The students responded about their experiences when participating in industrial work practices, they answered with various understandings, some of which are as follows

Through practical industrial work experience, students can gain an in-depth understanding of their social responsibilities in occupational and industrial contexts. They learn about the social impact of their work, including the environmental impact, impact on local communities, and wider social

implications. This social awareness helps shape students into citizens who are more responsible and care about social issues. The ability to carry this awareness into future employment allows students to contribute to positive change in society. Therefore, industrial work practices are not only about developing job skills, but also about forming individuals who are socially conscious and able to have a positive impact on the environment around them.

With these various answers, it can be concluded that the students have understood the main purpose of industrial work practices apart from preparing themselves for the world of work, namely making social changes, the social outcomes obtained from industrial work practices are different from those in general such as at school, which only focus on socializing with teachers or peers. Of the 14 students studied, 11 of them stated that they understood the concept of industrial work practices when they began to engage in these practices. This shows that when they are actually involved in practical work activities in industry, they have a better understanding of how these concepts are applied in real practice. This can reflect the importance of direct experience and practice in understanding the concepts taught in the context of education and the world of work.

The school is proven to support students in applying industrial work practice concepts in real practice. This reflects the school's commitment to ensuring that students not only understand the theoretical concepts of work practice, but can also apply them in everyday experiences in the workplace. This support can include providing training, guidance, supervision, as well as facilitating contacts with industry and experienced mentors. In doing so, schools help students to connect concepts learned in the classroom to workplace realities, which is an important step in preparing them for success in the world of work. According to students, industrial work practices have a relationship with social awareness, namely as follows

Through the results of these interviews, it is illustrated that involvement in industrial work practices brings a deep understanding that work is not just related to salary and tasks that must be carried out, but also involves the influence of our actions on society and the surrounding environment. This concept is

reinforced by examples of the social impact of the work itself, such as a company's relationship with local communities or how environmental policies can impact everyday life. Furthermore, there is a belief that students' understanding of industrial work practices can have a positive impact on their social awareness, enabling them to be better at problem solving and planning. The importance of the empathy aspect in demonstrating wise social skills is also highlighted, recognized as a key factor in resolving various problems. Thus, the conclusion that can be drawn is that industrial work practice not only provides practical work skills, but also opens students' minds to social responsibility, preparing them to become informed problem solvers and empathetic citizens in society.

Students admit that they get many benefits from studying industrial work practices, including that they feel they have improved practical skills that are very relevant to their industry or field of study, including technical, communication and time management skills. Additionally, the practical experience has increased their self-confidence as they successfully navigate real-world situations. They gain a deeper understanding of how industry operates in real practice, linking the theory they learn in school to the complex world of work. Work practice also helps students in building relationships and networks with colleagues, superiors, and professionals in the industry, which can have a positive impact on their future careers. Additionally, students feel they have become more aware of social responsibility in the world of work and how their work can impact society and the environment. This creates graduates who are better prepared and skilled to face the challenges of the world of work, with invaluable learning experiences that complement their theoretical education.

In carrying out industrial work practices, students face several obstacles which may include the challenge of adapting to a work environment that is different from the school atmosphere, facing greater pressure and responsibility when expected to execute daily tasks at work, and feeling a lack of sufficient practical experience to cope with such tasks, especially when they are new to a particular industry. Additionally, difficulties in communicating and interacting with colleagues or superiors in the work environment can also

be an obstacle, as can constraints related to time and mobility, especially if students have to commit to long journeys to their place of work or have busy schedules. Additionally, each industry may have its own specific challenges, such as stringent safety requirements, different work environments, or other special characteristics that may present obstacles that students must overcome in carrying out their industrial work practices. These obstacles, while challenging, are also opportunities for students to learn, develop, and grow during their practice experiences. This is normal, because not only in industrial work practices, but in every aspect of life, we are often faced with various challenges and obstacles. These obstacles can actually be opportunities for growth and development, because through efforts to overcome them, students can gain valuable skills, experience, and knowledge.

In addition, the ability to overcome these obstacles is also a highly valued attribute in the world of work, as it shows resilience and the ability to adapt. Therefore, it is a natural part of the learning and development process, and students can use this experience as a stepping stone to achieve future success. Thus, industrial work practice is seen to provide beneficial results, not only for students and the industry where they carry out practice, but also for society and the community more broadly. Students gain practical skills, work experience, and a deep understanding of social responsibility in the world of work. This, in turn, can lead them to become more responsible citizens and care about social issues. Apart from this, the industry also benefits from a qualified workforce and well-trained students. At a societal level, industrial work practice can make a positive contribution through the various projects and initiatives carried out by students during their practice. Thus, industrial work practices are not just about preparing individuals for their careers, but also about creating a positive impact on society and driving economic and social growth.

CONCLUSION

Industrial work practices have been implemented at Rina Hasanah Vocational School. By implementing industrial work practices, it is hoped that schools can produce quality graduates who are socially sensitive and have an independent and responsible

spirit. The school has provided some support for this, including holding various training and orientation programs before industrial work practices begin. This helps students to be better prepared to face challenges and their roles in the workplace. Apart from that, the school has also established strong collaborations with industry and partner companies so that students can be placed in a work environment that supports their development. In addition, experienced and professional supervising teachers have been prepared to provide the guidance and understanding students need during their practice. All this support helps students feel more comfortable and prepared to face challenges and obstacles that may arise during their industrial work practice. However, in implementing industrial work practices, the school also experienced several obstacles. Therefore, both schools and students must continue to communicate, coordinate and collaborate to overcome these obstacles. Students should become more active in providing feedback to schools about their experiences during practical work. This will help schools to continually improve their industrial work practice programs and ensure that students receive appropriate support. On the other hand, schools must continue to build strong relationships with industry and partner companies to ensure students' work practices run smoothly. With good cooperation between the school and students, obstacles in implementing industrial work practices can be overcome, and this program can continue to provide maximum benefits for students and the community..

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