



The Relationship Between *Family Social Support* And *Adversity Quotient* With *Psychological Readiness* of Internship Students In The Era Of The Independent Curriculum At Public High Schools In Surabaya

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ABSTRACT

One of the implementations of the Merdeka Curriculum in Vocational High Schools is developed through internships or work practices. The internship can run well if students have readiness, especially psychological readiness. The purpose of this study is to analyze how the relationship is formed between *family social support*, *adversity quotient*, and *psychological readiness* in Apprenticeship students in the Independent Curriculum era, while the research hypothesis is that there is a partial or simultaneous relationship between *family social support*, *adversity quotient*, and *psychological readiness* in Apprenticeship students in the Independent Curriculum era. This research is a type of quantitative research with Multiple Linear Regression techniques, where the sample size is 440 public vocational high school students in Surabaya City, taken randomly from 10 public vocational schools through the *Simple Random Sampling* technique. The results of this study indicate that *family social support* has a positive and significant relationship with *psychological readiness*. *Adversity quotient* has a positive and significant relationship with *psychological readiness*. Furthermore, *family social support* and *adversity quotient* simultaneously have a positive and significant relationship with *psychological readiness*. Vocational High School students need full support, especially from their families (*family social support*) in facing internship activities, besides that they must have the intelligence to solve the problems faced (*adversity quotient*) so that they do not give up easily and are discouraged in carrying out internship activities, so as to form mental readiness through improving personal quality, intellectual values, motivation, emotional, and professionalism in Vocational High School students in Surabaya.

Keywords: *Family Social Support, Adversity Quotient, Psychological Readiness, Independent Curriculum, and Internship*

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INTRODUCTION

Internship or work practice activities for vocational students are an absolute requirement in learning to improve skills, knowledge, get to know and understand the conditions around the industrial world or the business world. professional and reliable to produce human resources who have professional expertise, with skills, knowledge, and work ethic in accordance with the demands of the times. The main purpose of vocational and technical education is to make individuals gain; knowledge, ability, and practice sufficiency which are needed for a particular occupation (Polat et al. 2020) Internships are an important part of the vocational high school student experience. Work internships require students to take up formal, independent working positions in factories (Hou et al. 2019).

In this activity, students are required to independently solve responsibilities and problems that occur around the internship. Internships can be carried out offline as well as online with their respective advantages. This type of subject offers more opportunities than an exclusive virtual learning environment, generating positive synergies that enhance the regulated transition process from a hybrid academic university environment to the workplace (Navío-Marco, Sánchez-Figueroa, and Galán 2023). Furthermore the selection of internship places in the Merdeka Curriculum has also been adjusted to the character and abilities of students, so that when students have been placed in a field or agency that suits them, they must be ready to carry out internship activities. Internship implementation can run well if students have readiness, especially psychological readiness. Psychological readiness according to (Sulistiobudi and Kadiyono 2023) is a psychological capital, which refers to an 'individual's positive psychological state of development, characterized by the following psychological resources: (a) having confidence (b) making a positive attribution (optimism) about succeeding now and in the future; (c) persevering(d) resiliency.

After conducting interviews with several students who were doing internships, it was found that the majority of students still had concerns in facing internships. students' limited ability to solve problems faced at the internship site, lack of independence in solving problems, forming boundaries in communication, and having excessive fear of workload. Based on the results of the study by (Aghaei et al. 2021) the factors that influence students' adjustment to apprenticeship are sufficient/lack of support, high/low self-efficacy, and appropriate/inappropriate, the structure and setting of the apprenticeship. In addition, the support system is one of the most important factors influencing a student's adjustment to an internship (Wei et al. 2021).

This research was conducted because it saw a lot of turnover phenomena at the internship site, where when the turnover request was made, students attended the school together with their parents by conveying various reasons to the school regarding what happened at the internship site. Where the reasons conveyed indicate their unpreparedness to enter the industrial world, (Bahari, Alharbi, and Alharbi 2022) describe some of the limited training for apprentices, difficulties in nonverbal communication and other nonverbal cultural codes and lack of religious practices and kinship ties.

State SMK students who carry out internship activities should have obtained family social support in the form of family support for someone in the form of affection, empathy, care, real help, advice, direction, suggestions, motivation, as well as gifts and praise which ultimately form a feeling of greater self-esteem. High family social support will result in an increase in a person's psychological readiness (Lee, Damiran, et al. 2023), which can help a person to complete a job easily because he has the motivation within himself to complete the job so as to produce skills, expertise, and commitment to the responsibilities given (Lee, Lee, et al. 2023).

In addition, public vocational students who carry out internship activities should already have the ability to solve problems that will be faced at the internship site. Adversity quotient is a person's ability to solve problems because they have focus, self-control, awareness of responsibility, the ability to analyze every problem that occurs, have great motivation and do not give up easily, and are not easily affected by the difficulties faced, so they will continue to try to solve the responsibility or problem (Safi'i et al. 2021). The high adversity quotient ability of internship students will result in an increase in their psychological readiness (Wang et al. 2021) which can help students to complete a job easily because they have the motivation within themselves to complete the job so as to produce skills, expertise, and commitment to the responsibilities given.

Increased psychological readiness will occur if students have family social support. Family social support is a form of relationship that develops from one of the social members, namely the family and is a significant source of social support. A popular definition of family functioning is the effectiveness of family members in emotional relationships, family rules, family communication, and coping with external events (Peng et al. 2023). Providing social support is very important, especially emotionally, help, advice, friendship and care so as to form a beneficial relationship, affection and social support that is felt from the family is a determinant of the tendency of ethical values (Lok, Uzun, and Tosun 2023).

Family social support is one of the most important components of social support (Chunkai, Shan, and Xinwen 2019). The family is an important social network that provides emotional support (Ribé et al. 2017). Personal social support, especially from

family, will be able to increase a person's self-confidence because they feel cared for and loved, because the family is the main place for a person to develop physically and psychologically, someone with high family social support will make the family the main star for various stories to complain about every problem experienced (Xu et al. 2020) Research conducted by (Shaheen et al. 2019) findings highlight the importance of receiving social support from families and the need to increase family-centred interventions. There is a need to establish school programs that enhance group dynamics among youth to enhance peer relations and apprenticeships

Apart from family social support, increasing psychological readiness in a person can be influenced by adversity quotient, where adversity quotient is able to measure a person's ability to win in overcoming various kinds of difficulties in his life through various ways in order to respond to these difficulties (Prasetiyo et al. 2022), (Rivalina and Setyowati 2021). AQ (Adversity Quotient) is also often associated with stability, strength, and endurance. Psychologists say that among the top three quotients IQ is of 20 % importance and EQ (Emotional Quotient) and AQ together are of 80 % importance. Therefore, improving AQ has a great relevance in life, it can have a huge effect on your performance, productivity, problem-solving, quality of life, even your longevity, and overall health (Hattangadi 2020)

Adversity quotient experienced by a person will go through several levels of problems, namely the first is social difficulties that require many changes both in security, comfort, and economy. Then the second level is difficulties at work with spontaneous changes that occur in the workplace and have an impact on increasing stress. The third level is difficulties within oneself which is an accumulation of both levels of problems (Singh and Sharma 2017). If a person is able to go through various levels of problems, it will result in an increase in adversity quotient, besides that a person with a high adversity quotient is a superior human resource (Garofalo et al. 2023). Personal resilience shows perseverance, perseverance, and high motivation so that it is possible to have psychological readiness to respond to opportunities and challenges that exist (Choo and Prihadi 2019)

Family social support given to a person will increase motivation in him so that it will be easier to solve his work and problems, then supported by a person's high ability to adversity quotient by continuing to strive to focus and control himself when he finds a problem through increasing motivation in himself, it will result in an increase in psychological readiness which can help a person to complete a job easily so as to produce skills, expertise, and commitment to every responsibility given (Kaniamattam and Oxley 2023) .

Several researchers have discussed family social support in various circumstances. Likewise, adversity quotient has become a trendy topic of discussion in recent years. However, not many researchers in Indonesia have examined psychological readiness, a

lot of data can be found in researchers from other countries. Of the variables discussed in this study, there are limited studies conducted by other researchers, but no research has been found in Indonesia that discusses family social support, adversity quotient and psychological readiness. Based on several studies that have been conducted previously on adversity quotient, family social support, and psychological readiness, it is important to conduct further research on Vocational High School students in Surabaya so that the level of student readiness (psychological readiness) in facing the internship process is known and how students are able to overcome difficulties during the internship process through their adversity quotient and family social support.

Therefore, this study intends to determine the relationship between family social support and adversity quotient with psychological readiness in vocational high school internship students in Surabaya. So as to make students able to understand the situation and prepare themselves psychologically for the implementation of internships. Relevant research in this study:

- a. Research by (Suprianto et al. 2017) entitled "Influence of Adversity Quotient and Social Support Family to Achieve Motivation Finswimming Athletes in Surabaya" which concluded that adversity intelligence and family social support together had an effect of 39.4% on the achievement of motivation of diving athletes in Surabaya.
- b. Research by (Baimenova, Bekova, and Saule 2015) entitled "Psychological Readiness Of Future Educational Psychologists For The Work With Children In The Conditions Of Inclusive Education" which obtained the conclusion that the assessment of mental tension by the method-mental tension is expressed in a calm and balanced mental state. Analysis of the "Teacher's ability to empathize" method proved a normal level of empathy which is an important professional quality of educational psychologists.
- c. Another study belongs to (Popov and Puchkova 2015) entitled "The Model of The Psychological Readiness of Students to The Professional Activity: Theory And Practice" which concluded that a model of psychological readiness for professional activity in students and its structure has been presented. The structure includes professional "I- concept" units, motivation, personal qualities and properties, and practically relevant properties and qualities.

In accordance with this framework, a temporary conjecture or hypothesis can be developed which can be described as follows:

H1: There is a relationship between family social support and psychological readiness in vocational high school apprentices in Surabaya. It is assumed that the higher the family social support, the higher the psychological readiness possessed by Vocational High School students in Surabaya. Conversely, if the lower the family social support, the lower the psychological readiness possessed by Vocational High School students in Surabaya.

H2: There is a relationship between adversity quotient and psychological readiness in vocational high school internship students in Surabaya. It is assumed that the higher the adversity quotient, the higher the psychological readiness possessed by Vocational High School students in Surabaya. Conversely, if the lower the adversity quotient, the lower the adversity quotient owned by Vocational High School students in Surabaya.

H3: Simultaneously there is a relationship between family social support and adversity quotient with psychological readiness in vocational high school apprentices in Surabaya. It is assumed that the higher the family social support and adversity quotient, the higher the psychological readiness possessed by Vocational High School students in Surabaya. Conversely, if the lower the family social support and adversity quotient, the lower the psychological readiness possessed by Vocational High School students in Surabaya.

RESEARCH METHODOLOGY

The population of the supporters of this study were students of State Vocational High Schools in Surabaya City as many as 10 schools (SMKN 1 Surabaya, SMKN 2 Surabaya, SMKN 3 Surabaya, SMKN 4 Surabaya, SMKN 5 Surabaya, SMKN 7 Surabaya, SMKN 8 Surabaya, SMKN 10 Surabaya, SMKN 12 Surabaya and SMKN 13 Surabaya) who conducted internship activities in 2022 totaling 2926 students. The research sample was taken using simple random sampling with the Slovin formula obtained a minimum of 351 respondents. Meanwhile, this study has 440 respondents.

The dependent variable in this study is psychological readiness, while the independent variables are family social support and adversity quotient. The psychological readiness variable was measured by 40 items with the psychological readiness scale. The family social support variable was measured by 15 items with the family social support scale. The adversity quotient variable was measured using 14 items with the adversity quotient scale.

The data collection procedure was carried out 2 x. The first collection was carried out to test the measuring instrument / scale on each variable. Then distributed to 10 schools, where each school filled at least 10 students. Then the validity of the measuring instrument / validity test was carried out on the three variables (Brincks, Johnsen, and Callesen 2023). After finding valid scale items, the scale was distributed a second time to different students in each school . Because students are apprentices in the process of administering the scale using google form. This first and second data distribution takes 1 month. Data analysis techniques in this study:

1. Descriptive Analysis, Descriptive analysis is carried out to analyze respondents based on demographic characteristics and analyze the frequency of respondents' answers according to the scores obtained and then proceed with calculating the

distribution of statistical data.

2. Confirmatory Factor Analysis, Confirmatory Factor Analysis is carried out to prove validity by looking at the Loading Factor value on each scale of more than 0.5 on the variables of Family Social Support, Adversity Quotient and Psychological readiness.
3. Multiple Linear Regression, This analysis technique was chosen in accordance with the variables in the study which only used independent variables (family social support and
4. Adversity quotient) and the dependent variable (psychological readiness) so that the direction of the relationship in each variable was known.

The limitations of this study are in the form of discussion of the variables of psychological readiness, family social support and adversity quotient in public vocational high school students in Surabaya who are carrying out. internships in this academic year in 2023 in the independent curriculum.

RESULT AND DISCUSSION

From all the data that has been obtained, then process the data and obtain the results that will be presented next.

Table 1. *Family Social Support (FSS) of gender criteria*

		Category Family Social Support			
		Low	Medium	High	Summary
Gender Type	Male	23	63	58	144
	Women	47	142	107	296
Total		60	205	165	440

Based on the table above when compared between male and female gender, the majority of female respondents have high *Family Social Support* compared to men.

Table 2. *Family Social Support (FSS) of school origin criteria*

		Category Family Social Support			Summary
		Low	Medium	High	
School	SMKN 1	7	24	11	42
	SMKN 2	7	28	22	57
	SMKN 3	2	7	5	14
	SMKN 4	7	8	6	21
	SMKN 5	12	38	41	91
	SMKN 7	4	12	13	29

	SMKN 8	13	40	30	83
	SMKN 10	8	18	14	40
	SMKN 12	1	1	0	2
	SMKN 13	9	29	22	60
Summary		70	205	165	440

Based on the table above when compared between all state vocational schools, respondents who have high Family Social Support are SMK Negeri 5 Surabaya compared to other state vocational schools.

Table 3. *Adversity Quotient (AQ)* of gender criteria

		Category Adversity Quotient			
		Low	Medium	High	Summary
Gender	Male	17	57	70	144
Type	Women	42	124	130	296
Summary		59	181	200	440

Based on the table above when compared between male and female gender, the majority of female respondents have high Adversity Quotient compared to males.

Table 4. *Adversity Quotient (AQ)* of school origin criteria

		Category Adversity Quotient			Summary
		Low	Medium	High	
Origin School	SMKN 1	8	19	15	42
	SMKN 2	10	20	27	57
	SMKN 3	3	6	5	14
	SMKN 4	4	7	10	21
	SMKN 5	8	38	45	91
	SMKN 7	1	12	16	29
	SMKN 8	10	33	40	83
	SMKN 10	5	16	19	40

	SMKN 12	1	1	0	2
	SMKN 13	9	29	22	60
Summary		70	59	181	199

Based on the table above when compared between all state vocational schools, respondents who have high *Adversity Quotient* are SMK Negeri 5 Surabaya compared to other state vocational schools.

Table 5. *Psychological Readiness (PR)* by gender criteria

		Category Psychological Readiness			
		Low	Medium	High	Summary
Gender	Male	22	60	62	144
	Women	45	138	113	296
Total		60	67	198	175

Based on the table above when compared between male and female gender, the majority of female respondents have high psychological Readiness compared to male.

Table 6. *Psychological Readiness (PR)* by school of origin criteria

		Category Psychological Readiness			
		Low	Medium	High	Summary
Origin School	SMKN 1	10	21	11	42
	SMKN 2	8	29	20	57
	SMKN 3	2	4	8	14
	SMKN 4	6	7	8	21
	SMKN 5	9	44	38	91
	SMKN 7	3	12	14	29
	SMKN 8	8	40	35	83
	SMKN 10	8	11	21	40
	SMKN 12	1	1	0	2
	SMKN 13	12	29	19	60
Summary		67	199	174	440

Based on the table above When compared between all state vocational schools, respondents who have high Psychological Readiness are SMK Negeri 5 Surabaya compared to other state vocational schools.

Table 7. Multiple linear regression

No	Variables	<i>Unstandardized Beta</i>
1	<i>Family Social Support</i>	0,615
2	<i>Adversity Quotient</i>	1,769
3	<i>Constant</i>	26,840

Based on the table above, it can be explain that:

- The constant value is a provision that cannot change and is fixed at 26.840, which means that even though family social support and adversity quotient do not experience changes in increase or decrease, the value of psychological readiness will remain at 26.840 units.
- The coefficient value of family social support is a value that can affect the increase in psychological readiness by 0.615 units if the family social support variable increases by 1 unit.
- The coefficient value of adversity quotient is a value that can affect the increase in psychological readiness by 1.769 units if the adversity quotient variable increases by 1 unit.

Table 8. Partial hypothesis correlation test

Correlations				
		Family Social Support	Advrsity Quotient	Psychological Readiness
Family Social Support	Pearson Correlation	1	0.643**	0.678**
	Sig. (2-tailed)		0.000	0.000
	N	440	440	440
Adversity Quotient	Pearson Correlation	0.643**	1	0.817**
	Sig. (2-tailed)	0.000		0.000
	N	440	440	440
Psycho logical	Pearson Correlation	0.678**	0.817**	1

Readiness	Sig. (2-tailed)	0.000	0.000	
	N	440	440	440

The table shows that:

- a. The first hypothesis is accepted, meaning that there is a positive and significant partial relationship between family social support and psychological readiness as evidenced by the significance value of $0.000 < 0.05$. In addition, family social support has a correlation with psychological readiness of 0.678 (67.8%) as seen in the Pearson Correlation value.
- b. The second hypothesis is accepted, meaning that there is a positive and significant partial relationship between adversity quotient and psychological readiness as evidenced by the significance value of $0.000 < 0.05$. In addition, adversity quotient has a correlation with psychological readiness of 0.817 (81.17%) as seen in the Pearson Correlation value.
- c.

Table 9. Simultaneous hypothesis testing

Model	F	Sig.	Description
1 Regression	527.926	.000 ^b	Hypothesis Accepted
Residuals			
Total			

The table shows that the third hypothesis is accepted, meaning that there is a positive and significant simultaneous relationship between *family social support* and *adversity quotient* on *psychological readiness* as evidenced by the significance value of $F 0.000 < 0.05$. In addition, *family social support* and *adversity quotient* have a correlation with *psychological readiness* of $0.678 + 0.817 = 1.495$ (149.5%) as seen in the *Pearson Correlation* value.

In testing the first partial hypothesis, the results show that the hypothesis is accepted, meaning that there is a positive and significant partial relationship between family social support and psychological readiness. The results of this study are in accordance with the explanation of (Suprianto et al. 2017) that family social support in the form of family support for a person in the form of affection, empathy, care, real help, advice, direction, suggestion, motivation, as well as gifts and praise which ultimately forms a feeling of greater self-esteem (Feng et al. 2023). High family social support will result in an increase in a person's psychological readiness, which can help a person to complete a job easily because he has the motivation within himself to complete the job so as to produce skills, expertise, and commitment to the

responsibilities given (Li et al. 2023), (Xie and Li 2022). Therefore, when SMK Negeri students get support from their families, it will increase motivation in themselves so that it will be easier to complete work and problems at the internship site which will later form skills and expertise in students because they are able to take responsibility for each job given.

In testing the second partial hypothesis, the results show that the hypothesis is accepted, meaning that there is a positive and significant partial relationship between adversity quotient and psychological readiness. The results of this study are in accordance with the explanation of (Tian and Fan 2014) where adversity quotient shows a person's ability to solve problems because it has focus, self-control, awareness of responsibility, the ability to analyze every problem that occurs, has great motivation and does not give up easily, and is not easily affected by the difficulties faced, so that it will continue to try to solve the responsibility or problem (Aimaganbetova et al. 2015). The high adversity quotient ability of internship students will result in an increase in their psychological readiness, which can help students to complete a job easily because they have the motivation within themselves to complete the job so as to produce skills, expertise, and commitment to the responsibilities given (Yakoh, Chongrukasa, and Prinyapol 2015). Therefore, when State Vocational School students have been equipped with the ability to be more focused and able to control themselves when they encounter a problem, students will consciously try to increase their motivation so that they will continue to complete their responsibilities at the internship site which will form skills and expertise in students because they have been able to overcome the problems found at the internship site (Rogers et al. 2021).

In simultaneous testing, it was found that the third hypothesis was accepted, meaning that there is a positive and significant simultaneous relationship between family social support and adversity quotient on psychological readiness. The results of this study are in accordance with the explanation of (Suprianto et al. 2017) and (Li et al. 2023) where high family social support will increase motivation in a person so that it will be easier to solve work and problems, then supported by a person's high ability to adversity quotient who continues to strive to be more focused and self-controlled when finding a problem through increasing motivation in himself, it will result in an increase in psychological readiness which can help a person to complete a job easily so as to produce skills, expertise, and commitment to each responsibility given (Sulistiobudi and Kadiyono 2023).

In the Respondent's Answer Category according to Class Characteristics, it is known that students who do internships in grades XI and XII are still found to have Low Psychological Readiness as many as 67 students (15.27%) and Medium Psychological Readiness of 198 students (45%). This shows that this research is relevant to students' problems about psychological unpreparedness in facing internship activities that have been raised as Background Problems, while testing the hypothesis

which is entirely accepted shows that it is true that students' psychological readiness is influenced by family social support and adversity quotient both simultaneously and partially. If as many as 67 students (15.27%) have Low Psychological Readiness and as many as 198 students (45%) have Moderate Psychological Readiness, it means that it is true that it is influenced by low or moderate family social support and adversity quotient owned.

Furthermore, the limitations on Confirmatory Factor Analysis testing in accordance with the research procedures carried out, 13 scales have been eliminated because the value obtained on the Loading Factor is invalid <0.5 . Based on the results of the study, the suggestions made are:

1. For students in the category of moderate and low family social support, schools can help improve it by educating parents through parenting seminars on effective communication skills in the family while families can provide time to be together with quality time.
2. For students in the medium and low adversity quotient categories, schools can help improve them by conducting LEAD training (listened, explore, analyze, do), while for families provide models/examples of how to use adversity quotient in daily life to survive.
3. For students in the medium and low psychological readiness category, schools can improve it by conducting optimistic thinking training, assertive training and providing soft skills. While for families, it can be started by giving responsibility starting from small things or at least from themselves to bigger things to foster their independence.
4. For Principals and Teachers of SMKN 1, SMKN 2, SMKN 3, SMKN 4, SMKN 5, SMKN 7, SMKN 8, SMKN 10, SMKN 12, and SMKN 13 to better assist students (proportionally) in determining internship places that are in accordance with their abilities, what skills or abilities they want to master in accordance with the meaning of the independent curriculum.

In future research for students who want to compile a thesis with a theme similar to this research, it is hoped that it will only focus on one school that implements the Merdeka Curriculum and carries out internship activities, because based on the statistical results of this study, not all students in a State Vocational School are willing to answer questions in the research questionnaire as in SMKN 3 who answered only 14 students, SMKN 4 only 21 students, SMKN 7 only 29 students, and SMKN 12 only 2 students, because at least each school can be represented by 35 students.

CONCLUSION

Family social support to someone in the form of affection, empathy, care, real help, advice, direction, suggestion, motivation, as well as gifts and praise which

ultimately forms a feeling of greater self-esteem. High family social support will result in an increase in a person's psychological readiness, which can help a person to complete a job easily because he has the motivation within himself to complete the job so as to produce skills, expertise, and commitment to the responsibilities given by the industrial world at the internship site.

Adversity quotient shows one's ability to solve problems because it has focus, self-control, awareness of responsibility, the ability to analyze every problem that occurs, has great motivation and does not give up easily, and is not easily affected by the difficulties faced, so that it will continue to try to solve the responsibility or problem. The high adversity quotient ability of internship students will result in an increase in their psychological readiness, which can help students to face various challenges in the internship place and solve them easily, focus and be able to control themselves.

The high family social support will increase motivation in a person so that it will be easier to solve work and problems, then supported by a person's high ability to adversity quotient who continues to strive to focus and control himself when he finds a problem through increasing motivation in himself, it will result in an increase in psychological readiness which can help a person to complete a job easily so as to produce skills, expertise, and commitment to every responsibility given.

This research explains how the phenomenon of turnover in internship places is prevalent in public schools in Surabaya. Both the expectations of students, parents and the fears that exist in their minds regarding internships. What is experienced by students in family social support and the quality of adversity quotient they have. By understanding it, we can help students and provide assistance to them.

This research proves that there is a close and positive relationship between family social support, adversity quotient and psychological readiness for apprentices. For vocational high schools, teachers and parents in particular, start to provide a humanistic side to the process of assistance provided not only pursuing hard skills. Give students a lot of space and opportunities to learn for themselves about the world outside of school that they like and master through their respective life experiences before the internship process occurs according to the concept of independent learning

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