



The Role of the Driving Teacher in the Implementation of Independent Learning Program in Vocational High School

Viktory Nicodemus Joufree Rotty ^{1*}, Jeffrey Sonny Junus Lengkong ², Joulanda A. M. Rawis ³, Jolie Febri Ponamon ⁴, Selvie Serly Rumagit ⁵

^{1,2,3,4,5} Postgraduate, Manado State University

*Corresponding author: victoryrotty@unima.ac.id

Abstract: A driving teacher is a teacher who has a strong commitment to the program, they are studying and have the skills to lead and coordinate efforts to achieve program goals. Through qualitative research involving in-depth interviews with mobilizing teachers and field observations, this article shows that the role of mobilizing teachers is very important in ensuring the success of the independent learning program in Vocational Schools (SMK). The driving teacher acts as a liaison between the independent learning program and students, motivating students to be actively involved in the program, and leading in program development and implementation. The results of this study also show that driving teachers must have strong leadership skills, be able to communicate well, and have extensive knowledge of the independent learning program and related industries. Besides that, the support and cooperation from school management and other staff is also very important to ensure the success of the independent learning program. This study concludes that the role of the driving teacher is very important in the implementation of the independent learning program in Vocational High Schools. The driving teacher must have strong leadership skills and the support of school management and other staff to ensure the success of their program of learning.

Key words: Driving Teacher, Independent learning, Vocational High School

INTRODUCTION

Vocational education is a form of education that is very important for the future of the world of work. Vocational High Schools (SMK) as vocational education institutions have an important role in preparing the younger generation to face job competition in the future (Afdal, 2019). In implementing educational programs in SMK, teachers have a very important role in ensuring the success of their learning programs. However, not all teachers have the same commitment and skills in leading and coordinating efforts to achieve program goals (Amin, 2021). This is where the role of the driving teacher becomes very important (Aziz, 2019). A driving teacher is a teacher who has a strong commitment to the independent learning program and has the skills to lead and coordinate efforts to achieve program goals. The driving teacher acts as a liaison between the program they are studying and the students, motivating students to be actively involved in the program, and leading the development and implementation of the program. In the implementation of the independent learning program in Vocational Schools, the problem that arises is that there is a gap between teacher

commitment and skills in leading and coordinating efforts to achieve the program goals (Budiarjo, 2020). Sometimes teachers have difficulty motivating students to be actively involved in the program and lead the development and implementation of the program. Besides, sometimes there are differences in understanding and vision between teachers and school management and other staff regarding the independent learning program (Darmawan, 2018). This can hinder the success of the program and complicate the task of driving the teacher in leading and coordinating efforts to achieve program goals. In addition, there are problems related to the limited resources available at Vocational High Schools, such as limited budgets, facilities, and trained teaching staff (Darmawan, 2017). This can affect the ability of driving teachers to develop and implement their learning programs effectively. Another problem that arises is the lack of support and recognition from school management for the role of the driving teacher in the implementation of the independent learning program (Daryanto, 2018). This can reduce the motivation and enthusiasm of the driving teacher in leading and coordinating efforts to achieve program goals. All of these problems show how important the role of the driving teacher is in implementing the independent learning program in Vocational Schools (Fajaroh, 2017). Therefore, efforts are needed to overcome this problem and increase the role of the driving teacher in ensuring the success of the independent learning program in Vocational High Schools. A few solutions have been made by researchers in overcoming the problems that arise in the implementation of their learning programs at Vocational High Schools, especially in terms of the role of the driving teacher, such as improving the skills and characteristics of the driving teacher through training and self-development (Firman, 2017). The driving teachers need to be equipped with leadership, communication, and motivational skills to be able to lead and coordinate efforts to achieve the goals of the independent learning program (Husna, 2020). Increased support and recognition from school management for the role of the driving teacher. School management needs to provide support and recognition for the role of driving teachers in the implementation of their learning programs, such as providing opportunities to participate in making decisions related to their learning programs (Kurniawan, 2020). Increasing student participation in the independent learning program; driving teachers need to motivate students to be actively involved in their learning programs by involving students in decision making and providing constructive feedback (Kurniawan, 2018). Improved coordination between mobilizing teachers and other staff; mobilizing teachers need to work closely with other staff, such as school principals and other teachers, in ensuring the success of their learning programs (Kurniawati, 2019). Increasing the availability of resources in Vocational High School; School management needs to increase the availability of the resources needed for the implementation of the independent learning program, such as budgets, facilities and trained teaching staff (Munir, 2021). By implementing these solutions, it is hoped that the role of the driving teacher in implementing the independent learning program in Vocational Schools can be increased and the program objectives can be achieved more effectively. The novelty of this research is the study of the important role of driving teachers and how they can influence the success of the independent learning program. Besides, this article also highlights the problems and solutions that arise in the implementation of the independent learning program in Vocational Schools from the perspective of a driving teacher. In this article, it is also explained how driving teachers need to be equipped with special leadership, communication and motivational skills, as well as how they can collaborate with other staff and motivate students to be actively involved in the independent learning program. By focusing on the role of the driving teacher, this article

contributes to a deeper understanding of the factors that influence the success of the independent learning program in vocational schools and provides practical suggestions for enhancing the role of the driving teacher in the implementation of the independent learning program. The purpose of this research is to study the important role of the driving teacher in the implementation of the independent learning program in Vocational High Schools. Through qualitative research involving in-depth interviews with mobilizing teachers and observations in the field, this article will show how important the role of the mobilizing teacher is in ensuring the success of the independent learning program in Vocational High Schools. This article will also discuss the skills and characteristics that a driving teacher must possess as well as the support needed from school management and other staff to ensure the success of the independent learning program. Through qualitative research involving in-depth interviews with mobilizing teachers and observations in the field, this article will show how important the role of the mobilizing teacher is in ensuring the success of the independent learning program in Vocational High Schools. This article will also discuss the skills and characteristics that a driving teacher must possess as well as the support needed from school management and other staff to ensure the success of the independent learning program. Through qualitative research involving in-depth interviews with mobilizing teachers and observations in the field, this article will show how important the role of the mobilizing teacher is in ensuring the success of the independent learning program in Vocational High Schools. This article will also discuss the skills and characteristics that a driving teacher must possess as well as the support needed from school management and other staff to ensure the success of the independent learning program.

METHOD

This study uses a qualitative method with a phenomenological approach. By using this qualitative research method, this research can provide a more in-depth picture of the role of the driving teacher in the implementation of the independent learning program in Vocational High Schools. A qualitative method with a phenomenological approach is one way to understand the life experiences of individuals or groups in a particular context. This method is used to gain an in-depth understanding of subjective experiences from the perspective of individuals or groups who experience the phenomenon. In this method, researchers focus on the meaning given by participants to the phenomena they experience. Researchers used interview and observation techniques to collect data directly from the participants. The collected data were then analyzed using descriptive and interpretive techniques to reveal the structure of the phenomenon and related subjective experiences. The phenomenological approach has three general stages in the data analysis process, namely reduction, essence, and description. The reduction stage involves reducing the raw data into general themes that emerge in the interviews and observations. The essence stage involves identifying the essence or meaning underlying the themes. Meanwhile, the description stage involves a detailed description of how participants experience the phenomenon. Qualitative methods with a phenomenological approach are very suitable for use in research on the life experiences of individuals or groups in certain situations or contexts. The following are several stages in conducting phenomenological research:

- Subject selection: Select several driving force teachers at Vocational High Schools who are involved in the implementation of the independent learning program. Subjects should have sufficient experience in implementing such programs and be able to provide valuable insight into their role in

the program's success. The researcher chose a Vocational High School located in the city of Tomohon, North Sulawesi.

- **Data collection:** Data can be collected through in-depth interviews and participatory observation. Interviews were conducted with driving teachers to understand their views on the independent learning program and their role in implementing the program. Participatory observation was carried out by attending activities related to the independent learning program.

- **Data analysis:** Collected data can be analyzed using qualitative analysis techniques such as theme analysis and narrative analysis. The results of the analysis can help identify the main themes and patterns that emerge in the views of driving teachers about their role in implementing the independent learning program.

- **Interpretation of results:** The results of the analysis can be interpreted by summarizing the findings and presenting the findings in the form of a narrative description. Interpretation can also help identify the different experiences and views of mobilizing teachers on their role in program success.

By using this qualitative research method, this research can provide a deeper understanding of the role of the driving teacher in the implementation of the independent learning program in Vocational High School. Phenomenological research can help explore the experiences and views of driving teachers directly, thus providing a clearer picture of their role in program success.

RESULTS AND DISCUSSION

The results of research on the role of the driving teacher in the implementation of the independent learning program in vocational schools show that the driving teacher has a very important role in the success of the program. Some important findings from this research include:

Motivator and coach

The driving teacher has a role as a motivator and coach for students. They encourage students to develop their abilities and potential by providing direction, encouragement and support. The role of the driving teacher as a motivator and coach is very important in carrying out their duties in SMK. The following is a brief description of the two roles:

Motivator

A driving teacher in Vocational High School must be able to motivate students to learn and develop optimally. This can be done by providing inspiration, encouragement, or an understanding of the importance of learning and having the ability to face future challenges. As a motivator, a driving teacher must have the ability to arouse students' enthusiasm, provide support, and facilitate various activities that can motivate students to study hard and enthusiastically.

As a motivator in Vocational High School in the city of Tomohon, a driving teacher must have the ability to motivate students to study and develop themselves to the fullest. The following are some of the roles of the driving teacher as a motivator in Vocational High Schools in the city of Tomohon:

- **Enhancing student enthusiasm for learning:** A driving teacher at Vocational High School in the city of Tomohon must be able to arouse student enthusiasm for learning, so that they can study

hard and with enthusiasm. Driving teachers can do this by providing encouragement, motivation and inspiration to students.

▪ Providing a conducive learning environment: The driving teacher must also be able to create a conducive learning environment for students. This can be done by ensuring that classes and learning facilities at Vocational High Schools in the city of Tomohon are sufficient and adequate.

▪ Provide support and guidance to students: A driving teacher at a Vocational High School in the city of Tomohon must also be able to provide support and guidance to students in dealing with the various problems they face. This can be done by listening to student problems, providing appropriate solutions, and providing appropriate direction and guidance.

▪ Facilitating activities that can motivate students: A driving teacher at Vocational High Schools in Tomohon must also be able to facilitate various activities that can motivate students to learn and develop themselves, such as extracurricular activities, competitions, seminars, or industrial visits.

By carrying out these roles, a driving teacher at a Vocational High School in the city of Tomohon can help students to achieve achievements and develop themselves optimally.

Coach

A driving teacher in a vocational school must also act as a coach, which is providing guidance and direction for students in developing their potential and preparing themselves to enter the world of work. A driving teacher as a coach can assist students in developing the skills and competencies needed in the world of work, such as technical skills, social skills, and leadership skills. In addition, as a coach, a driving teacher must also have the ability to guide students in determining career choices that suit their interests, talents and abilities.

As coaches at Vocational High Schools in the city of Tomohon, driving teachers have an important role in fostering and developing students' talents and interests in certain fields. The following are some of the roles of the driving teacher as a coach at Vocational High Schools in the city of Tomohon:

- Providing guidance and direction: The driving teacher at a Vocational High School in the city of Tomohon must be able to provide guidance and direction to students in developing their talents and interests. This can be done by providing counseling or guidance related to career opportunities and prospects in fields that students' interests.
- Organizing training and exercises: The driving teacher must also be able to organize training and exercises for students in areas of interest, so that they can develop the skills and abilities needed. This can be done by holding training, workshops, or exercises inside and outside of school.
- Developing curricula and development programs: The driving teacher at a Vocational High School in the city of Tomohon must also be able to develop a curriculum and coaching program that fits the needs and potential of students. This can be done by conducting research or surveys related to the needs and interests of students in certain fields.
- Connecting students with industry or community: The driving teacher must also be able to connect students with industries or communities related to the field of interest, so that they can gain experience and broader insights. This can be done by conducting industrial visits or in collaboration with related communities.

By carrying out these roles, a driving force teacher at a Vocational High School in the city of Tomohon can help students develop their talents and interests, so that they can achieve and be successful in the fields they are interested in.

Innovators and Developers Program

The driving teacher also has a role as an innovator and program developer. They create programs that are useful and relevant to the conditions of students at Vocational High Schools, and strive to continue to develop these programs to make them more effective.

Innovator

As innovators at Vocational High Schools in the city of Tomohon, driving teachers have an important role in developing higher quality education and training which is relevant to the needs of industry and society. The following are some of the roles of driving teachers as innovators at Vocational High Schools in the city of Tomohon:

- Developing an innovative curriculum: The driving teacher can develop a curriculum that is more innovative and relevant to the needs of industry and society. This can be done by introducing new technologies, more effective learning methods, and more practical subject matters.
- Adopt educational technology: The driving teacher must also be able to adopt the latest educational technology to increase the effectiveness and efficiency of learning. This can be done using online learning media, mobile applications, or other supporting software.
- Developing new training programs: The driving teacher must also be able to develop new and innovative training programs to improve students' skills and abilities in certain areas. This can be done by introducing more intensive training programmes, or by adopting more modern and effective training methods.
- Collaborating with industry: The driving teacher must also be able to collaborate with industry or companies to develop education and training programs that are more relevant to industry needs. This can be done by cooperating with local companies, or by organizing industrial visits for students.

By carrying out these roles, a driving teacher at a vocational high school in the city of Tomohon can help improve the quality of education and training provided by schools, so that students can acquire skills and knowledge that are more relevant to the needs of industry and society.

Developer Program

As program developers at Vocational High Schools in the city of Tomohon, driving teachers have an important role in ensuring that the education and training programs provided by schools are in accordance with the needs of industry and society. The following are some of the roles of the driving teacher as a program developer at Vocational High Schools in the city of Tomohon:

- Analyze the needs of industry and society: The driving teacher must be able to analyze the needs of industry and society in order to develop education and training programs that are relevant to those needs. This can be done by conducting market surveys or studies to identify areas that are currently developing or needing workers.

- Develop a relevant curriculum: After analyzing the needs of industry and society, the driving teacher must be able to develop a curriculum that is relevant to these needs. This can be done by integrating new technologies, adopting more effective learning methods, and incorporating more practical subject matters.
- Evaluating and developing programs: The driving teacher must be able to evaluate existing education and training programs, and develop programs that are better and more relevant to the needs of industry and society. This can be done by improving the curriculum, introducing new technology, or adopting more effective learning methods.
- Collaborating with industry: The driving teacher must also be able to collaborate with industry or companies to develop education and training programs that are more relevant to industry needs. This can be done by cooperating with local companies, or by organizing industrial visits for students.

By carrying out these roles, a driving teacher at a Vocational High School in the city of Tomohon can help improve the quality of education and training provided by schools, so that students can acquire skills and knowledge that are more relevant to the needs of industry and society.

Liaison with the Industrial World

The driving teacher also has a role as a liaison between students and the industrial world. They help students understand the industrial world and prepare them to work in the fields they are interested in. The role of the driving teacher as a liaison with the industrial world in Vocational Schools in Tomohon is very important to bridge the needs and expectations of the industry with student competencies that will be instilled in learning at Vocational High Schools. The driving teacher who is able to establish partnerships and cooperate with the industrial world will make it easier for students to understand the world of work and develop skills that are in line with industrial needs.

The driving teacher as a liaison with the industrial world can take several actions, including:

- Establishing partnerships and cooperation with companies or industries in the city of Tomohon, such as by visiting the industry and holding meetings with industry leaders.
- Facilitating students to do internships or internships in industry so that students can get to know and learn about the world of work directly from industry.
- Inviting industry experts or practitioners to give guest lectures or seminars at Vocational Schools so that students can obtain up-to-date knowledge and information about the world of work.
- Holding collaborative activities between Vocational Schools and industry such as project-based learning, training, as well as product development or joint innovation.

With the role of the driving teacher as a liaison with the industrial world at Vocational High Schools in Tomohon, it is hoped that students will be better prepared and able to compete in the world of work after graduating from Vocational Schools. In addition, this can also strengthen the linkages between Vocational High Schools and industry in the city of Tomohon and expand job opportunities for students after graduation.

Learning Facilitator

The driving teacher also has a role as a learning facilitator. They direct students to develop skills and knowledge relevant to the program they are studying. The role of the driving teacher as a learning facilitator in Vocational Schools in the city of Tomohon is very important in improving the quality of learning and developing student competencies. As a facilitator, the driving teacher is responsible for developing an effective and efficient learning model, as well as facilitating students to learn actively and creatively.

The following are some of the actions that can be taken by the driving teacher as a learning facilitator in Vocational High Schools in the city of Tomohon:

- Designing curricula and learning materials that are relevant to industry needs and keep ahead of the latest technological developments.
- Using innovative learning methods and techniques, such as project-based learning, cooperative learning, and blended learning, so that students can develop the skills and abilities needed in the world of work.
- Using technology and learning tools that are modern and in accordance with technological developments, such as e-learning, multimedia, and simulations.
- Provide individual support and guidance to students in need, so that each student can reach their full potential.
- Encouraging student participation in extracurricular activities, such as competitions, Olympiads, and social activities, which can improve students' skills and positive values.

With the role of the driving teacher as a learning facilitator at Vocational High Schools in the city of Tomohon, it is hoped that learning can become more effective and efficient, and students can develop the skills and abilities needed in the world of work. In addition, this could improve student achievement and prepare students to compete in an increasingly competitive world of work.

Leaders and Exemplary Models

The driving teacher has a role as a leader and role model for students. They teach a good work ethic and set a good example in their own behavior. The role of the driving teacher as a leader and role model in Vocational High Schools in the city of Tomohon includes two important things, which are leadership and examples of positive behavior. As a leader, the driving teacher can lead and coordinate various activities in SMK to achieve the goals that have been set. This includes motivating students and fellow teachers to achieve better academic and non-academic achievements.

In addition, as a role model, the driving teacher is expected to be an example of positive behavior for students and fellow teachers. This includes a good work ethic, discipline, effective communication, and a professional attitude in carrying out their duties as a teacher. By being a good role model, a driving teacher can motivate students and fellow teachers to follow and emulate this positive attitude. As leaders and role models, driving teachers are also expected to be able to inspire students to become leaders and role models for themselves and those around them. In this case, driving teachers can help students to develop their own leadership abilities and teach the positive values needed in everyday life.

Thus, the role of the driving teacher as a leader and role model in Vocational High Schools in the city of Tomohon is very important in creating a positive and inspiring learning environment. This can help students and fellow teachers achieve better performance and develop themselves into better individuals in the future.

From these findings, it could be concluded that the role of the driving teacher is very important in the success of the independent learning program in Vocational Higher Education. They are not only teachers, but also motivators, innovators, liaisons with the industrial world, learning facilitators, and leaders and role models for students. Therefore, developing the role of the driving teacher must be a priority for Vocational Higher to improve the quality of the independent learning program.

Conclusion

This study concludes that the role of the driving teacher is very important in the implementation of the independent learning program in Vocational High Schools. The driving teacher has a role as a motivator and coach, innovator and program developer, liaison with the industrial world, learning facilitator, and leader and role model for students. In the context of Vocational High Schools, the role of the driving teacher is very crucial because Vocational High Schools have different characteristics from other high schools. Vocational High Schools focus on learning related to expertise and skills to prepare students to work in the industrial world. Therefore, driving teachers must be able to develop programs that are useful and relevant to industry needs and assist students in preparing themselves to enter the world of work. In developing the role of driving teacher, Vocational High Schools can provide greater support in terms of developing teacher professionalism, training, and the resources needed. In addition, Vocational High Schools can also strengthen the relationship between Vocational High Schools and the industrial world to ensure that the programs presented are in accordance with industry needs and provide opportunities for students to interact with the world of work. Overall, the role of the driving teacher has a significant impact on the success of the independent learning program in Vocational High Schools. Therefore, developing the role of driving teachers must be a priority in efforts to improve the quality of their learning programs in Vocational High Schools. Vocational High Schools can provide greater support in terms of developing teacher professionalism, training, and the resources needed. In addition, Vocational High Schools can also strengthen the relationship between Vocational High Schools and the industrial world to ensure that the programs presented are in accordance with industry needs and provide opportunities for students to interact with the world of work. Overall, the role of the driving teacher has a significant impact on the success of the independent learning program in Vocational High Schools. Therefore, developing the role of driving teachers must be a priority in efforts to improve the quality of their learning programs in Vocational High Schools. Vocational High Schools can provide greater support in terms of developing teacher professionalism, training, and the resources needed. In addition, Vocational High Schools can also strengthen the relationship between Vocational High Schools and the industrial world to ensure that the programs presented are in accordance with industry needs and provide opportunities for students to interact with the world of work. Overall, the role of the driving teacher has a significant impact on the success of the independent learning program in Vocational High Schools. Therefore, developing the role of driving teachers must be a

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