

# Effective Management of Vocational Classrooms: Strategies and Challenges Faced by Lecturers in Indonesian Higher Education

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**Abstract:** The management of a classroom is an essential component of effective teaching, particularly in vocational higher education, which emphasizes the acquisition of practical skills and the application of those abilities in real-world situations. Instructors in Indonesian Diploma (DIII) programs are expected to manage classrooms that incorporate theory, practice, collaboration, and skill development. The purpose of this study is to investigate the methods that vocational lecturers employ to manage their classes effectively and to investigate the difficulties that they face during the process of giving and receiving instruction. Data were collected through classroom observations, semi-structured interviews, and document analysis, with the participation of lecturers from a number of DIII programs. The methodology utilized was qualitative descriptive. The findings indicate that, to sustain productive learning environments, lecturers rely on student-centered learning, project-based activities, clear classroom norms, and the integration of theory and practice. There are, nevertheless, several ongoing problems that teachers must contend with. These challenges include a wide range of student competencies, limited facilities, time constraints, large class sizes, and varying levels of student enthusiasm. According to the study's findings, effective administration of vocational classrooms depends not only on lecturers' pedagogical abilities but also on institutional support and ongoing professional development.

**Keywords:** Vocational Education; Classroom Management; Lecturers' Strategies; Instructional Strategies; Student Motivation; Educational Facilities; Collaborative Learning; Incorporate Theory.

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## 1. Introduction

Vocational higher education is becoming increasingly crucial for preparing graduates who not only know a lot about theory but also know how to do practical work in business from the start of their careers [2]. The DIII-level diploma programs in Indonesia are designed to ensure that graduates are ready for work and possess strong practical skills and work ethics that exceed industry standards. These programs focus on teaching students to master practical, technical, and professional skills and attitudes so they can adapt more quickly when they establish their own firms or join a company [6]. To this end, vocational education can't

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rely solely on traditional classroom instruction that focuses primarily on theoretical explanations. Learning should be useful, real, and directly related to the kinds of problems people confront on the job in the actual world. In this setting, classroom management is an important part of teaching and learning [8]. The word "classroom" doesn't just mean a room with four walls where lectures happen. In vocational settings, students learn in labs, workshops, practice rooms, studios, and occasionally even on the job. Listening to teachers and taking notes is not the main part of learning. Students build machines, run simulations, develop goods, use tools, or help real or fake clients [9]. This makes it much harder to administer a classroom than it is with programs that are only for learning. In addition to ensuring that students behave, teachers also need to ensure that tools are safe, resources are used wisely, group activities are well planned, and time is used wisely [11].

In this situation, effective classroom management makes the classroom a place where students feel comfortable, supported, interested, and encouraged to participate. When management is done successfully, learning activities go easily, equipment is used correctly, conflicts are kept to a minimum, and learning goals are met more effectively. Students are urged to take charge of their own learning. They work together, talk to each other, and figure things out [12]. They gain confidence in their technical abilities and learn to act professionally, skills they will need in the future. Good classroom management also guarantees that all students have the same chance to do well, since the teacher can help each student learn in a way that works best for them. But it's not always easy to run vocational classrooms. Vocational students typically originate from varied academic and socio-economic backgrounds. Some of them attended academic senior high schools, while others attended vocational institutions where they learnt how to do real work [13]. As a result, the level of basic competency among pupils in one class can vary widely. Some students may already know how to use some tools or software, while others may be learning how to use them for the first time [14]. It might also be quite important to have different reasons for doing things. Some students choose vocational education because they want to work in a practical field and get a job faster. Some people may have joined the program because they felt they had no other choice or because they were pushed to do so.

This diversity changes how the classroom operates and requires teachers to use both inclusive and differentiated strategies. Another big problem is that there aren't enough schools [15]. For vocational learning to be effective, there must be adequate space, up-to-date equipment, consumable supplies, and practice tools. But many schools struggle with their budgets. Students may have to share tools or take turns using them because the equipment is outdated or there isn't enough [16]. This can make practice last longer and give each pupil less time to practice hard. Having a lot of students in a class makes things even more complicated. One teacher might have to keep an eye on dozens of kids who are all doing different things at once. In these situations, it takes a lot of focus, energy, and professional competence to keep everyone safe, deliver criticism, and monitor progress. Time management is often a big problem. Vocational learning takes longer than purely theoretical courses because students have to repeat tasks until they get them right. Scheduling problems may require teachers to fit practical tasks into shorter sessions. This might make lessons go too quickly, leaving little time for students to reflect on what they have learnt. When students aren't given enough opportunities to practise, they don't improve, and it's harder to keep the class under control because pupils who aren't interested are more likely to lose focus or break the rules.

Another problem is keeping students in line during practical sessions. Students who are using machinery or tools are often very eager, move around a lot, and talk loudly. Group work, which is often employed in vocational education, might cause some team members to participate less than others or to fight with each other. Lecturers must maintain order without stifling innovation or initiative. They need to provide clear norms for safety and cooperation, while also leaving room for exploration and problem-solving. It is especially important to monitor safety practices in vocational classrooms, as they often use dangerous tools or substances. Accidents with catastrophic repercussions can happen in a split second of negligence. So, managing the classroom, managing risk, and building a culture of safety must go hand in hand. Because of this, the professor in vocational higher education has many different jobs. Lecturers do more than teach; they also help, supervise, mentor, and occasionally even oversee small production units within the university. They create learning scenarios that mimic real work settings, gather supplies and tools, collaborate with lab technicians, and sometimes work with businesses to set up internships or projects. In class, they need to give clear directions, show students how to do things step by step, watch them practise, fix faults right away, and give helpful feedback. They also need to encourage students who are feeling down, keep students who are too involved in conversations or activities in check, and get silent pupils to participate more. To handle all these duties, you need to be very good at teaching, communicating with people, and managing stress.

Vocational education is meant to be like the real world, so managing a classroom in this setting is typically linked to developing professional attitudes. Systematically teaching kids to be on time, follow rules, operate as a team, respect procedures, and take responsibility for their jobs is important. It is expected that lecturers will always show these behaviours. When teachers show up on time, plan classes properly, treat students with respect, and enforce regulations equitably, they teach vital professional values without even trying. On the other hand, regulations that aren't always explicit or expectations that aren't always obvious can confuse students and make them less respectful of the learning process. So, managing a classroom isn't only about setting things up technically; it's also about shaping morals and culture. The rapid growth of technology adds a new level of difficulty to classroom management. Vocational training is increasingly using digital technologies, including learning management

systems, virtual simulations, and online assessment platforms. These tools can support blended learning, where students learn theory online and practise it in person. But using technology in the classroom can be hard because not all students and teachers are good with computers, the internet isn't always reliable, and people need to keep learning. Teachers have to keep kids interested and make sure they don't use technology for anything that isn't linked to schoolwork, in both real and virtual classrooms. Managing online chats, monitoring homework submissions, and providing timely feedback are all part of being a good teacher.

Cultural factors in Indonesian society also affect how vocational classrooms are run. Some students may not want to raise questions or share their thoughts in class because they respect authority, believe in collectivism, and have a large power distance. Because of this, teachers need to create a safe classroom environment where children can participate without embarrassment. They also have to deal with the fact that some pupils rely too much on their teachers rather than taking charge. To change these behaviours over time, you can encourage active learning, problem-based assignments, and self-directed projects. However, this takes careful facilitation and patience. Given these intricate realities, it is imperative to gain a deeper understanding of how vocational lecturers in Indonesia effectively manage their classrooms in everyday practice. Many studies in education have examined how to manage classrooms in regular schools and colleges. Nevertheless, the particular setting of vocational higher education, particularly in Indonesia, exhibits certain traits that are inadequately represented in the current literature. Machine-based learning, competency standards aligned with industry requirements, workplace simulation, and the amalgamation of certification schemes create conditions distinct from conventional educational settings. So, researchers need real-world studies that focus directly on vocational classrooms to document the genuine tactics teachers employ, the problems they face, and the creative solutions they develop.

Investigating vocational classroom management can yield information beneficial for policy formulation and institutional advancement. Findings can help curriculum designers understand how learning activities are actually carried out, not only how they are intended on paper. They can show the differences between what policies intend and what happens in the classroom, including insufficient resources or excessive workload. Institutional leaders can use these insights to establish professional development programs for teachers, allocate funds more wisely for infrastructure, or revise academic rules to make teaching more effective. Research findings at the national level may strengthen the overall vocational education system by underscoring the need for sustained quality improvement. Lecturers can advance professionally by reflecting on how they manage their classrooms. Many instructors initially cultivate their pedagogical talents through practical experience rather than formal training in educational methodologies. By participating in or reading research on classroom management, individuals may become more aware of the tactics they already employ without thinking about them and learn new ways to address recurring problems. They can share best practices with coworkers, collaborate to develop new ways to teach, and build professional learning communities in their schools. This technique turns classroom management into a group effort to help students learn better, rather than making it the responsibility of a single person. Ultimately, better classroom management in vocational education is best for the students.

When the classroom is well-organized, safe, helpful, and interesting, students are more likely to master both technical and soft skills, such as communication, teamwork, problem-solving, and adaptability. Employers really like these traits. Students who are in classrooms that suit them are also more likely to finish their studies, less likely to drop out, and more confident when they start looking for work. They learn not only knowledge and skills, but also how to be disciplined and professional, which will help them succeed in their careers in the long run. Also, the connection between vocational education and industry means classroom management must align with workplace expectations. Many vocational classes are supposed to act like genuine systems for delivering services or making things. This means that lecturers need to organize their work in a way similar to how businesses do, such as dividing tasks, checking quality, and tracking time. So, students learn not only how to perform technical tasks but also how to work within an organization. Good classroom management helps students prepare for the real world, making the transition from school to work easier. This topic is becoming increasingly important as vocational higher education programs grow in Indonesia. As additional schools start DIII programs, the quality of the programs will naturally vary. Classroom management strategies may vary significantly depending on institutional resources, instructor backgrounds, and geographic factors.

Research in this field can chart these disparities and foster greater equity in quality across locations. Schools in cities with many industry contacts may face distinct challenges managing their classrooms compared to schools in rural areas with few technological tools. Writing down these differences helps us avoid making assumptions that apply to everyone and lets us find solutions that work for each situation. Another essential aspect concerns how students are graded in vocational schools. Written tests are not enough to judge how well a student knows something. Common methods of assessment include portfolios, project work, practical assessments, and performance-based tests. You need to prepare and organize to manage these kinds of tests carefully. Lecturers need to create rubrics, ensure everyone is treated fairly, provide feedback, and, at times, work with other assessors from the sector. This administration of assessments is connected to classroom management, as students' responses and participation in learning activities are affected by assessments. Students are more likely to take tests seriously when they know what is expected of them, what the criteria are, and how to give constructive feedback. This keeps them motivated instead

of anxious. Don't forget the emotional side of classroom management. Like any young adults, vocational students deal with stress, worry about the future, and personal problems that might change how they act in class. Lecturers often act as informal counsellors, listening to students' problems and offering advice. So, it's important to make the classroom a warm yet disciplined place.

Students are more willing to follow the rules, take responsibility, and do better when they feel they are being heard and valued. On the other hand, management styles that are too strict or not caring enough might cause people to rebel or to stop caring about their work. Vocational instructors must learn how to be both stern and caring. Given these numerous interconnected factors, the investigation into how vocational lecturers manage their courses and the obstacles they encounter is both pertinent and essential. It not only fills a gap in the academic literature but also meets real-world needs in Indonesia's vocational education system. By learning more about what happens in the classroom every day, stakeholders, including teachers, school administrators, legislators, and industry partners, can work together to come up with better ways to help students. Some examples include teacher training programs, better use of resources, stronger partnerships with businesses, or changes to teaching rules. In the end, vocational higher education's success rests not only on the content of the curriculum or the rules of the school, but also on what happens every day in the classrooms and practice rooms. Classroom management is where plans are put into effect and where students learn the most directly. Strengthening this part will have a big effect on how ready graduates are to meet the needs of the job market, make a positive impact on society, and develop meaningful careers.

## **2. Literature Review**

### **2.1. Classroom Management in Higher Education**

Classroom management is commonly understood as the set of strategies educators use to create an environment that supports learning and positive student behaviour. Emmer and Sabornie [4] emphasize that effective classroom management involves planning, organization, communication, and consistent interaction between teachers and students. In higher education, classroom management is closely related to student engagement. When lecturers manage their classrooms effectively, students are more likely to participate actively, stay focused, and take responsibility for their learning [18]. Clear expectations, structured activities, and positive relationships between lecturers and students are key elements of effective classroom management at this level.

### **2.2. Classroom Management in Vocational Education**

Vocational education has distinctive characteristics that influence classroom management. Learning is competency-based and focuses on practical application rather than theoretical mastery alone. According to Prosser and Quigley [1], vocational learning should reflect real workplace conditions to ensure relevance and effectiveness. As a result, vocational classroom management involves additional responsibilities, such as managing tools and equipment, ensuring safety, and coordinating group work. Experiential learning approaches, including project-based learning and simulations, are widely recommended for vocational education because they allow students to learn through direct experience [3]; [7]. However, these approaches require strong classroom management skills to be implemented successfully.

### **2.3. Lecturers' Pedagogical Role in Vocational Classrooms**

Lecturers play a central role in shaping vocational learning environments. Beyond subject-matter expertise, they are expected to demonstrate pedagogical competence, communication skills, and classroom management abilities. Darling-Hammond et al. [10] argue that effective teaching is closely linked to continuous professional development and reflective practice. In vocational education, lecturers often act as facilitators and mentors rather than traditional instructors. They guide students through practical tasks, provide feedback, and support skill development. This role requires sensitivity to students' needs and the ability to manage classroom dynamics effectively.

### **2.4. Challenges in Vocational Classroom Management**

Previous research highlights several challenges commonly faced by vocational lecturers. These include differences in students' academic preparation, limited learning facilities, large class sizes, and insufficient time for practical activities [17]. In Indonesia, studies also point to student motivation and discipline as factors that affect classroom management [5]; [14]. These challenges suggest that vocational classroom management is a complex process influenced by individual, institutional, and systemic factors. Understanding lecturers' experiences is therefore essential for improving vocational education practices.

### **3. Methodology**

#### **3.1. Research Design**

This study employed a qualitative descriptive research design to gain an in-depth understanding of vocational lecturers' classroom management practices. A qualitative approach was chosen because it allows researchers to explore participants' experiences, perceptions, and strategies in natural classroom settings.

#### **3.2. Research Setting and Participants**

The study was conducted at several higher education institutions offering DIII vocational programs in Indonesia. The participants were vocational lecturers who taught both theoretical and practical courses. Purposive sampling was used to select lecturers with at least 3 years of teaching experience to ensure rich, relevant data.

#### **3.3. Data Collection Techniques**

Data were collected using three main techniques. First, classroom observations were conducted to examine how lecturers managed learning activities, student interactions, and classroom organization. Second, semi-structured interviews were carried out to explore lecturers' perspectives on classroom management strategies and challenges. Third, document analysis was used to review syllabi, lesson plans, and assessment guidelines.

#### **3.4. Data Analysis**

The data were analyzed using thematic analysis. Interview transcripts and observation notes were carefully read and coded to identify recurring themes related to classroom management strategies and challenges. Data triangulation was applied to enhance the credibility and trustworthiness of the findings.

### **4. Findings and Discussion**

The study's results suggest that managing a vocational classroom is a dynamic, ongoing process that requires careful preparation, knowledge of the situation, and the ability to adapt to changes in the learning environment. There is no one way that lecturers always use. Instead, they use a mix of tactics that work with the hands-on nature of vocational education and the different needs of students. One of the most well-known methodologies is student-centred learning, which puts students in charge of their own learning and skill development. Instead of just listening to lectures, lecturers create project-based projects, group assignments, and hands-on practice that let students see how real work is done. Students learn how to work together, share tasks, solve problems, and make decisions while also improving their technical skills through these exercises. This method also helps people learn soft skills like communication and leadership, which are very important in the business world. Another key point that teachers stress is the need for clear, consistent regulations. At the start of each semester, teachers go over what they expect from their students in terms of attendance, behaviour, cooperation, safety, and completing tasks. Students are often involved in creating simple learning agreements so they feel they have to follow them. Having clear guidelines reduces the likelihood that students will be in trouble for behaviours such as being late, not paying attention, or using tools improperly. Because students know what will happen if they do anything wrong and what standards they need to meet, a regulated learning environment is formed.

This clarity is especially critical in hands-on classes where students who don't follow the rules could hurt themselves or destroy equipment. Another important method is to link theory and practice closely. Professors don't give long, boring lectures on theory that can bore students. Instead, they give short explanations of essential ideas and then show how to use them right away through real-world projects, simulations, or practical activities. This order helps students understand how theoretical information is useful and deepens their understanding by showing how ideas work in real life. For instance, after learning about safety measures for using machines or service standards, students immediately practise what they learnt in workshops or labs. Consequently, students do not regard theory and practice as distinct entities but as interrelated facets of the same educational process. More and more, teachers use computers and other instructional materials to help them manage their classrooms and make learning more successful. Digital platforms are used to send materials, collect homework, and make it easier for students to communicate outside of class. Videos, demonstrations, animations, and other visual aids can help students understand complex processes that are hard to explain with words alone. When there aren't enough tools, technology is extremely helpful since virtual simulations can make up for the shortage of real equipment. But technology isn't just utilized to replace tools.

It also helps students get involved by using interactive quizzes, online conversations, and multimedia presentations created by students themselves. These strategies help different types of learners and make learning more interesting. Even with these

solutions, teachers still face significant and ongoing challenges when running vocational classes. One of the biggest problems is that pupils have quite different levels of skill. Some students come in with extensive practical experience and a solid academic background, while others struggle with even the most basic ideas and steps. Because of this diversity, teachers have to adjust the pace of their lessons and provide extra help to pupils who are behind without neglecting those who are ahead. Some of the remedies that have been employed include making work different and putting people into groups that are not all the same, though these also take more time and effort. When pupils are motivated at different levels, things get much more complicated. Those who are really motivated tend to ask questions and practise on their own, while those who are less motivated may be passive, easily distracted, or not want to take the lead. These kinds of distinctions have a significant impact on how the classroom operates and how people learn in general. Another big problem is that there aren't enough amenities and infrastructure. Practical classes often require specialized machines, tools, and materials that are hard to obtain and expensive to maintain. Students must take turns using equipment when there isn't enough, which cuts down on practice time and can leave people waiting bored or out of control. Sometimes, teachers have to adjust practical tasks by breaking them down or turning sections into demonstrations, rather than letting each student complete them independently. These changes can affect how well pupils learn.

Lecturers also have to monitor the safety and maintenance of the equipment, which adds to their administrative duties. In certain schools, there aren't enough consumable materials, so teachers have to come up with inventive ways to make the most of what they do have. The results also show that managing time is another problem. Vocational learning requires extensive practice sessions, as skill mastery is achieved through repetition and reflection on errors. But the class hours allotted are often not enough to cover both theory and extensive practice. Every day, teachers have to decide how much time to spend on explaining, demonstrating, practising, and judging. When there isn't enough time, practice sessions may be rushed, and kids may not completely understand what they're doing. On the other hand, if practice gets more time, the theoretical comprehension may not be very deep. Vocational teachers are always trying to find the right balance, which directly affects how well students learn and how well the classroom is run. There are still concerns with students' motivation and discipline. Some students come late, forget to do their homework, don't prepare, or don't follow safety rules. These kinds of actions make it hard to learn and can even be dangerous in real-life situations. While trying to figure out why students act the way they do, teachers must always enforce the rules. Some things that can make you less motivated are personal troubles, boredom, low self-esteem, and not knowing what you want to do with your work. To deal with these problems, you need to be a good manager and have empathy and counselling skills. In addition to being teachers, lecturers are often expected to serve as mentors, advisors, and motivators.

The analysis of the results suggests that the effectiveness of vocational classroom management depends heavily on lecturers' capacity to adapt to complex and evolving circumstances. Lecturers who can swiftly assess classroom settings, adapt strategies, and integrate various methods tend to be more effective in sustaining conducive learning environments. Student-centred and experiential learning approaches seem to be the best fit because they align with a competency-based curriculum that focuses on what students will be able to do upon graduation. Students learn best when they do tasks that are similar to the work they will do in the real world. This engagement and responsibility boost makes it easier to manage the classroom. The results also show that classroom management can't be reduced to a skill or trait of each teacher. There are many problems stemming from systemic issues that individual lecturers can't change. Not enough amenities, big class sizes, rigorous timetables, and a lot of paperwork are all examples of structural variables that affect how classrooms are run. It's not fair to expect teachers to handle these problems on their own. So, good classroom management needs a lot of help from the school. Institutions must make significant efforts to improve the quality of vocational learning, such as providing students with the right tools, keeping labs up to date, investing in digital infrastructure, and ensuring that teachers don't have too many classes. Another key result of this study is that it can help with professional development. Vocational teachers generally have backgrounds in business or technology and may not have received much training in teaching or classroom management.

Lecturers can learn new ways to teach, think about how they do things, and share their experiences with other teachers through ongoing professional development programs. Workshops, mentoring programs, and communities of practice can help them get better at handling different kinds of classes. Through these kinds of training, teachers can improve not just their technical skills but also their ability to manage behaviour, plan activities, use technology, and evaluate performance-based learning. The results show that vocational education programs should be grounded in what actually happens in the classroom. When developing policies that require specific curriculum structures or evaluation methods, they should take into account the availability of facilities, lecturers' readiness, and students' profiles. When rules are overly ambitious, and there aren't enough resources to implement them, they can put more stress on teachers and make it harder to manage the classroom. On the other hand, policies that encourage partnerships with industry for equipment and that recognize lecturers' professional growth can greatly improve learning environments. Policymakers must thus engage in ongoing interaction with professors and institutions to guarantee that policy formulation is guided by practical experience. The results also affect students. Not only do teachers and schools have to handle the classroom well, but students' attitudes also play a role. Students who know how important discipline, safety, teamwork, and accountability are usually make the learning environment better. So, vocational education should teach and reinforce these professional values along with technical skills.

Things like thoughtful discussions about work ethic, internships in the business, and role modelling by teachers can all help students understand that how they act in class is quite similar to how they act at work. When students adopt these ideals, managing the classroom becomes easier and learning becomes more effective. This study not only has practical ramifications, but it also helps academics understand how to manage a vocational classroom. It shows that vocational classrooms have features that set them apart from regular academic environments. The presence of machines, equipment, and real-world tasks poses dangers and challenges that must be managed appropriately. Combining theory and practice is not just a teaching style; it is also a business need. In this case, classroom management means setting up tools to keep students safe, controlling how people move around in practice spaces, and organizing group work in ways similar to how work is done in factories. These unique characteristics necessitate targeted research on vocational classrooms rather than merely implementing theories developed in general education settings. The study also emphasizes the emotional and interpersonal aspects of classroom management. The way that teachers and students get along affects how well pupils obey the rules and how much they contribute. Lecturers who talk to students with respect, listen to their concerns, and offer helpful feedback often create effective learning environments. Students feel important and are more likely to work together. On the other hand, strictly authoritarian methods may get people to do what you want in the near term, but they can also lower intrinsic drive and open communication.

To manage a vocational education classroom effectively, teachers need to strike a balance between strict adherence to regulations and friendliness toward their students. Another thing that came up throughout the conversation is the need for introspection. Many teachers said they always reflect on their teaching after each class. They think about what went well, what caused problems, and what needs improvement for the next meeting. This practice of thinking things through helps them develop better plans over time. Getting teachers to think about their practice can be a great way to enhance classroom management without spending a lot of money. Peer observation, teaching portfolios, and casual conversations with coworkers can all help people reflect. In general, the broader understanding of the results shows that managing a vocational classroom requires a complex mix of teaching methods, resources, institutional support, and interpersonal relationships. Many teachers already employ effective strategies, such as student-centred instruction, clear rules, integration of theory and practice, and the use of technology. But these tactics work within real constraints, such as insufficient equipment, students with varying skill levels, time pressure, and a lack of enthusiasm. To solve these problems, lecturers, institutions, and policymakers need to work together. By understanding how things really are in the classroom and putting in place the right support mechanisms, it is possible to establish vocational learning settings that are organized, engaging, and capable of producing skilled, professional graduates ready to work.

## 5. Conclusion

Managing vocational classrooms effectively is a complex but essential task in Indonesian higher education. Lecturers are expected to do more than teach the material. They should also help students build the skills and attitudes that are needed in the workplace. To do this, they use several methods to construct learning environments that are productive, interesting, and helpful. These include getting people to participate actively, helping them work on projects together, and connecting theoretical ideas to real-life situations through hands-on activities, simulations, and lab work. These kinds of techniques help students see how what they are learning is useful and encourage them to take charge of their own learning. Despite these efforts, professors still face problems with a wide range of students, limited resources, and insufficient time. Students come from varied academic and socioeconomic backgrounds; therefore, their motivation, learning speed, and skill mastery vary. It is even harder to put practice-oriented learning into practice when you have to manage large classrooms with poor facilities or outdated equipment. Also, because teachers only have a limited amount of time to teach, they often have to make concessions in the depth of the topic or the amount of time spent on practice. Professors can't fix these problems on their own. To address these issues, institutions and policymakers need to work together and provide ongoing support by improving infrastructure, reducing unrealistic curricular burdens, and offering opportunities for professional growth. It is also important to strengthen the relationship between colleges and businesses so that learning stays useful. Vocational education can better prepare graduates who are skilled, confident, and ready to meet the changing needs of the job market by working together to solve these problems.

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