
Building Teacher Literacy Culture in Vocational Schools: a Case Study of the SAKA Guru Program at The Vocational High School Level

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ABSTRACT

Despite the extensive proliferation of the School Literacy Movement, current operational paradigms remain predominantly student-oriented, thereby failing to substantively position teachers as primary agents of literacy production, particularly within the purview of vocational education. This study aims to describe the implementation, the supporting and inhibiting factors, and the impact of the SAKA Guru Program (One Teacher One Literary Work) in holistically building teacher literacy culture at SMK Negeri 1 Ponorogo. Adopting a qualitative approach with a case study design, empirical data were harvested via semi-structured interviews, participant observation, and documentary analysis utilizing six key informants. The data were analyzed using Braun and Clarke's thematic analysis through six stages: data familiarization, generating initial codes, searching for themes, reviewing themes, defining themes, and producing the research report; their validity was strengthened through source triangulation, method triangulation, and member checking. The empirical findings delineate three primary insights. First, the program's implementation produced a work-production-based teacher literacy model that positions teachers as the principal actors in the transformation of vocational literacy culture. Second, the program's success and sustainability were determined by the balance between systemic supporting factors (leadership support, facilities, training, a sharing culture, and appreciation) and inhibiting factors rooted in individuals and time constraints. Third, the program's impact emerged through a cycle of participation, work production, strengthening of professional identity, and replication of literacy culture, thereby encouraging the creation of literary works, reinforcing reading and writing habits, and cultivating a literacy culture among teachers. This study advances the theoretical paradigms of literacy as a social practice and the School Literacy Movement by translating these concepts into the realm of vocational teachers, while concurrently offering a holistic, teacher-centered literacy implementation model with teachers as producers of works that can be effectively replicated within analogous vocational contexts.

Keywords: case study , SAKA Guru, teacher literacy culture, vocational education, vocational high school

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INTRODUCTION

A teacher literacy culture serves as the primary foundation for realizing a vocational education ecosystem that is adaptive, productive, and competitive in the 21st century. This demand is increasingly complex as the shift from print to digital texts requires the ability to critically navigate information (OECD, 2021). However, Indonesia's literacy achievements remain concerning; PISA 2022 recorded global learning loss and achievement disparities closely related to socio-economic backgrounds (OECD, 2023). Literacy is no longer defined merely as the basic ability to read and write, but rather as a functional capacity to solve real-world problems (Khramova et al., 2022) that grows from reading for pleasure (Cremin & Scholes, 2024) and household cultural capital (Vuong et al., 2021). The success of this culture is highly determined by systematic school management (Marmoah et al., 2022) and cohesive networks of teaching practices (Li et al., 2026). At the individual level, teachers are required to master disciplinary adaptive expertise (Tay et al., 2025), assessment competence (Kainulainen & Tarnanen, 2026), mathematical literacy (Kozakli Ulger et al., 2022), vocational digital literacy (Chen, 2024), and even artificial intelligence literacy (Zhou et al., 2026), developing through social mediation (Vygotsky, 1978). Since reading is also a fundamental child right (International Literacy Association, 2018), strengthening literacy culture, particularly among its teachers, represents an urgent agenda. Accordingly, the development of a literacy culture among vocational high school (SMK) teachers requires deliberate and sustainable efforts by strengthening management, enhancing professional competence, and utilizing technology adaptive to contemporary developments.

Despite the growth of various studies on literacy, several conceptual and empirical gaps remain, establishing the necessity of this study. First, regarding the subjects, the majority of research remains student-oriented, either through reading habits (Widianti et al., 2025; Sari et al., 2025) or their socio-economic determinants (Liu et al., 2022; Vuong et al., 2021), meaning teachers are rarely treated as the subjects of cultivation for literacy itself. Second, regarding the context, studies on literacy culture management are generally conducted at the elementary school level (Marmoah et al., 2022; Fitriyani et al., 2025) or general secondary school level (Usman et al., 2025), while the vocational context (SMK) remains minimally examined; even the digital literacy of vocational teachers has only been highlighted from a technical standpoint (Chen, 2024). Third, methodologically, many interventions cease after short-term training sessions (Zuhairoh et al., 2024; Anggraini et al., 2022) that can hardly guarantee sustainability. This study attempts to address these three gaps through an in-depth evaluation of the implementation of the SAKA GURU Program at SMK Negeri 1 Ponorogo.

The novelty of this study lies in the integration of three dimensions of teacher literacy—namely, the teacher as a reader, the teacher as a producer of literacy works, and the teacher as an agent of literacy cultivation—into a singular model of literacy cultivation applied within the vocational education context. Previous research has generally examined only partial aspects of the investigated problem: some stop at the concept of functional literacy (Khramova et al., 2022), reading for pleasure (Cremin & Scholes, 2024), or household cultural capital (Vuong et al., 2021); others highlight a single competence such as assessment literacy (Kainulainen & Tarnanen, 2026), mathematical literacy (Kozakli Ulger et al., 2022), disciplinary adaptive expertise (Tay et al., 2025), digital literacy (Chen, 2024), or artificial intelligence literacy (Zhou et al., 2026). Management aspects (Marmoah et al., 2022) and networks of practice (Li et al., 2026) also stand independently. Consequently, the novelty of this study lies in presenting a comprehensive understanding of the interconnectedness among program management, teacher competence reinforcement, and the sustainability of literacy culture through a case study of the SAKA GURU Program at SMK Negeri 1 Ponorogo, which has not been fully uncovered in prior literature.

The SAKA GURU Program is required to be clearly distinguished from four approaches that have been widely utilized thus far. First, unlike the School Literacy Movement, which focuses on students' reading habits and frequently halts at a ceremonial stage (Wiedarti et al.,

2018), this program positions teachers, rather than students, as the primary subjects and demands tangible outputs in the form of actual works. Second, unlike teacher writing training that is generally temporary and fragmented (Zuhairroh et al., 2024), this program institutionalizes work production as a continuous obligation integrated into school policy. Third, distinct from learning communities that emphasize discussion without measurable output targets, Saka Guru blends collaboration with output accountability through the principle of "one teacher, one work." Fourth, unlike continuing professional development which is generally top-down and less relevant to vocational needs (Hagedoorn et al., 2025; Widayati et al., 2021), this program is bottom-up and contextualized to vocational characteristics. Thus, the novelty of this study lies in combining three elements simultaneously: (1) strengthening the role of SMK teachers as knowledge producers, (2) institutionalizing work production within the school ecosystem in a holistic-ecological manner, and (3) targeting the vocational education context, which has historically received limited attention in teacher literacy studies. These findings are important for international literature as they extend discussions on teacher professional development (Hagedoorn et al., 2025) and literacy as a social practice into the vocational domain within a developing nation, while offering a replicable model for similar contexts. The research questions are as follows: (1) How is the implementation of the SAKA GURU program in building a holistic literacy culture at SMK Negeri 1 Ponorogo? (2) What are the supporting and inhibiting factors affecting the success of the SAKA GURU program in creating a sustainable literacy culture within the environment of SMK Negeri 1 Ponorogo? (3) How is the impact of the implementation of the Saka Guru Program on the literacy culture at SMK Negeri 1 Ponorogo?

METHODS

This study utilized a qualitative approach with a case study design to uncover in depth the process of building a teacher literacy culture through the SAKA GURU Program at SMKN 1 Ponorogo. This approach is capable of profoundly revealing the processes, meanings, and contexts of a phenomenon (Creswell & Poth, 2018). The selection of this design aligns with Marmoah, Poerwanti, and Suharno (2022), who assert that school literacy culture can only be fully understood through tracing management functions within real-world contexts. A qualitative approach was selected due to its capacity to capture the reflective experiences of participants, as demonstrated by Kainulainen and Tarnanen (2026). Data collection through observing teacher practices refers to the adaptive expertise assessment framework of Tay, Seah, and Chia (2025). Furthermore, Cremin and Scholes (2024) emphasize the importance of an empirical evidence base, Khramova et al. (2022) confirm literacy as a contextual construct, and Zhou, Lavicza, and Chiu (2026) highlight the role of teachers' beliefs and cultural factors. Thus, these six references reinforce that a qualitative case study is the most appropriate design to capture teacher literacy culture comprehensively within its natural context.

The subjects of this study were the teachers at SMKN 1 Ponorogo, who served as the primary target for building a literacy culture through the SAKA GURU Program. Setting teachers as subjects aligns with Usman, Missriani, and Effendi (2025), who position teachers as primary agents of school literacy culture engineering. The sample was determined purposively by considering the direct involvement of teachers in the program, as emphasized by Zuhairroh, Liana, and Asrawati (2024), who note that strengthening teachers' academic literacy requires participants who are active in mentoring. The focus on vocational teachers also refers to Chen (2024), who highlights the urgency of digital literacy for vocational education teachers, as well as Anggraini et al. (2022), who position teachers as producers of literacy works. Assessing teacher competence is also relevant to the framework of Tay, Seah, and Chia (2025). Consequently, these five references affirm that SMK teachers are the most appropriate subjects because they are both the actors and the determinants of success for literacy culture in vocational schools.

The data sources in this study consisted of informants selected through purposive sampling—specifically, parties who possess direct involvement and understanding of the Saka

Guru Program (Patton, 2015). Key informants included the literacy coordinator/instigator, productive teachers, normative/adaptive (normada) teachers, senior teachers, junior teachers, and supporting librarians who were involved to enrich non-managerial perspectives (Patton, 2015). This selection was based on the principles of information appropriateness and adequacy rather than statistical representation (Sugiyono, 2019). The purposive technique was followed up with snowball sampling to expand informant coverage. Given the limited number of informants, this study did not claim full data saturation, but instead emphasized the adequacy and appropriateness of information, which was strengthened through source triangulation, method triangulation, and member checking (Patton, 2015). This limitation is openly acknowledged and noted for future research with a wider scope of informants. Designating vocational teachers as primary informants aligns with studies positioning teachers as subjects of professional literacy development (Widayati et al., 2021; Zuhairroh et al., 2024). The involvement of various relevant stakeholders helped ensure that the obtained data can be cross-checked for accuracy while providing a more comprehensive understanding of the investigated case. Details of the research participants are presented in Table 1.

Table 1. Research participants

No.	Code	School Level	Position	Gender	Tenure
1	KL	Vocational School	Literacy Coordinator	Female	21 years
2	GP	Vocational School	Productive Teacher	Male	7 years
3	GN	Vocational School	Normative Teacher	Female	3 years
4	GS	Vocational School	Senior Teacher	Female	21 years
5	GJ	Vocational School	Junior Teacher	Male	2 years
6	PUS	Vocational School	Librarian	Female	23 years
Total				6 individuals	

Note: Informant codes (KL = Literacy Coordinator, GP = Productive Teacher, GN = Normative/Adaptive Teacher, GS = Senior Teacher, GJ = Junior Teacher, PUS = Librarian) are used to maintain identity confidentiality during data presentation. Gender and length of service columns are completed based on real data at SMK Negeri 1 Ponorogo. All informants were selected using the purposive sampling technique.

SMK Negeri 1 Ponorogo is a public vocational secondary school that has run the Saka Guru Program for 6 years from 2021 to 2026, making it an information-rich case. Informants were selected based on clear criteria: (a) directly involved in the planning or execution of the program; (b) possessing adequate understanding of its processes; and (c) willing to participate voluntarily. The recruitment procedure began with requesting permission from the principal, after which prospective informants were identified purposively and supplemented by snowball sampling based on recommendations from the literacy coordinator until the information no longer varied (reached saturation). Through this procedure, six key informants were obtained, namely the literacy coordinator (KL), an Active Productive Teacher (GP), a Passive Normative Teacher (GN), a Senior Teacher (GS), a Junior Teacher (GJ), and a Librarian (PUS).

Data were collected in May 2026. Semi-structured interviews were conducted with the 6 informants, with an average duration of 45–60 minutes, recorded with informant consent, and subsequently transcribed verbatim. Participant observation was carried out over 3–5 days to observe mentoring activities, work compilation, and the display of results. The documentation study examined the principal's decrees, program guidelines, activity schedules, meeting minutes, and teachers' works. Data analysis utilized the interactive model of Miles, Huberman, and Saldaña, which occurs simultaneously and cyclically, encompassing data condensation, data display, and conclusion drawing and verification (Miles et al., 2014). Data from interviews and observations were coded, then categorized into themes relevant to the three research objectives through a thematic analysis procedure following the six phases of Braun and Clarke (2006): data familiarization, initial coding, searching for themes, reviewing themes, defining themes, and reporting; coding was performed manually and cross-reviewed among researchers to ensure consistency. Data validity was strengthened through source and method triangulation as well as member checking, which involved returning summaries of findings to informants for

confirmation. The use of these three techniques concurrently serves as method triangulation to enhance data validity (Lincoln & Guba, 1985). Ethnically, all informants received explanations regarding the study's purpose and provided informed consent, while their identities were masked using codes to preserve confidentiality. The researchers also maintained reflexivity by remaining aware of their positions and potential biases, keeping an open log of analytical decisions throughout data collection and interpretation. Through these procedures, the study is expected to produce findings that are credible, contextual, and scientifically accountable.

RESULT AND DISCUSSION

Implementation of the Saka Guru Program in Building a Holistic Literacy Culture

The low reading culture in Indonesia constitutes a fundamental issue demanding the attention of the educational world, as literacy serves as the primary foundation for enhancing learning quality and teacher professionalism. However, efforts to build a literacy culture have frequently stopped at reading routines targeting students without positioning teachers as the driving force. Addressing this, SMK Negeri 1 Ponorogo introduced the SAKA Guru Program as a solution to build a holistic literacy culture by integrating physical, social-affective, and academic environments within the spirit of the Merdeka Curriculum. This study focuses on how the program is planned, executed, and how it reaches teachers with varying levels of involvement, as revealed by the following interview and observation results.

This literacy program was systematically designed as a response to the low reading culture in Indonesia, integrating three literacy environments (physical, social-affective, and academic) into the spirit of the Merdeka Curriculum. Its execution involves all school members through scheduled activities such as literacy training, literacy camping, and the production of literacy works, supported by WhatsApp-based reporting and structured monthly evaluations. This program proves that a school literacy culture can be built sustainably through collaboration, mutual commitment, and the principle of "from teachers for all school members." (R1)

Productive teachers have been actively involved from the beginning and understand the workflow of creating a piece of work sequentially, starting from reading references, finding ideas, producing, to implementing them in the classroom. This indicates that at the individual teacher level, program implementation runs smoothly and serves as a best practice example. (R2).

Teachers in this group are aware of the program and attend mandatory activities but have not actively produced works. They view the activities positively but feel they add to their workload. In conclusion, program implementation has not reached all teachers evenly. (R3).

Senior teachers observe a shift from simple literacy activities (reading and writing books) toward a more diverse culture of creation, including digital works. They are adapting gradually with the assistance of younger teachers and mentoring. In conclusion, the program introduces innovations that demand intergenerational adaptation. (R4).

Junior teachers are introduced to the program from the beginning of their tenure and begin creating works through examples and training, leveraging their familiarity with technology. In conclusion, newcomers enter and integrate into the program's culture with relative ease. (R5).

The library plays a role in providing space and collections, managing class visits, and assisting teachers in finding references and conducting assessments. In conclusion, the library acts as an important infrastructural support for program execution. (R6).

The interviews with all informants indicate that overall, program implementation is structured, ranging from meticulous planning and multi-layered scheduled activities to the involvement of multiple parties. However, the level of teacher involvement still varies, spanning from the highly active (vocational and junior teachers) and adapting senior teachers to those who remain passive, supported by the coordinator and librarian. This is corroborated by observation results, which show that activities run routinely and as scheduled (literacy

training, literacy camping, literacy work production). Teachers are involved with varying degrees of activity, the coordinator directs the flow of activities, and the atmosphere is generally orderly and participatory. Thus, the program implementation is visibly manifest in the field and aligns with guidelines.

The SAKA Guru Program at SMK Negeri 1 Ponorogo was conducted through three main interrelated activities, that support one another in building a school literacy culture: (1) annual literacy training for capacity building, (2) the production of literacy works in the form of a school magazine as a tangible output, and (3) biannual literacy camping as a space for cultural reinforcement and collaboration. The Literacy Coordinator (KL) emphasized that these three activities do not stand alone but are designed as a single annual cycle, namely training fosters skills, the magazine provides a production channel, and camping maintains the rhythm and spirit of togetherness. This pattern demonstrates that the program's implementation is holistic because it simultaneously touches three layers: individual capacity building (micro), institutional coordination (meso), and responses to professional teacher demands (exo-macro).

The program management by the IGA Team follows the Planning, Organizing, Actuating, Controlling (POAC) pattern found in school literacy culture governance in Marmoah et al.,'s (2022) study. The planning stage is evident in compiling the annual training schedule and determining magazine themes. The organizing stage is visible through the distribution of magazine editorial duties and camping committees. The actuating stage is realized through the coordinator's modeling; while controlling is executed through evaluations of each magazine edition. This finding also aligns with the role of literacy task forces as coordination catalysts reported by Sari et al., (2025), in which the presence of a coordinating team proved effective in keeping the program on track rather than halting at administrative formalities.

These implementation findings gain strength when validated against prior research. First, the role of annual literacy training as a booster for digital capacity and teacher writing skills aligns with Wijayanto, Sugianto, and Vidyastari (2021), who showed that structured training can increase participants' digital literacy by up to 85%, enabling them to work independently, and with Sunarto, Sutrisno, and Asmaroini (2021), who affirmed the effectiveness of a gradual blended learning model in developing teachers' digital literacy. To ensure the impact of annual training is not short-lived, Kainulainen and Tarnanen (2026) remind us of the importance of continuous reflection rather than momentary training. Second, producing a school magazine as a work output aligns with Anggraini et al., (2022), who position teachers as producers of literacy works, and with Purwaningrum, Sugianto, and Riyantika (2022), who proved that production-oriented literacy sharing strengthens participants' skills and competitiveness. Third, literacy camping as a sharing forum validates Li et al., (2026) regarding cohesive, mutually supportive networks of practice. This ordered progression also aligns with Marmoah et al. (2022), who state that literacy culture functions optimally only when backed by complete management functions, as well as Fitriyani et al., (2025) and Wiedarti et al. (2018) regarding literacy transformation through habituation, development, and learning stages.

The annual literacy training activity is essentially a form of academic literacy for educators, representing an effort to shift the teacher's position from a mere consumer of knowledge to a producer of knowledge. This corresponds with the findings of Zuhairroh et al. (2024) regarding academic work writing training for SMK teachers in Makassar, which emphasized that training interventions can break the deadlock of writing traditions among vocational teachers. Meanwhile, the digital dimension in school magazine production—ranging from manuscript writing, editing, to layout—shows that the literacy being constructed is no longer confined to conventional reading and writing but extends into content creation, as practiced by Anggraini et al., (2022) through teacher digital literacy programs. Thus, the implementation of SAKA Guru links three domains of literacy simultaneously: basic literacy, academic literacy, and digital literacy.

Table 2. Framework of SAKA Guru Program on Ecology System layer

Activities	Frequency	Ecology Layer	Interviews Evidence (Informant Code)
Literacy training	Once a year	Micro–Meso	Strengthening individual teacher writing skills (KL, GJ)
School Magazine Production	Continuous / per edition	Meso–Ekso	Channels for work production and validation; library support (GP, PS)
Literacy Camping	Biannually	Mikro–Meso	Maintaining momentum, motivation, and intergenerational collaboration (GS, GP)

Table 2 clarifies that the three activities occupy distinct yet interconnected ecological layers. Training and camping operate at the individual level and inter-unit relations, whereas the school magazine bridges the school with the broader public sphere. This composition shows that the holistic nature of the program does not lie in the sheer number of activities, but in the functional connectedness across activities forming a unified literacy ecosystem.

Supporting and Inhibiting Factors of Program Success

The success and sustainability of the SAKA Guru Program do not exist in isolation but are determined by the interaction between various supporting factors that strengthen the program's operations and inhibiting factors that challenge its consistency, as revealed by the following interview and observation results.

The smooth running of the program is heavily backed by leadership support, adequate facilities, training, a culture of mutual sharing, and the provisioning of awards. The main obstacles are the gap in technological capabilities among teachers, time constraints, and a narrow understanding of literacy, which are addressed through peer mentoring, gradual training, and appreciation. Thus, program sustainability is backed by support and habituation, while its barriers are human resources and time. (R1).

Active teacher engagement is driven by direct benefits for learning, appreciation, a sharing culture, and competition opportunities. Obstacles in the form of time constraints, technical snags, and creative blocks are overcome through small daily routines, independent learning, and collaboration. It can be concluded that intrinsic motivation and environmental support are key to active teacher engagement. (R2).

The main barriers stem from individual factors: time constraints, administrative burdens, lack of confidence and technological skills, and the assumption that literacy equates merely to reading. They require gradual training, mentoring, simple examples, and appreciation. Hence, the primary inhibitors lie in individual factors and the types of support still needed. (R3)

According to senior teachers, the program can endure if there is consistent leadership support, routine habituation, regeneration of organizers, and appreciation; conversely, it will cease if it relies on only a few people or if motivation fades. Technological challenges are overcome through gradual learning. Consequently, program sustainability is systemic rather than dependent on individuals. (R4).

The main ease for young teachers is their mastery of technology, allowing them to quickly create digital works. They hope to receive mentoring from seniors, examples, rubrics, and spaces for sharing. In conclusion, young teachers are program assets but still require adaptive guidance. (R5).

Library support runs smoothly thanks to regular visit schedules, adequate collections, cooperation with teachers, and a conducive space. Obstacles include limited collections, budget, space, human resources, and reading interest, which are addressed through spatial rearrangement, gradual collection updates, collaboration, and the utilization of digital sources. Thus, library support depends heavily on resource availability and collaboration. (R6).

The interviews with all informants illustrate that the supporting factors consistently mentioned across informants are leadership support, adequate facilities, training, a sharing culture, and appreciation. Meanwhile, recurring inhibitors are time constraints, technological ability gaps (especially among senior and passive teachers), and a narrow understanding of literacy. Program sustainability is therefore systemic. Observations confirm that supporting facilities are available in the form of reading corners, the library, devices, internet networks, and leadership support. Technology utilization is visible among active teachers, while obstacles appear in some teachers experiencing technological difficulties, time constraints, and uneven participation. Thus, supporting and inhibiting factors exist side by side in the field.

Analysis of informant responses identifies several consistently emerging supporting factors. First, the leadership and coordination of the IGA Team act as the primary engine maintaining the sustainability of the three activities. Within the context of the three core activities, annual literacy training has proven to spark capacity, school magazine production provides clear and measurable output targets, while Literacy Camping maintains momentum and strengthens the sharing culture. External factors are also determinative: the principal detailed partnerships with companion lecturers from Universitas PGRI Madiun (Dr. Dwi Rohman Soleh, S.S., M.Pd.) and STKIP PGRI Ponorogo (Dr. Sutejo, M.Hum.), alongside collaborations with MediaPonorogo.com, Geliat Ponorogo Menulis, Sutejo Spectrum Center, and the publisher CV Uwais Indonesia, which assist with training, magazine editing, publication opportunities, and Intellectual Property Rights (HKI). Second, the library as an infrastructural partner provides reference collections and workspaces supporting magazine production, as affirmed by the Librarian informant (PS). Third, the intrinsic motivation of vocational teachers (GP) serves as affective capital that spreads to peers. This third factor reinforces the findings of Vuong et al. (2021) that cultural capital and reading material availability intrinsically boost interest, aligning with Cremin and Scholes (2024), who emphasize that literacy engagement born out of pleasure (reading for pleasure) is far more sustainable than that forced through formal assessments.

The findings on the inhibiting factors show patterns similar to general secondary school literacy ecology. Usman et al. (2025) found that device distractions, low reading interest, and limited access remain primary barriers despite physical infrastructure being available. The same pattern is detected in the Passive Normative Teacher informant (GN), who cited time constraints and low confidence in writing. Other barriers are generational: Senior Teachers (GS) face technological gaps in digital-based magazine production processes, while Junior Teachers (GJ) are more adaptive to technology but require content-based mentoring. This finding strengthens the argument of Zhou et al. (2026) that teacher competence toward technology, including artificial intelligence, is not merely a technical matter but depends on beliefs and institutional ecology. Liu et al. (2022) even assert that non-cognitive factors like socio-economic status and anxiety frequently act as dominant determinants operating non-linearly.

A critical result highlights the necessity of focusing on the configuration of the yearly training program to guarantee a more impactful execution that is precisely aligned with specific requirements. Zuhairroh et al. (2024) remind that one-shot training tends to be insufficient to anchor a writing culture without ongoing mentorship. In the context of SAKA Guru, training held only once a year risks weakening sustainability unless supported by biannual literacy camping and magazine publication cycles as rhythm-keeping mechanisms. In this case, the vocational teacher digital literacy evaluation developed by Chen (2024) is relevant as a reference to design more precise teacher competence progress measurements.

Table 3. Supporting and inhibiting factors based on ecology system layer

Layer	Supporting Factors	Inhibiting Faktors
Microsystem	Intrinsic motivation of productive teachers (GP); reading-writing for pleasure	Deficient reading affinity and low self-efficacy (GN); digital device distraction
Mesosystem	Coordination of the IGA Team; support from library collections and spaces (PS)	Time constraints and workload; intergenerational technological gap (GS)
Ekso-Macro	Demands of professionalism and the magazine channel as work validation	An annual training design prone to fragmentation (one-shot intervention)

Table 3 demonstrates that the strongest supporting factors reside at the meso layer (coordination and library), while the most persistent barriers are anchored at the micro layer (individual attitudes and habits). The implication is that program success cannot be achieved solely by increasing facilities but also requires approaches that build motivation and mentoring tailored to the perspective and needs of each teacher.

Impact of Program Implementation on Teacher Literacy Culture

A literacy program ultimately cannot be judged solely by the smoothness of its execution but by the extent to which it alters habits and grows a culture embedded within school members. The SAKA Guru Program is expected not to end with a series of activities but to shift teacher literacy habits, yield tangible works, and shape a more vibrant literacy climate within the school environment. This study focuses on how the program brings changes to teachers, students, and the overall school literacy atmosphere, as revealed by the following interview and observation results.

Since the program started, teacher literacy habits have changed. Teachers read and create more, and they view literacy more broadly, no longer confined to books. The program has generated concrete works such as e-books, learning videos, and modules used in instruction or entered into competitions. In conclusion, the program has a tangible impact on teacher productivity and literacy culture. (R1).

Active creation impacts both the teacher (becoming more creative, confident, and tech-savvy) and students (becoming more enthusiastic, understanding materials more easily, and being driven to create works themselves). Teachers' works also spread and liven up the school's literacy climate. (R2).

Despite their current lack of active participation, teachers within this group observe the expanding productivity of their peers and perceive a heightened, literacy-enriched institutional climate across the school. This shows that the program's impact is felt within the environment even by teachers who are not actively involved. (R3).

The current literacy culture is rated as more diverse and comprehensive compared to before, holding long-term potential if it becomes deeply cultured and supported by regeneration. Signs of its impact appear in the character reinforcement of school members and the school's reputation as an innovator. (R4).

The program is beneficial for honing teaching competence and technological skills, building a portfolio of works, fostering confidence, and expanding networks. This simultaneously grows a spirit of creation and collaboration among young teachers. (R5)
Since the program began, library visits and utilization by teachers have increased, and teachers' works add to the collection while enlivening the library atmosphere. In conclusion, the program expands library functions while strengthening school literacy culture. (R6).

The interviews with all informants demonstrate that the program's impact is perceptibly real: diverse literacy works have emerged, reading and writing habits have strengthened, the

school atmosphere has become richer in literacy, and the Profil Pelajar Pancasila character traits are supported. This impact is directly felt by active teachers and observed by those not yet active. Observation matches this, showing displayed and published teacher works, reading and writing habits, literacy interactions between teachers and students, and a literacy-rich school environment. Thus, the program's impact is clearly proven and directly observable in the school environment.

The most prominent finding in the impact dimension is the transformation of the teacher's role from a consumer to a producer of knowledge. Productive Teachers (GP) reported an increase in the quantity and quality of works published through the school magazine, while Junior Teachers (GJ) stated a growth in writing confidence. This shift reinforces Zuhairah et al.,'s (2024) thesis regarding the movement of teachers toward becoming producers of empirical knowledge, finding its concrete shape in the school magazine outputs. Furthermore, collected works open opportunities for intellectual capitalization, as shown by Anggraini et al., (2022), who proved that teacher literacy products can be elevated to obtain intellectual property recognition.

The impact is also evident from the development of a more durable literacy culture that is continually maintained within the school environment. Biannual literacy camping functions as a refreshing space that keeps motivation alive, a mechanism that answers the concern stated by Marmoah et al., (2022) regarding weak control functions that cause literacy cultures to stall at formalities. At the level of meaning, this program also expands teachers' understanding of functional literacy concepts, namely the ability to apply knowledge to solve real problems, as asserted by Khramova et al., (2022). In the instructional context, increasing teachers' literacy capacity has the potential to overflow into classrooms. Tay et al. (2025) showed that teachers with adaptive expertise can bridge technical language into terms easily understood by students, while Kainulainen and Tarnanen (2026) emphasize that assessment literacy grows through continuous participatory reflection, in which both capacities are indirectly honed through writing habits.

From a macro-level perspective, the systemic ramifications of the initiative should be evaluated through the analytical lenses of educational rehabilitation and pedagogical equity. The OECD (2023) report shows that resilient education systems are those combining digitalization with psychosocial support, while Li et al. (2026) found that teaching practices in top-performing literacy nations tend to be cohesive and mutually supportive within a single network. The SAKA Guru Program, with its three interlocking activities, can be viewed as an effort to build a cohesive network of literacy practices at the school scale. Thus, the program's impact does not stop at individual teachers but possesses the potential to form a sustainable collective culture (see Table 4).

Table 4. The program impact on literacy culture based on informant category

Informant Category	Impact	Indication of layers
Productive Teacher (GP)	Enhancement of productivity and work publication in the magazine	Micro → Meso
Junior Teacher (GJ)	Growth of self-confidence and writing skills	Micro
Senior Teacher (GS)	Gradual adaptation to work production technology	Micro–Meso
Normative Teacher (GN)	Increased awareness notwithstanding limited engagement	Micro
Librarian (PS)	Increased utilization of library collections and spaces	Meso

Table 4 displays distinct gradations of impact across informant categories. The strongest impact is felt by vocational and junior teachers at the micro layer, progressing to the meso layer through library and magazine utilization. This finding indicates that changes in literacy

culture occur gradually and through different processes for each group rather than simultaneously. Thus, the success of a teacher literacy culture is determined by the program's capacity to link capacity building (training), production channels (magazine), and community activity sequences in camping carried out sustainably and in an interrelated manner, forming a mutually reinforcing process such that the absence of one component would weaken the entire ecosystem.

CONCLUSION

The SAKA Guru Program at SMK Negeri 1 Ponorogo was conducted through three interlocking activities, namely annual literacy training, school magazine production, and biannual literacy camping managed under the POAC (Planning, Organizing, Actuating, Controlling) management framework and reaching micro, meso, and exo-macro layers. Consequently, its implementation can be regarded as holistic within the limits of the investigated case, demonstrating potential to build a functionally connected literacy culture, though its consistency across time remains to be tested. The program's success is supported primarily by factors at the meso layer, namely the coordination of the IGA Team and library support, alongside the intrinsic motivation of several vocational teachers. Conversely, the most persistent barriers reside at the micro layer in the form of time constraints, low confidence in writing, device distractions, and intergenerational technological gaps, underscoring that provisioning facilities alone is insufficient without affective interventions and continuous mentoring that touch upon each teacher's beliefs. The program also shows potential in driving the transformation of teachers from consumers to producers of knowledge, visible in the growth of works published via the school magazine and increased confidence among some teachers. However, because this study does not incorporate controlled quantitative evaluative data, impact claims are formulated cautiously as indications of potential rather than final evidence of effectiveness, displaying layered and gradual impacts that are strongest among vocational and junior teachers before spreading to the meso layer. Theoretically, these findings enrich the application of Ecological Systems Theory to vocational teacher literacy through the proposition that a literacy culture has the potential to form when training, magazines, and camping activities are executed as an integrated cycle, where each activity plays a role in supporting the success of the others, which is offered as a working hypothesis. Therefore, future research is recommended to span a larger number of cases over a longer duration, utilizing more diverse and measurable methods, reinforcing training designs through continuous mentorship, and exploring the deployment of digital literacy and artificial intelligence in school magazine development.

CONFLICTS OF INTEREST

The authors declare that there is no conflict of interest.

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