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Managing Saturday Literacy and Creative Participation through Surah Al Alaq in an Islamic Junior Secondary School

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Abstract
School literacy management must connect regular reading opportunities with accessible resources, meaningful responses, and credible evaluation. This study examines how Saturday literacy is organised at SMP Takhassus Al-Qur'an Kalibeber and interprets its educational purposes in relation to Surah Al-'Alaq verses 1–5. Qualitative documentary analysis of the 2026 institutional literacy report is supported by a purposive narrative review. The analysis distinguishes planned activities, reported implementation, institutional indicators, and educational interpretation. The report documents a 40-minute Saturday allocation, a 14-member literacy team, alternating reading and creative activities, school-provided summary books, homeroom monitoring, and wall-magazine or website opportunities. It reports 100% attendance, 98% reading participation, and 100% creative participation without specifying denominators or observation periods. A reproduced 2025 dashboard concerns attainment of minimum literacy competency and cannot establish an effect of the 2026 schedule. The programme shows how distributed responsibility can connect reading, written expression, and publication, while forgotten books, noise, and differing abilities constrain participation. Surah Al-'Alaq offers an ethical orientation toward reading, writing, humility, and knowledge rather than a prescribed timetable. The study contributes a bounded management framework and proposes more traceable implementation records and repeated student-level measures before claims of effectiveness are made.

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Introduction

Developing a reading culture requires schools to make reading possible, worthwhile, and socially supported. A timetable can provide an opportunity, but opportunity alone does not establish whether students enjoy reading, understand what they read, or continue reading independently. School leaders consequently need to connect scheduled activities with accessible materials and thoughtful teacher support. In an Islamic school, this task also raises a question about how religious educational values can inform ordinary literacy practices. The issue is especially relevant when an existing programme combines reading, creativity, and improvements to the library rather than relying on a single classroom strategy. The Saturday literacy programme at SMP Takhassus Al-Qur'an Kalibeber provides the documentary focus. The supplied report, Laporan literasi 2026, describes reading and creative activities, supporting schedules, a literacy team, monitoring arrangements, and programme difficulties. Its account specifies a Saturday morning period of 07.00–07.40 Western Indonesian Time and identifies all students, teachers, and staff as the programme's intended participants. It also includes photographs, attendance documentation, a summary-book template, and a reproduced Education Report dashboard identified in the report as the 2025 result. These materials permit a more detailed analysis of implementation than a brief programme description alone [33].

Reading interest needs careful definition because several outcomes can appear similar in everyday school reporting. Interest concerns a learner's attraction to reading or particular
texts, while behaviour concerns what the learner actually does. Attendance at a literacy session is a participation measure; borrowing a book is an access-related behaviour;

explaining an argument is evidence relevant to comprehension. None of these indicators automatically establishes the others. Toste *et al*. [38] identify a relationship between motivation and reading achievement, while also showing that their developmental relationship is complex. This distinction matters when schools describe improvement without using a defined measurement procedure.

Research on adolescents reinforces the need to examine the conditions surrounding reading. Webber *et al*. [42] review approaches for supporting adolescent reading motivation and identify the importance of developmentally appropriate, context-sensitive provision. A strategy designed for younger pupils cannot simply be assumed to work in the same way for junior secondary students. Adolescents may value opportunities to make choices, express preferences, and discuss experiences without having their reading publicly ranked. For the present programme, these considerations establish a practical question: how can a shared Saturday routine create space for individual reading purposes and different levels of confidence?

Surah Al-'Alaq verses 1–5 provides a religious point of reference for this analysis. The passage associates reading with the Creator, describes human creation, returns to the command to read, and refers to teaching through the pen and the acquisition of previously unknown knowledge. The Qur'anic text is the normative source [18]; the programme-management implications developed here are educational interpretations of that source. The passage does not prescribe Saturday scheduling or a particular literacy method. A responsible connection therefore explains how its themes may guide educational purposes without presenting a locally designed timetable as a direct scriptural requirement.

The central management problem is how a school converts a recurring literacy event into a sustained learning opportunity. A schedule, a team list, and high reported attendance can make a programme administratively visible while leaving the quality of engagement uncertain. Leadership research therefore provides a useful complement to reading research: leaders influence learning through the conditions they organise and the instructional work they support. [15, 30]

This study addresses three questions: how the 2026 report represents programme planning, responsibility, implementation, and review; how reading and creative participation can be interpreted in relation to Surah Al-'Alaq verses 1–5; and which conclusions the reported indicators can support. Its contribution is an analytically bounded account of literacy management in an Islamic junior secondary school. It connects the organisation of learning opportunities with motivational and ethical considerations while distinguishing documentary description from demonstrated educational effects.

Literature Review

Reading Motivation and Meaningful Participation

Reading interest, motivation, engagement, and achievement are related but distinct constructs. Hidi and Renninger describe interest development as a progression in which situational engagement may develop into more enduring individual interest; a single scheduled event does not establish that progression. [16] Schiefele and colleagues distinguish dimensions of reading motivation and their relationships with behaviour and competence. [32] These distinctions make it necessary to identify whether an indicator describes attendance, choice, persistence, enjoyment, or understanding before treating it as evidence of programme success.

Self-determination theory directs attention to autonomy, competence, and relatedness in educational settings. [31] Meaningful book choice, achievable challenges, and supportive interaction are therefore plausible design priorities. The choice literature also cautions against assuming that any nominal option produces the same motivational benefit. [28] Similarly, the effects of external rewards depend on the nature of the reward and its context; increasing compliance should not be equated with strengthening intrinsic interest. [6] In this case, signatures and presentation turns can support organisation, but their educational value depends on how students experience them.

Reading engagement also involves access to sustained practice and appropriate instruction. Research on print exposure describes associations between reading experience and literacy development, while the Matthew-effects account explains how differences in reading experience may accumulate. [27, 36] These perspectives support attention to students who struggle to obtain books or avoid demanding texts. They do not permit a causal inference from one attendance table. Reviews of adolescent motivation and students' book-selection experiences further support eliciting learners' preferences rather than inferring interest from participation alone. [42, 43]

Reading Writing and Comprehension

Comprehension requires more than willingness to participate. The simple view of reading highlights decoding and linguistic comprehension, while later accounts identify additional interacting processes and self-regulation. [8, 10] Afflerbach, Pearson, and Paris distinguish reading skills from deliberate reading strategies, clarifying why teacher support may need to address how students approach a text. [1] A summary is consequently useful when it reveals understanding, uncertainty, and source use. Its length or the presence of a teacher's signature is insufficient as a comprehension measure.

Research on concept-oriented instruction links motivational support with the teaching of reading strategies. Other content-focused studies examine reading comprehension alongside subject knowledge. [14, 40] Syntheses of reading and writing instruction provide a rationale for connecting source reading, written responses, and communication to an audience. [11, 12, 13] The school's alternating reading and creativity schedule can be interpreted in this light, but it should not be described as an implementation of a tested instructional model without evidence that its components and delivery conditions match that model.

Leadership and Implementation Quality

Distributed leadership treats leadership practice as arising through interactions among people and their situation, rather than simply from the number of assigned positions. [35] School leadership research similarly places emphasis on improving the conditions under which teaching and learning occur. [15, 19] For literacy management, a team list therefore matters when responsibilities connect material access, session guidance, feedback, and follow-up. The analytical question is whether these connections are represented in the programme record, not whether a large team automatically demonstrates effective leadership.

Implementation research distinguishes the adoption of a programme from the way it is delivered and from its eventual outcomes. Durlak and DuPre show why implementation must be considered when interpreting programme results, while Carroll and colleagues offer a framework for examining fidelity. [4, 9] Proctor and colleagues distinguish implementation outcomes from service and individual outcomes. [29] These frameworks originate beyond this school-literacy setting; here they are used as sensitising concepts, not as validated school indicators. Their value is to keep the schedule, actual delivery, participant experience, and educational outcomes analytically separate.

Research Methodology

Design and Documentary Corpus

This study uses descriptive qualitative documentary analysis, supported by a narrative literature review. Its principal local source is the supplied document Laporan literasi 2026, treated as an institutional programme report rather than an independently audited dataset. The analysis examines how the report describes activities, assigns responsibilities, records participation, and represents outcomes. No new interviews, questionnaires, classroom observations, or experimental interventions were conducted. Findings consequently concern the documented programme and the evidential meaning of reported indicators; they do not represent a completed field-based effectiveness evaluation.

Document analysis examines both what a document contains and the circumstances under which it was produced. [2] The corpus is one institutional report, Laporan literasi 2026, comprising 42 pages. It includes narrative chapters, team and schedule tables, an indicator table, a reproduced education dashboard, photographs, attendance-related appendices, and a summary-book template. [33] These components provide different forms of evidence within a common institutional source. They are not independent datasets, and their agreement cannot be presented as independent triangulation.

The programme narrative and operational tables occupy report pages 9–18; the reproduced dashboard and indicator table appear on pages 19–21; monitoring, evaluation, and constraints are discussed on pages 21–22. Appendices occupy pages 25–42. The activity timetable extends from August to December 2026 and the wall-magazine allocation from July to December. Entries dated after the analysis cut-off of 5 November 2026 are treated as prospective plans. Dated schedules establish intended allocation, whereas evidence that a session actually occurred requires a corresponding implementation record. [33]

Literature Selection and Analytical Procedure

A purposive narrative review supports interpretation rather than constituting a systematic review. Literature was sought on reading motivation, adolescent reading, libraries, reading–writing relationships, educational leadership, document analysis, and implementation. The expanded bibliography combines foundational studies from 1986 onward with recent syntheses through 2024. Titles, authors, publication details, and DOI records were checked against identifiable scholarly records. There was no exhaustive database export, formal screening flow, or pooled effect calculation; the review therefore makes no claim to comprehensive coverage. This bounded role follows the need to match a review's design to its intended contribution. [34]

The analysis used a structured extraction matrix covering timing, roles, materials, reading and creative tasks, monitoring, reported indicators, and barriers. It then classified statements as planned arrangements, reported practice, institutional numerical claims, or educational interpretation. The approach is consistent with a directed use of qualitative content categories. [17] Themes were reviewed against the source text and tables, with attention to the distinction between a coding category and an interpretive theme. [3] No intercoder agreement statistic, member checking, or saturation claim is made. Contradictions, missing denominators, and temporal mismatches were retained rather than resolved through assumptions.

Interpretive Boundaries and Ethical Considerations

The Qur'anic passage was checked against the text and translation provided by the Indonesian Ministry of Religious Affairs. The analysis paraphrases its educational relevance and identifies where the article moves from scriptural content to a proposed school practice. It does not claim to provide a comprehensive tafsir or to adjudicate among exegetical traditions. In particular, the references to the pen and new knowledge are used to discuss recording, expression, and reflection. These are explicitly pedagogical applications that require contextual judgment.

The analysis does not reproduce student names, individual attendance records, or identifiable student quotations. Photographs and attendance materials were inspected as documentary context; they were not used to infer a participant census or individual changes in motivation. No claim is made that research consent for a new study has been obtained. Publication of identifiable records or later research involving minors would require appropriate authorisation. The institutional report's statements are attributed to their source, and educational interpretations are distinguished from verified institutional outcomes.

Research Findings

Programme Planning and Distributed Responsibility

The report describes a coordinated programme involving the head of the education unit, the literacy team, homeroom teachers, and scheduled student and staff contributors. Its team table names Muttaqin as the responsible person and Ahmad Soleh as chair, alongside secretarial, financial, digital-bulletin, wall-magazine, reading-corner, documentation, and publication duties. This distribution connects the central Saturday activity with ongoing resource and publication work. The report also states that sessions may move from the schoolyard to classrooms when weather is unsuitable and may be suspended during assessment periods. These are documented operating arrangements, rather than evidence that every scheduled session occurred [33].

Table 1: Programme arrangements and evidential boundaries

Area	Documented arrangement	Boundary
Time	Saturday 07.00–07.40 WIB	Allocated time, not observed reading duration
Activities	Reading, creativity, summaries and sharing	Opportunities, not verified individual completion
Team	14-member team; homeroom monitoring	Consistency across classes is unmeasured
Resources	Summary books; reading corners; varied texts	No acquisition or circulation time series
Publication	Class wall magazines and website	Allocation does not confirm publication

Source: Authors' analysis of Laporan literasi 2026. [33]

The narrative describes weekly alternation between reading and late August through October 2026. However, it also lists reading on both 1 and 15 August, does not display an 8 August entry, and repeats dates across different staff assignments. Repeated rows therefore represent assignments within a date, not additional sessions or additional student samples. The timetable is best read as an allocation of responsibilities with a dominant alternating pattern. It cannot, by itself, verify uninterrupted weekly delivery or exact total attendance.

The report's evaluation describes varied books, including adolescent novels, biographies, and science encyclopaedias, and states that most students completed a one-page summary validated by their homeroom teacher. This is evidence of the school's documented account of engagement and written output. It is not accompanied by a denominator for "most", a scoring rubric, or a series of individual records showing change. The earlier description of increasing interest and improved library variety is therefore strengthened by examples of reading materials and tasks, but still lacks a direct before-and-after measure of interest or a dated acquisition inventory [33].

Reading Creativity and Written Records

The report allocates 40 minutes on Saturday mornings before lessons, with initial guidance and teacher supervision. Reading materials include general knowledge, inspirational stories, literature, history, character education, and religious texts. The report also identifies forgotten books and noise in the open schoolyard as barriers. Merke *et al.* [26] draw attention to support surrounding independent silent reading; the local account gives this concern practical relevance. The documented time allocation provides opportunity, while the conditions of access and concentration help explain why opportunity still requires differentiated support [33].

The creative component is led by the scheduled literacy-team guide and can involve students or other teachers. The report describes educational videos, written work, and other learning media, followed by students' written accounts of important information. Wall-magazine and website activities offer additional outlets, including posters, poetry, short stories, infographics, articles, scientific writing, comics, and essays. These formats are documented programme options rather than a verified count of completed or published products. Analytically, their relevance lies in connecting interpretation with expression and an audience [33].

The school-provided Buku Resume gives this connection a material form. Its template asks for the book title, author, publication year, publisher, a summary, and the date, with spaces for an accompanying teacher and a parent or boarding-school supervisor. The report describes homeroom-teacher initials or signatures and follow-up through homeroom reporting. This arrangement provides a route for source identification and monitoring. A blank template, however, demonstrates the design of an instrument rather than the quality or completion of every student's response.

The report's summary-book template provides a practical connection between a reading experience and a traceable source. Its educational value would be stronger if follow-up addressed one substantive idea, an uncertainty, or a question about the text. However, the report does not supply a scored sample series from which the quality of written responses can be estimated. The finding is therefore a documented response-and-monitoring arrangement, with the quality and consistency of individual feedback still unmeasured. [33]

Access Continuity and Monitoring

The document contains separate allocations for guides, student presenters, teacher contributors, and wall-magazine participation. The wall-magazine schedule assigns class groups across July–December, while the activity timetable allocates reading and creativity to dates from August to December 2026. This supports an interpretation of distributed opportunity and planned continuity. It does not establish equal participation by every student, since class allocation and individual contribution are different units. November–December entries remain prospective within the present analysis, and the omitted August date requires clarification before calculating delivery rates.

The report describes adolescent novels, biographies, science encyclopaedias, and several other reading categories, and assigns staff to reading corners. It does not provide a dated library inventory, acquisition totals, borrowing records, or a match between available texts and student reading levels. The evidence supports attention to resource provision, while any claim of measurable collection growth remains unverified. Forgotten books and noise during outdoor silent reading are identified barriers; differing levels of interest and comprehension are also explicitly acknowledged. [33]

The report supports analysis through planning, organising, implementation, and review. Planning appears in the programme, theme selection, and contributor schedules; organising appears in the 14-member team and differentiated responsibilities. Implementation combines reading or creative presentations with summaries and opportunities to share understanding. Review includes teacher observation, student work, activity journals, and follow-up on forgotten books or non-participation. These features describe a management arrangement present in the document. Their existence does not show that monitoring is equally consistent across dates or classes [33].

Monitoring is described as collaboration between the literacy team and homeroom teachers. The team notes students who do not bring required books or do not participate; homeroom teachers validate summaries and report to student-affairs management and the principal. The appendices include attendance-related materials and an unfilled summary-monitoring grid. They therefore show both completed

administrative material and instruments intended for use. A complete date-by-date dataset was not reconstructed from these appendices, so the article does not calculate new attendance or completion rates.

Reported Indicators and Temporal Limits

The report's indicator table states 100% attendance, 98% book-reading participation, and 100% participation during creativity, with 2% of students described as not bringing books for the reading activity. These percentages are retained as institutional claims, not recalculated findings. The table does not specify the number of students, observation dates, number of sessions, or aggregation procedure. It also associates a 100% comprehension claim with the Education Report. Inspection of the reproduced dashboard shows that the latter figure concerns minimum literacy competency and cannot be used as proof of complete comprehension of each Saturday text [33].

Table 2: Reported indicators and their interpretation

Indicator	Reported value	Interpretation
Attendance	100%	No denominator or observation period
Book reading	98%; 2% without books	Participation, not change in reading interest
Creative activities	100%	Individual contribution is not quantified
2025 competency	100%; "Good"	Minimum literacy competency, not perfect text comprehension
Dashboard change	Increase of 2.22 from 2024	Not an effect of the 2026 timetable

Source: Authors' analysis of Laporan literasi 2026. [33]

The dashboard identifies literacy as "Good", with 100% of assessed learners attaining minimum competency and a displayed increase of 2.22 from 2024. The report identifies this as the 2025 Education Report. The article retains the dashboard's wording without reconstructing an earlier value or treating it as a reading-interest score. Chronology is decisive: a 2025 indicator cannot establish an effect of the supplied 2026 timetable. Even if the programme existed earlier, an attribution would require its start date, assessment timing, participant comparability, and evidence addressing other learning influences.

Discussion

From an Event Schedule to a Managed Learning Opportunity

The case shows how literacy is represented as an organisational task extending beyond a single reading session. The allocation of guides, homeroom monitoring, reading-corner responsibilities, documentation, and publication creates potential links between preparation, activity, and review. This is consistent with a distributed view of practice because the analytical unit is the relationship among roles and routines rather than the existence of positions alone. [35] Yet the report does not demonstrate how information actually moves between every role or how consistently follow-up occurs. Distributed responsibility is a defensible description of the arrangement; its effectiveness remains an empirical question.

Leadership for learning helps explain why these links matter. Protecting reading time, supplying materials, and supporting teachers can shape the conditions of participation, but an administrative decision influences learning through the work that follows it. [15, 19, 30] In this programme, forgotten books and concentration difficulties identify concrete points where organisational decisions may matter. A reserve collection or a quieter alternative could remove barriers before a teacher attributes non-participation to low motivation. Such responses are proposals derived from the report, not verified interventions already completed.

Research on whole-school reading cultures provides a reason to take organisational continuity seriously. Merga and Mason [23] investigate enabling and constraining conditions identified by teacher librarians, suggesting that reading culture depends on the surrounding school environment. In the present framework, continuity would involve more than maintaining a Saturday event. It would include communication among teachers, consistent access to books, and attention to the experience of reluctant readers. The practical question is whether the programme remains usable when staff availability changes or competing activities interrupt the calendar.

Religious Orientation and Responsibility Toward Knowledge

The first verse places reading within a relationship of recognition and responsibility toward the Creator. In a school literacy programme, this can orient the purpose of reading toward understanding and responsible engagement with knowledge. The second verse recalls the created condition of human beings, which this article relates pedagogically to humility and respect among learners. The third verse renews the invitation to read while referring to divine generosity. Together, these verses can support an educational ethos in which learning is meaningful and accessible, rather than restricted to students who are already confident readers.

The fourth verse refers to teaching through the pen, while the fifth concerns knowledge that human beings previously lacked. For programme design, these themes invite attention to the movement from receiving ideas to recording and communicating understanding. A reading response can make that movement visible through a short written reflection, a question, or a carefully attributed creative product. This is a proposed application, not a claim that the verses require a particular assessment format. It also suggests that creativity should involve thought about what has been learned, rather than being judged only by visual attractiveness or performance confidence.

Table 3: Qur'anic themes and proposed educational applications

Verse	Theme	Proposed application
96:1	Reading in relation to the Creator	Clarify the purpose and responsibility of learning
96:2	Human created condition	Encourage humility and respect
96:3	Reading and divine generosity	Support patient and inclusive participation
96:4	Teaching through the pen	Link reading with written expression
96:5	Acquiring previously unknown knowledge	Record new understanding and further questions

Source: Authors' educational interpretation of Surah Al-'Alaq 96:1–5. [18]

The programme's religious orientation should be visible in ordinary interactions as well as in its opening messages. Respectful listening, accurate attribution, willingness to revise an interpretation, and care for shared books are practical expressions of responsibility toward knowledge. Students who struggle with a text should receive help rather than public embarrassment. Reading a wide range of suitable subjects can also be understood as part of developing understanding within an Islamic educational setting. The Qur'anic reference therefore provides an ethical direction for inquiry without requiring every book to be reduced to an explicit moral lesson.

The report does not establish that each session explicitly taught the five verses or that a verse-based intervention was evaluated. The relationship developed here is therefore an interpretive contribution. It proposes an ethical orientation for planning, dialogue, source attribution, and feedback while leaving comprehension judgments grounded in the text students read. This boundary prevents the religious framing from becoming an unsupported claim about the programme's implemented pedagogy.

Student Agency and Supported Reading

Teacher participation can make reading visible as an adult practice. A teacher who shares an accessible book, explains a question raised by it, or demonstrates uncertainty can show how a reader thinks. Student participation can in turn bring peers' interests and experiences into the programme. Merga [22] examines interactive reading beyond the early years and highlights the social and emotional dimensions of shared reading experiences. The implication for this programme is to consider how the form of interaction affects confidence, rather than assuming that all public reading is equally supportive.

Student agency also concerns book choice. Wilkinson *et al*. [43] explore adolescents' reasons for choosing or avoiding books, demonstrating the relevance of learners' perspectives to reading provision. For this programme, students should have opportunities to explain why a book appeals to them, why they stopped reading it, or what kind of material they would like to find. Abandoning an unsuitable book should not automatically be classified as laziness. A brief conversation may reveal a mismatch in difficulty, an unfamiliar topic, an unappealing style, or a need for assistance. The response should depend on the difficulty encountered rather than on a single judgment about motivation.

Book choice should operate within accessible support. A learner who lacks a book, cannot decode a text fluently, or feels exposed during public presentation may attend without becoming more engaged. Choice and autonomy research supports designing participation that is meaningful to the learner, while reading research requires attention to the skills and strategies needed for understanding. [1, 10, 28, 31] Paired sharing, short written responses, guided recommendations, and individual conversations are plausible options. Their contribution should be reviewed with students rather than assumed from adult judgments of enthusiasm.

McBreen and Savage [20] find that motivational reading interventions can support both achievement and motivation, with outcomes varying across intervention and study characteristics. Their synthesis supports deliberate teacher preparation and implementation review. It does not establish an effect for this school, but helps explain why scheduling should be accompanied by attention to the quality of support.

Evidence also supports examining reading and writing together. Graham *et al*. [12] analyse programmes that balance the two, while Graham *et al*. [13] examine how reading interventions contribute to writing. These syntheses justify considering brief written responses within creativity sessions. The local programme's alternating weeks should not, however, be equated with the balanced instructional programmes studied in those reviews.

Evidence from concept-oriented reading instruction reinforces the importance of connecting motivational support, comprehension strategies, and content learning. [14] The local schedule may accommodate such connections, but alternating weeks alone does not reproduce those interventions. Similarly, writing-to-read evidence supports thoughtful written responses rather than the assumption that any completed page improves comprehension. [11] Feedback should therefore focus on meaning, text-based explanation, and the learner's next step, alongside the administrative record of completion.

Equitable Access Across Print and Digital Resources

Library development is equally relevant. A more varied collection can widen the possibilities available to learners, but a collection contributes little when students cannot locate suitable books or borrow them conveniently. Merga and Mat Roni [21] examine children's book-selection strategies and library use, drawing attention to the practical support involved in choosing reading material. In a junior secondary setting, book availability should consequently be understood alongside visibility, suitability, opening arrangements, and assistance. The present school description offers a reason to investigate these conditions, although it does not establish which genres are held or how frequently they circulate.

Merga [25] discusses barriers affecting libraries' support for literacy and literature learning, including the resources and conditions surrounding provision. This supports examining library development as an educational service. At SMP Takhassus Al-Qur'an, the relevant questions would include whether students can browse conveniently, whether borrowing procedures are clear, and whether someone can help with recommendations. A varied collection has greater practical value when students can find a manageable entry point. The programme should consequently connect Saturday activities with library use during the rest of the school week where feasible.

Library planning may also consider reading medium. Delgado *et al.* [7] and Clinton [5] identify advantages of paper over screens for comprehension in the studies they synthesise, with important differences across conditions and text types. This supports retaining accessible print provision while evaluating digital materials by purpose, readability, and student experience. It does not justify assuming that every printed text is preferable to every digital resource.

Merga [24] identifies ways school librarians support struggling readers, including assistance with suitable materials and reading access. Equity consequently requires attention to students whose access is less visible. Some may not own books, have a quiet place at home, or feel comfortable asking for help. A programme that rewards the largest number of finished books can unintentionally favour students who begin with these advantages. Library access and guided choice can reduce some barriers, but different students may still need different support. A fair review therefore asks who is using the collection, who is not participating, and what prevents participation. Protecting students' dignity is part of this inquiry.

The report's resource arrangements should also be considered over time. Print-exposure research and the Matthew-effects account make cumulative differences in opportunity a relevant concern. [27, 36] Students with fewer books or lower confidence may need more assistance to enter a reading routine. Tracking only the total number of books completed could conceal that inequality. A more informative review would examine who can find a suitable text, who seeks help, and who continues to experience barriers.

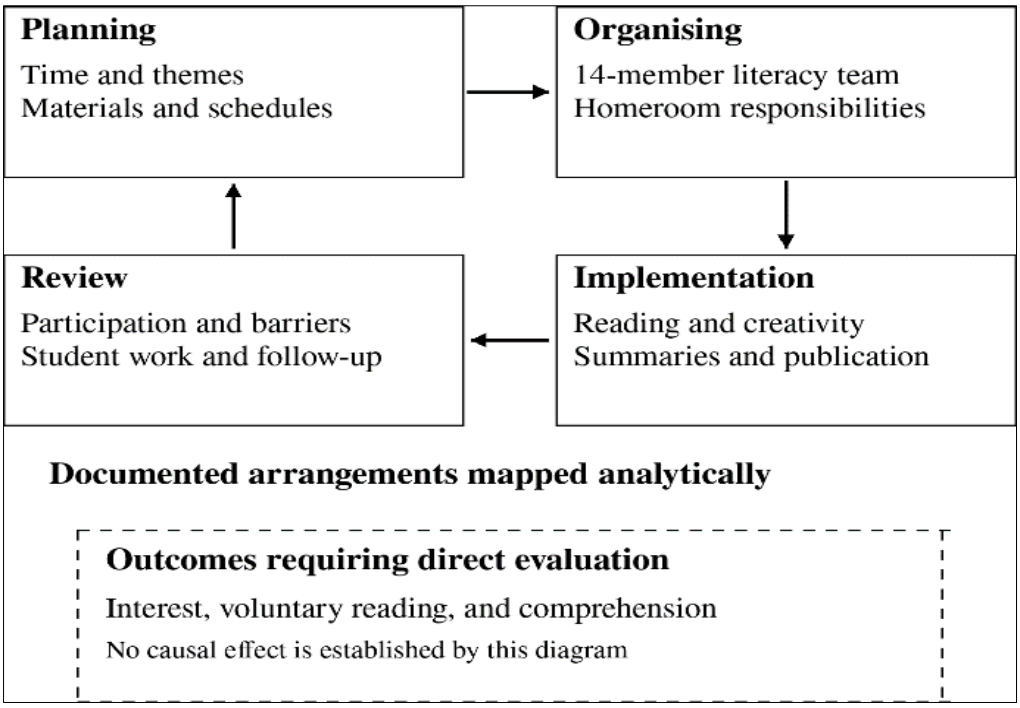
Evaluating Implementation and Educational Outcomes

The article's central evaluation principle is to distinguish resources, processes, and outcomes. An expanded collection is a resource change; a completed session is an implementation event; an increase in voluntary reading is a behavioural outcome. Interest involves an additional experiential dimension that students should be able to describe. Wang *et al.* [41] examine different adolescent reading-motivation profiles and their relationship with reading amount, reinforcing the value of avoiding a single undifferentiated category of motivated students. The programme should therefore permit different patterns of participation and interest to become visible.

Torppa *et al.* [37] examine longitudinal relationships between leisure reading and comprehension, showing why the kind of reading matters. A future evaluation should therefore distinguish what students read and whether reading extends beyond scheduled activities. Total borrowing alone cannot capture the quality of reading engagement or establish the direction of change between interest, practice, and understanding.

van der Sande *et al.* [39] report positive effects of reading-motivation interventions across the studies they reviewed. Their synthesis supports attention to motivational design, but it cannot establish that the Saturday programme has produced the same outcomes. Local implementation, participant characteristics, and the nature of the activities may differ. The appropriate next step is to examine the programme directly with a defined procedure. Any later report should describe both improvement and non-improvement, rather than selecting only enthusiastic student responses.

The distinction between implementation and individual outcomes is especially useful for interpreting the reported percentages. [29] Attendance relates to reach or participation; a session record relates to delivery; reading enjoyment and comprehension require different evidence. A fidelity perspective would ask whether the intended activities and support were delivered, while also documenting adaptations such as relocation indoors. [4] Implementation research suggests that such information is necessary to interpret later outcome evidence, but it does not supply a missing causal estimate for this case. [9]



Source: Authors' analytical mapping of the institutional report. Solid boxes represent documented arrangements; the dashed box identifies outcomes requiring direct assessment. The diagram is not a validated causal model. [33]

Fig 1: Management relationships and outcomes requiring evaluation

Application of Research Findings

The first priority is a concise implementation record linking each date to its intended activity, actual delivery, available materials, responsible staff, and barriers encountered. Planned and completed sessions should be clearly marked. Repeated staff-assignment rows must not be counted as separate sessions, and class allocations must not be treated as individual participation. A short review of exceptions would make the record useful for decisions while limiting paperwork.

The second priority is differentiated support. Reserve reading materials can address forgotten books, a quieter location can address noise, and guided selection can address mismatches in text difficulty. Students should be able to participate through different response formats. Feedback on summaries should attend to one central idea, evidence from the text, and a question or point requiring clarification. These are proposed adjustments for school consideration, not findings that their effectiveness has already been demonstrated.

Table 4: Proposed evidence for subsequent programme review

Domain	Minimum record	Decision supported
Delivery	Date, activity, completion, adaptation	Identify interruptions and support needs
Access	Available books, loans, unmet requests	Match provision to learner needs
Interest	Repeated student feedback on interest and choice	Examine participation quality
Learning	Comparable tasks and a clear scoring rubric	Examine comprehension over time
Equity	Anonymised patterns of barriers and support	Identify learners needing assistance

Source: Authors' proposed review framework; these measures were not collected in the present analysis.

Any future estimate of change should specify the cohort, dates, denominators, instrument, scoring procedure, and missing data. Repeated measures can describe development, while stronger attribution requires a design addressing plausible alternative explanations. The 2025 dashboard can provide context, but comparison with later results requires compatible cohorts and assessment definitions. Students' reading experiences should be represented alongside quantitative indicators, including cases of stable or declining interest.

Research Limitations

The evidence comes from one institutional report, although it includes different forms of material. Institutional authorship, selective documentation, unspecified denominators, and incomplete measurement procedures limit verification of its numerical claims. Photographs and attendance-related materials cannot independently establish interest, comprehension gains, or longitudinal change. The 2025 dashboard and the 2026 schedule refer to different periods, while future schedule entries are plans. The narrative literature review is purposive and draws substantially on research outside Indonesian Islamic junior secondary education. These limits permit a descriptive documentary contribution but restrict causal or population-wide conclusions.

The analysis was not supported by independent interviews or direct observation, and the institutional report is not an independently audited record. Its appendix photographs and administrative forms cannot establish a participant census, the quality of every summary, or individual motivational change. The proposed management and verse-based frameworks are analytical interpretations requiring further examination. Transferability rests on readers' assessment of contextual similarities; the study does not estimate effects for other schools.

Conclusion

The 2026 literacy report documents Saturday literacy at SMP Takhassus Al-Qur'an Kalibeber as a coordinated programme allocated 07.00–07.40 Western Indonesian Time. Its organisation combines a 14-member team, class and staff schedules, alternating reading and creativity, school-provided summary books, homeroom monitoring, and wall-magazine or website opportunities. The analysis relates these arrangements to Surah Al-'Alaq verses 1–5 through reading, written expression, and reflective acquisition of knowledge. This is an educational interpretation of documented practice, rather than evidence that a specific timetable or method is directly prescribed by the verses.

The report supplies positive participation claims, including 98% book-reading participation, and reproduces a 2025 indicator showing 100% attainment of minimum literacy competency. These indicators concern different constructs and do not establish an increase in reading interest or an effect of the 2026 schedule. The principal finding is a documented management arrangement with meaningful literacy opportunities and identifiable barriers. Further improvement should retain the coordinated routine while strengthening source records, differentiated support, and repeated measures of students' reading experiences.

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