Research Article

Unveiling Perceptions on Implementation of Madrasah Education Program: Basis for Action Plan

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ABSTRACT

Arabic Language and Islamic Values Education has been implemented since 2008 at Olongapo City National High School (OCNHS) as part of the Madrasah Education Program for our Filipino Muslim learners. This study aimed to assess the implementation of Madrasah Education Program in a national high school and to propose an action plan. A quantitative-descriptive research design was used in the study. A survey questionnaire was answered by six (6) teachers and (1) head teacher. Respondents were chosen using purposive sampling technique. Based on the findings of the study: 1) teachers have competence on knowledge, attitude and skills, 2) school facilities provide a conducive room for learning, 3) instructional materials were updated, 4) there is no enough support from LGU and 5) DepEd properly monitors and supports the program. Teachers' competence, school facilities, instructional materials and DepEd support are present already but the school can still innovate to reach greater heights. On the other hand, LGU support should also be sought to further involve all stakeholders in the development of the program. It is hereby recommended that the action plan devised to address the findings of the study be implemented as part of the Improvement Plan of the ALIVE Program of OCNHS.

Keywords: Madrasah Education Program, Arabic Language and Islamic Values Education, Action Plan

Introduction

Arabic and Islam have made significant contributions to world culture and society. Islam has drawn the entire world into cultural, economic, and intellectual spheres. Globalization brought about advancements and improvements in the educational environment—additionally, education aids in developing sets of principles and beliefs that promote the common good. Thus, there has been a lengthy debate about fostering inclusivity in the Philippines through the design and formation of madrasah education. (Marasigan, 2019).

(Solaiman, 2017) noted that during the Martial Law Years, the importance of Madrasah education for Filipino Muslims and its

integration into the larger national education system was first recognized. In the 1970s, the Moro rebellion was a major trigger for the government to place a premium on Madrasah education.

Via DepEd Order 41, series 2017, titled "Policy Guidelines on Madrasah Education in the K to 12 Basic Education Program," the Department of Education (DepEd) affirms the creation and implementation of inclusive education and sensitive programs in order to improve the Madrasah Education Program's implementation (MEP) (Department of Education, 2017).

Additionally, the Department of Education seeks to advocate for the freedom of our country's cultural groups to strengthen and thrive within the framework of their cultures, values, practices, beliefs, and interests.

Through the Madrasah Education Program, a comprehensive program in schools that teaches Muslim culture, customs, practices, and interests through Arabic Language and Islamic Values Education (ALIVE) in the basic education curriculum, further incorporates material and competencies related to Muslim learners' interests (Department of Education, 2017).

(Solaiman, 2017) employs a descriptive research design to elicit information about the implementation of Arabic Language and Islamic Values Education (ALIVE) in Marawi City, Philippines, as well as the teaching conditions. A survey was conducted using questionnaires to ascertain the feasibility of ALIVE implementation and the implementation of the teaching. The findings indicated that there were insufficient books and educational resources available for ALIVE students.

Additionally, (Cagape, 2008) stated that there are policy gaps that must be resolved completely to positively affect both the state's desire to incorporate Islamic education and the aspirations of many Muslim students. Additionally, since 2004, mainstreaming Islamic values and the Arabic language has required complete implementation in the true spirit of the Order, necessitating legislative action to make it workable at all levels of public education.

(Sali & Marasigan, 2020) conducted a study to examine the implementation of the Madrasah Education Program (MEP) in selected Arabic Language and Islamic Values Education (ALIVE) schools in Quezon City, Philippines. They discovered that the schools met program objectives through institutional support, pedagogical and instructional growth, and enrichment of cultural diversity. However, the study established several significant barriers to program implementation in selected ALIVE schools, including a lack of permanent infrastructure, insufficient instructional facilities, absenteeism among learners, low and delayed Asatidz allowances and cultural differences among Muslim Filipinos.

On the other hand, (Jamaluddin & Cadir, 2017) proposed ways to fix and resolve issues and concerns about the Madrasah Education System in Zamboanga City in terms of 1. Organization and layout, the Site, Campus, Building, Offices, and Staff Rooms. 2. Financial sufficiency and capability 3. Faculty and advancement in terms of academic credentials, professional accomplishments, teaching assignments, and faculty development 4. Delivery and management of the classroom.

Since 2008, when an ALIVE Teacher/Ustad was provided, Olongapo City National High School has been implementing the program. Between 2009 and 2010, students enrolled in the ALIVE program were segregated from those enrolled in normal programs. Every Friday, students, especially Muslim learners, attend their ALIVE Class.

As a well-established program, supervision, and management are critical to ensuring that the strategy is implemented properly and fully to achieve the MEP goals.

To fully track the MEP's implementation in the school, an evaluation of the operations management aspects should be conducted to ascertain the program's weak points and, therefore, to develop an improvement plan through an action plan to strengthen the program's execution. The researcher is currently affiliated with one of the schools that offer ALIVE and wishes to investigate this matter to improve the application of DepEd's curricula.

The Study's Objectives

This study documents the status of the Madrasah Education Program in Olongapo City National High School through Arabic Language

and Islamic Values Education. As a result, the study's primary objectives are as follows: To conduct an assessment of the MEP implementation in OCNHS and develop an action plan in response to the findings.

Materials and Methods

The study employed a non-experimental retrospective approach and employed a quantitative-descriptive research design. A descriptive research design can employ a number of different research methods to examine one or more variables. In contrast to experimental studies, the researcher does not influence or manipulate the variables, but simply observes and tests them.

Participants were purposively chosen, composed of 1 Department Head, 2 Master Teachers, 1 Teacher II, 1 Teacher I, and 2 Ustadz (ALIVE teacher) at OCNHS.

The researcher adapted the Likert scale survey questionnaire from the study of Solaiman (2017). The survey questionnaire is composed of two parts: 1) position of respondents and 2) perception on the implementation of MEP. This tool is essential in measuring a respondent's perception towards a given subject. The researcher utilized a four-point agreement scale to measure respondents' agreement with various statements. The questionnaires were distributed using an online platform. Respondents answered the questionnaire using a given link made by the researcher.

About the Questionnaire

To gather information, the researcher used a questionnaire adapted from the study of Solaiman (2017). The questionnaire assesses the: 1) teacher's competency (knowledge, attitude, and skills), 2) school facilities, 3) instructional materials, 4) Local Government Units supports, and 5) Department of Education Support. Each point is composed of 5-item questions.

Results and Discussion

Table 1. Frequency and Percentage Distribution on the Respondents' Position (N=7)

Position	Frequency (f)	Percentage (%)
Teacher I	1	14.29
Teacher II	1	14.29
Ustad	2	28.57
Master Teacher I	2	28.57
Head Teacher VI	1	14.29
Total	7	100

As shown in Table 1, there were 2 Master Teachers, 2 Ustad, 1 Teacher II, 1 Teacher I, and 1 Head Teacher, who participated and answered the questionnaire through the link given.

Table 2. Perception of the Respondents towards Teachers' Competency as to Knowledge (N=7)

	A. Teacher's Competency (Knowledge)	WM	DI
1	An ALIVE teacher should have sufficient knowledge on the topic he/she is discussing.	3.86	SA
2	An ALIVE teacher must have adequate training on his/her field of discipline.	3.71	SA
3	An ALIVE teacher should be updated on concepts and ideas he/she is discussing.	3.71	SA
4	An ALIVE teacher must be well prepared on his/her lesson.	3.71	SA
5	An ALIVE teacher should have a good background on the subject matter he/she is handling.	3.86	SA
	Overall Weighted Mean	3.77	SA

Table 2 shows the perception of respondents on the ALIVE implementation towards teachers' competency as to knowledge.

An ALIVE teacher should have sufficient knowledge on the topic he/she is discussing, and an ALIVE teacher should have a good background on the subject matter he/she is handling both got the highest mean of 3.86. An ALIVE teacher must have adequate training in his/her field of discipline, an ALIVE teacher should be updated on concepts and ideas he/she is discussing, and an ALIVE teacher must be well prepared on his/her lesson; on the other hand, got the lowest with 3.71.

An overall weighted mean of 3.77 shows 'strongly agree' on the ALIVE implementation towards teachers' competency as to knowledge.

Table 3. Perception of the Respondents towards Teachers' Competency as to Attitudes (N=7)

A. Teacher's Competency (Attitudes)	WM	DI
1 An ALIVE teacher has commitment and dedication on his/her assigned task.	3.71	SA
2 An ALIVE teacher must have loyalty to her/his institution.	3.86	SA
3 Willingness to serve even with less remuneration and an epitome of compassion.	3.57	SA
4 Willingness to give services despite bad weather and in not good working condition.	3.43	A
5 Willingness to extend extra effort to provide good services to pupil that needed special attention	3.71	SA
Overall Weighted Mean	3.66	SA

Table 3 shows the perception of respondents on the ALIVE implementation towards teachers' competency as to attitudes.

An ALIVE teacher must have loyalty to her/his institution got the highest with a 3.86 mean. On the other hand, Willingness to give services despite bad weather and poor working conditions got the lowest with a 3.43 mean.

An overall weighted mean of 3.66 shows 'strongly agree' on the ALIVE implementation towards teachers' competency as to knowledge.

Table 4. Perception of the Respondents towards Teachers' Competency as to Skills (N=7)

A. Teacher's Competency (Skills)	WM	DI
1 An ALIVE teacher is a good facilitator of learning.	3.71	SA
2 An ALIVE teacher is a good repository of materials for learning or a librarian.	3.57	SA
3 An ALIVE teacher must have skill in guidance and counselling.	3.86	SA
4 An ALIVE teacher must be good communicator of ideas.	3.86	SA
5 An ALIVE teacher must possess an ability to listen to students' needs.	3.86	SA
Overall Weighted Mean	3.77	SA

Table 4 shows the perception of respondents on the ALIVE implementation towards teachers' competency as to skills.

An ALIVE teacher must have skills in guidance and counseling, an ALIVE teacher must be a good communicator of ideas, and an ALIVE teacher must possess an ability to listen to students' needs, got the highest mean with 3.86. On the other hand, an ALIVE teacher is a good repository of materials for learning or a librarian, got the lowest mean of 3.57.

An overall weighted mean of 3.77 shows 'strongly agree' on the ALIVE implementation towards teachers' competency as to skills.

Table 5. Perception of the Respondents on ALIVE Implementation as to School Facilities (N=7)

B. School Facilities	WM	DI
1 The ALIVE rooms are conducive to learning.	3.14	A
2 The ALIVE rooms are not conducive to learning.	2.14	D
3 The ALIVE rooms are well equipped with devices, reading materials and etc.	3.14	A
4 The ALIVE rooms have good ambiance to learning	3.29	A
5 The ALIVE rooms do not have good ambiance.	2.14	D
Overall Weighted Mean	2.77	A

Table 5 shows the perception of respondents on the ALIVE implementation as to school facilities.

The ALIVE rooms have a good ambiance to learning got the highest mean with 3.29. On the other hand, The ALIVE rooms are not conducive to learning, and The ALIVE rooms do not have good ambiance, got the lowest mean of 2.14.

An overall weighted mean of 2.77 shows 'agree' on the ALIVE implementation as to school facilities.

Table 6. Perception of the Respondents on ALIVE Implementation as to Instructional Materials (N=7)

C. Instructional Materials	WM	DI
1 There are enough textbooks available on school related activities.	3.14	A
2 There are no enough text books available in school in ALIVE.	2.14	D
3 The ALIVE teachers are using traditional method of teaching e.g. chalk and blackboard.	3.14	A
4 The ALIVE teachers update their instructional materials.	3.29	A
5 The ALIVE teachers use obsolete instructional materials.	2.14	D
Overall Weighted Mean	2.77	A

Table 6 shows the perception of respondents on the ALIVE implementation as to instructional materials.

The ALIVE teachers update their instructional materials got the highest mean with 3.29. On the other hand, there are no enough textbooks available in school in ALIVE, and the ALIVE teachers use obsolete instructional materials, got the lowest mean of 2.14.

An overall weighted mean of 2.77 shows 'agree' on the ALIVE implementation as instructional materials.

Table 7. Perception of the Respondents on ALIVE Implementation as to Local Government Units Support (N=7)

D. Local Government Units Support	WM	DI
1 There is enough support from LGU that is provided to ALIVE program.	3.29	A
2 There is no enough support from LGU that is given to ALIVE program.	3.00	A
3 The support of LGU to ALIVE is inadequate.	3.00	A
4 The support of LGU to ALIVE is meagre	3.00	A
5 The support of LGU to ALIVE is consistent.	3.14	A
Overall Weighted Mean	3.09	A

Table 7 shows the perception of respondents on the ALIVE implementation as to Local Government Units support.

There is enough support from LGU that is provided to ALIVE program got the highest mean with 3.29. On the other hand, there is no enough support from LGU that is given to the

ALIVE program. The support of LGU to ALIVE is inadequate, and the support of LGU to ALIVE is meager, got the lowest mean of 3.00.

An overall weighted mean of 3.09 shows 'agree' on the ALIVE implementation as to Local Government Units support.

Table 8. Perception of the Respondents on ALIVE Implementation as to Department of Education Support (N=7)

E. Department of Education Support	WM	DI
1 No regular upgrading of ALIVE materials e.g textbooks and other references.	2.57	D
2 There is no strict supervision to ALIVE teaching	2.57	D
3 There is enough support from DepEd on ALIVE program.	3.43	A
4 There is no enough support from DepEd on ALIVE program.	2.14	D
5 The support of DepEd is inadequate on ALIVE program	2.86	A
Overall Weighted Mean	2.71	A

Table 8 shows the perception of respondents on the ALIVE implementation as to Department of Education support.

There is enough support from DepEd on ALIVE program got the highest mean with 3.43. On the other hand, there is no enough support from DepEd on the ALIVE program, which got the lowest mean of 2.14.

An overall weighted mean of 3.09 shows 'agree' on the ALIVE implementation to Department of Education support.

Table 9. Action Plan on Improving ALIVE Program Implementation of OCNHS

Objective	Activity	Time Frame	Fund	Expected Outcome
To conduct capacity building seminars on ALIVE pedagogy	Pedagogical Retooling in Teaching ALIVE	Quarterly	Php 1,500 (internet allowance)	Improved capacity of ALIVE teachers in pedagogy
To attend pedagogical webinars (DepEd supported or private initiated)	Participate on DepEd and/or Private Initiated Pedagogical Seminars	All year round	Php 5,000	Actively participate and acquire pedagogical updates on ALIVE
To create a repertoire of Arabic Language and Islamic Values Education Learning Resources	Project ALIVE-LR	June-August 2021	Php 2,000	Compendium of ALIVE Learning Resources
To build connections to stakeholders for additional support (LGU, NGOs)	Project (S.M .E.Q.E.) Supporting Madrasah Education towards Quality Education	All year round	Php 1,500	Built connections to LGU, NGOs etc.
To regularly monitor the ALIVE Implementation	Quarterly Monitoring of ALIVE Implementation	Quarterly	Php 2,000.00	Monitored the ALIVE implementation quarterly and identified interventions to improve the gaps

Conlusion and Recommendation

Based on the findings of the study: 1) teachers have competence on knowledge, attitude, and skills, 2) school facilities provide a conducive room for learning, 3) instructional materials were updated, 4) there is no enough support from LGU, and 5) DepEd properly monitors and supports the program.

Teachers' competence, school facilities, instructional materials, and DepEd support are present, but the school can still innovate to reach greater heights. On the other hand, LGU support should also be sought to involve all stakeholders in the development of the program.

As a result of this, it is also recommended that the action plan devised to address the study's findings be implemented as part of the Improvement Plan of the ALIVE Program of Olongapo City National High School.

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