

ASSESSMENT ON THE IMPLEMENTATION OF MADRASAH EDUCATION PROGRAM IN THE SCHOOLS DIVISION OFFICE OF LAGUNA

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Abstract

This qualitative study assessed the implementation of Madrasah Education in the Schools Division of Laguna. Assessment includes the status of implementation, the effectiveness of the program, the instructional materials used, the funding resources, and the support of the government. The respondents of this study were from the two implementing schools which comprised of principals, teacher-advisers, asatidz, and muslim learners and their parents. Responses from the focus group discussion were the main source of information addressing the research questions. Personal interview was done to ensure fairness and balance in gathering data. Moreover, this study examined to uncover the ways in which school heads, teachers and parents understand and interpret the policy and guidelines from the ground level. Data depicted that there is a need to institute reforms in the hiring and upgrading of teacher qualifications for them to be truly competent and highly skilled to deliver the goods to intended beneficiaries. Thus, further study should be conducted to assess the needs, and may be an action plan might be proposed to the concerned authority to improve the effective and efficacious implementation of the ALIVE program.

Keywords: Madrasah Education, ALIVE Program.

Introduction

DepEd is implementing the Madrasah Education Program, as a response to the call for global commitment on Education for All. It is guided by the Roadmap for Upgrading Muslim Basic Education. There are three major components under the roadmap: (1) Arabic Language and Islamic Values Education (ALIVE) in public schools, (2) Standard Madrasah Curriculum in Private Madaris (Islamic educational institutions), and (3) Arabic Language and Islamic Values Education (ALIVE) for Muslim Out-of-School Youth and Adults. (DepEd Order no. 57, s. 2010)

In line with these, Schools Division Office of Laguna guided by the mandates set by EO 283, has pushed to implement the program to cater Muslim learners in compliance to DepEd Order no. 51 s. 2004 entitle Standard Curriculum for Elementary Public and Private Madaris. It was in 2012 when first implemented in Laguna. There are only two (2) elementary schools offering Madrasah, Santisima Cruz Elementary School in Sta Cruz and Lopez Elementary School in Los Baños. Both of these have one asatidz handling ALIVE classes from Kindergarten to Grade 6. Moreover, the problems and concerns among madrasah lie largely on its operation.

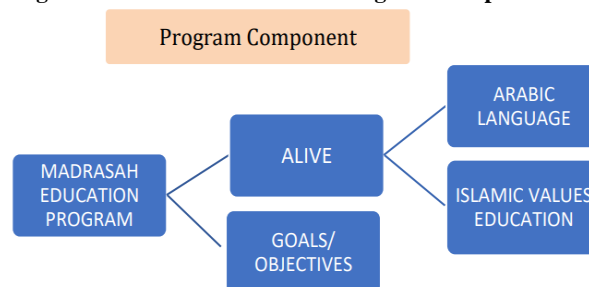
The position of this research is to assess the implementation of Madrasah education in the Schools Division Office of Laguna. Assessment includes the status of implementation, the sustainability, and the effectiveness of the program. In this section of the study, the researcher wanted to emphasize the value of curriculum in many ways that will validate the program implementation.

Theoretical Framework

This study is not meant to generalize all kinds of research and data. However, this study aims to build a theory of interconnected between the data found, based on the findings that are obtained from the field. This study only describes the information that is connected to a variable, without using the hypothesis, which does not analyze and interpret the problems. There are three data collection techniques in this study: focus group discussion, documentation and transcription.

The framework contains the subject goal, learning expectations and competencies from Grades I– VI and the description for the two learning areas: Arabic Language, and Islamic Values Education. These are the basis for teachers in planning their lessons and the learning opportunities for the pupils. The framework contains similar features with the Basic Education Curriculum as it supports the integration of values teaching across learning. Hence, the goal at every grade level is for the learner to understand these values, internalize them and practice them in every aspect of his/her life. Figure 1 illustrates the program component as per DepEd Order no. 41, s. 2017.

Figure 1: Madrasah Education Program Component

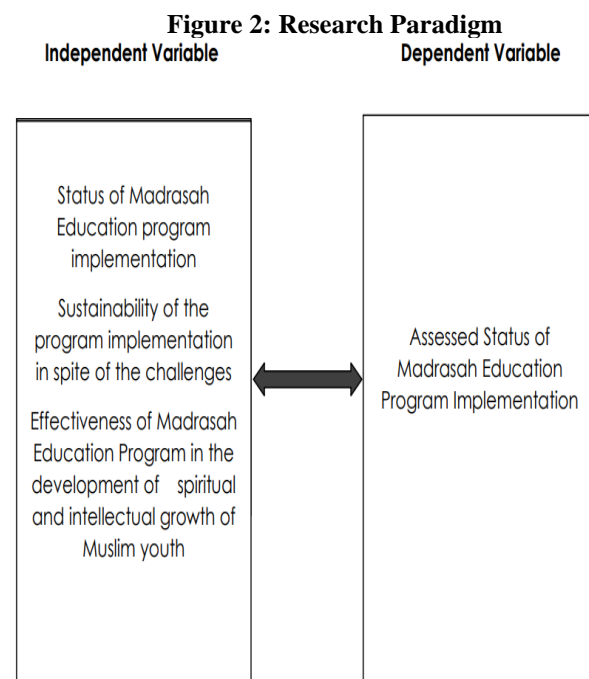


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Conceptual Framework

This research is anchored on the following concepts of the assessment of Madrasah Education Program implementation in the Schools Division Office of Laguna. The paradigm of the conceptual framework of the study is presented in Figure 1. The paradigm shows the relationship of the variables which consists of two parts - Independent and Dependent Variables.

The first box entails the independent variables which include the status of implementation, the sustainability and the effectiveness of the program to the development of spiritual and intellectual growth of Muslim youth. The second box contains the dependent variable which compasses the assessed status of implementation of Madrasah Education Program in the Schools Division Office of Laguna.



Statement of the Problem

This in turn stirred and led this study to focus and assess the implementation of Madrasah education in the Schools Division Office of Laguna.

Specifically, it sought to answer the following research questions:

1. How is the status of Madrasah Education Program implementation in your school?
2. How do you sustain the program implementation in spite the challenges?

How effective is the Madrasah Education Program in the development of spiritual and intellectual growth of Muslim youth?

Scope and Delimitation

The study examined the status of Madrasah Education Program implementation. It tried to assess how the implementers sustain the program despite the challenges. It also found out the effectiveness of madrasah to the development of Muslim learners.

The study was conducted in two (2) elementary schools in school year 2019-2020.

Methodology

Research Design

This study is qualitative research which aims to understand the phenomenon of what is experienced by the subjects, such as behavior, perception, motivation, action and others. It is research that has characteristics in which data are collected in a reasonable state or as they are in a natural setting. To assess the status of implementation of Madrasah Education Program, qualitative data came from focus group discussion (FGD) as the method of this research.

Participants/Respondents of the Study

Participants to this research study came from the two (2) implementing schools Respondents were the principals, teacher-advisers, asatidz, and Muslim learners and their parents.

Sample Subject of the Study

Respondents	Santisima Cruz ES	Lopez ES	Total
Principal	1	1	2
Teachers	2	2	4
Asatidz	1	1	2
Muslim Learners	2	2	4
Muslim Parents	2	2	4
Total	8	8	16

Instrument/s of the Study

The researcher used questionnaire as the instrument for the collection of data needed for analysis. The instrument utilized was the researcher-made - questionnaire. It is an open-ended question composed of three (3) questions which served as guide of the participants during Focus Group Discussion. The conversation was recorded and then transcribed, interpreted, and concluded.

Data Collection and Analysis

Responses from the focus group discussion were the main source of information addressing the research questions. This qualitative research invalidates information not in the form of symbols or numbers, but rather in the form of words or sentences. Transcription was done through documentation

form utilizing the audio recorded FGD. Same questions were asked to the principals, teachers, asatidz, parents and learners to ensure fairness and balance in gathering data.

Result and Discussion

This study evaluated the implementation of Madrasah Education Program. It evaluated its status from the ground level. It also examined to uncover the ways in which school heads, teachers and parents understand and interpret the policy and guidelines. The following research questions guided this study:

1. How is the status of madrasah implementation in your school?
2. How do you sustain the program implementation in spite the challenges?
3. How effective is the Madrasah Education Program in the development of spiritual and intellectual growth of Muslim youth based on teachers' observation?

Based on the findings, the following are the implications:

It can be implied that although the MEP is a mandate of the government, however its implementation is not properly evaluated and monitored as gleaned from the less support and attention given to it by concerned proper authority like the DepEd and LGU's.

On the status of implementation, the principals agreed that they are in compliance to DepEd Policy and Guidelines. Through the support of SDO Laguna, asatidz are competent and manage the classroom effectively. They attended training on LEAP (Language Enhancement and Pedagogy).

In relation to status of implementation, the respondents shared their experiences in school operation though these were not specifically stated in research problems.

There is inadequacy when it comes to facilities and resources. Due to insufficient classroom, classes are conducted between 11:00 to 12:00 PM or in the afternoon session at 3:00 - 5:00 PM after kindergarten or Grade 1 classes. There is no permanent classroom for ALIVE classes. Therefore, learning environment cannot be enhanced or structured into madrasah or ALIVE set-up. As to instructional materials, textbooks and supplementary reading materials are supplied by DepEd but not 1:1 ratio. In addition, 5,000.00 is downloaded quarterly by CO for instructional materials.

Principal and teacher participants to this study opined that MEP implementation is not that easy.

Even though they are aiming for an ideal delivery of basic educational services, challenges come along their way. As it was mentioned in the earlier discussion, it can be gleaned that facilities, classrooms, textbooks, and multi-media devices are inadequate and contributory to the performance of Muslim learners. Moreover, financial support, honoraria, and other benefits for asatidz are also part of the implementation status which need to be addressed.

To sustain the program implementation, both principals narrated that it is included in the Annual Implementation plan and Annual Procurement Plan. Instructional materials are charge from the school MOOE. There are internal and external stakeholders like teachers, parents and LGU's who are supporting the program. Likewise, Muslim parents showed willingness in supporting Madrasah implementation. According to them, they participated in all the school academic and non-academic projects and activities. They are very vocal in appreciating the national and local government for extending the program for their children even though they are migrants in the municipality.

Last to be discussed is the effectiveness of Madrasah Education Program in the development of spiritual and intellectual growth of Muslim youth. One of participants, wrote in the survey questionnaire, Excellent! Most of their Muslim learners are well disciplined. While all of them said during the focus group discussion that the program found to be very effective.

Muslim learners are active and participative. They show a remarkable performance in Islamic values, culture, and identity. The result showed madrasah provide a positive and significant contribution to the development of the nation character. Development of a coherent national character is done through a process of socialization, education and learning in the madrasah.

Conclusion

It could be clearly deduced that the success of the Madrasah Education Program is dependent from the support of the National Government for proper allocation funding and itemized position. Moreover, it is also indicated in the data that ALIVE teachers are qualified and is committed in their work, but they can only do so much in accordance with the limited resources provided to them. Therefore, it is deemed necessary that appointment of qualified and competent asatidz must be based on merit and fitness. In addition, the assessment on the status of the program further revealed that implementation was not properly evaluated and monitored.

Recommendations

Based on the findings and Implications of the study, the following are recommended.

1. DepEd officials should plan- out relevant programs, projects, activities and trainings to all Asatidz to enhance their skills on content knowledge and pedagogical strategies that are geared towards the improvement of the implementation of the Madrasah Curriculum;
2. Local government must help the institutions in Laguna through allocating funds to improve their school facilities, and giving honoraria for the Asatidz;
3. The administrative and supervisory management shall Intensify instructional supervision.
4. DepEd should allot funds for sufficient textbooks and other learning materials for every learner making the distribution 1:1 ratio be made.
5. Provision of scholarship program for ALIVE teachers should be made available.
6. Community involvement of both the asatidz and the parents shall be strengthened so that importance of madrasah will be understood.
7. Further study should be conducted to assess the needs of the program and may be an action plan might be proposed to the concerned authority to improve the effective and efficacious implementation.

Conflict of Interest

There is no conflict of interest by the author in this manuscript.

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