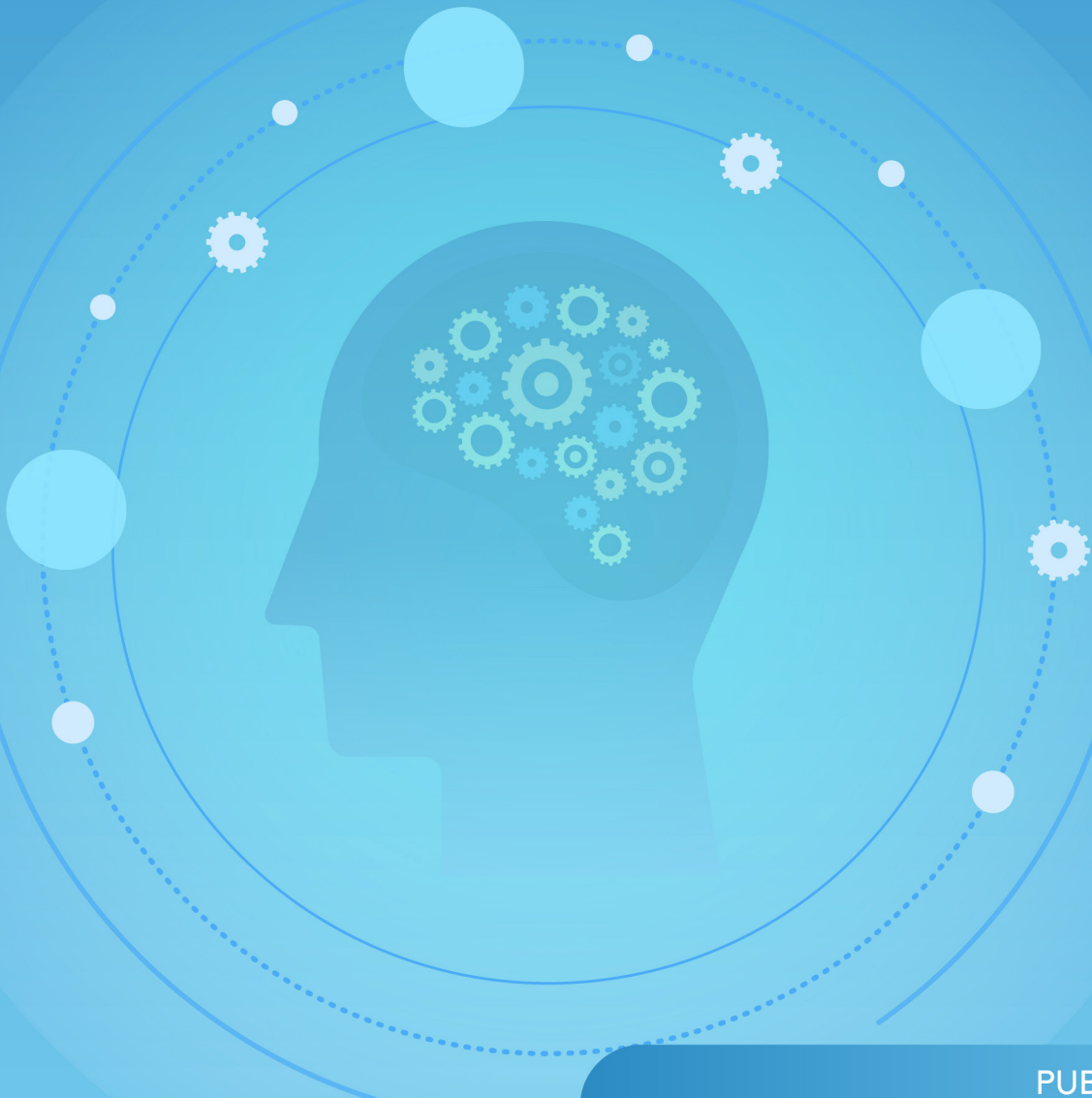




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Implementation and Challenges of Arabic Language and Islamic Values Education Program: Basis for School Development Plan

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ABSTRACT

The Arabic Language and Islamic Values Education (ALIVE) program, part of the Madrasah Education Program, provides culturally relevant educational opportunities for Filipino Muslim learners but faces implementation challenges. A study conducted in Iligan City during the 2023-2024 school year assessed the program's implementation and challenges, involving 311 teachers using a descriptive correlational research design and universal sampling. Data analysis revealed that secondary graduates with temporary or contractual appointments were the most educated ALIVE teachers, with curriculum, assessment, and teacher-related factors significantly influencing implementation. Significant correlations were found between ALIVE implementation and teachers' educational attainment, appointment status, teaching experience, and training participation. To enhance the program, the study recommends promoting teacher inclusivity, institutionalizing training, providing online resources, aligning the curriculum, and offering professional development opportunities. These measures aim to address challenges and improve the program's implementation, fostering educational equity and cultural recognition for Muslim learners within the Madrasah system.

INTRODUCTION

Proficiency in Arabic has been associated with improved cognitive abilities. Islamic values education plays a pivotal role in shaping students' ethical, moral, and social perspectives based on Islamic principles, fostering ethical conduct, compassion, justice, responsibility, and empathy in their daily lives. Integrating Arabic language and Islamic values education into educational systems remains challenging due to inadequate resources, a scarcity of qualified teachers, limited curriculum integration, and time constraints. To address these issues and enhance the delivery and implementation of these educational components, the study aims to examine the implementation of Arabic Language and Islamic Values Education (ALIVE) and its challenges in the Division of Iligan City, ultimately leading to a comprehensive school development plan tailored to the specific needs and aspirations of the division.

In recent years, there has been an increasing recognition of the importance of Arabic language and Islamic values education in various educational systems worldwide. This recognition stems from the growing need to preserve cultural heritage, promote intercultural dialogue, and foster a deeper understanding of Islamic teachings among Muslim students. The teaching and learning of Arabic as a second language holds immense value for Muslim students, who have a rich linguistic and cultural heritage intimately tied to the language of the Quran. Acquiring Arabic language skills enhance s the ability to communicate and comprehend religious texts and fosters a deeper appreciation of Islamic literature, history, and rich cultural heritage (Moghaz, 2021).

The Arabic Language and Islamic Values Education Program's primary goal is to provide a relevant and responsive basic quality education to Muslim children and anybody else who wishes to participate in the program. It was based on the Department of Education's Basic Education Curriculum (BEC) through DepEd Order No. 51 series of 2004 or Standard Madrasah Curriculum for Public and Private Schools. Its goal is to produce ALIVE learners who possess respectable Islamic beliefs and who work in alliance and cooperation with the local government, community leaders who identify as Muslims, and other capable and reliable parties.

In 2010, a thorough curriculum integration and institutionalization of the Madrasah Education Program (MEP) commenced in public schools to attain inclusivity and excellent education for all. The Philippine government has attempted to raise the standard and accessibility of madrasah education. Still, many educational establishments and Madaris have encountered difficulties in putting these efforts into practice. The implementation of MEP policies remains unclear for numerous madrasah stakeholders, particularly students and teachers, who are directly engaged in various challenging environments (Marasigan, 2019).

DepEd Order (DO) No. 41, series of 2017, delineates policy standards for implementing Arabic Language and Islamic Values Education inside the K to 12 Basic Education Program in public schools across the nation. It provides suitable and pertinent educational possibilities within the framework of recognized cultures, practices, traditions, and interests of Muslim learners. The ALIVE program incorporates two subjects within the standard basic school curriculum: Arabic Language and Islamic

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Values. The program's institutionalization was facilitated by a series of meetings and the efforts of the government and Muslim intellectuals.

However, despite the widespread acknowledgment of the importance of the Arabic language and Islamic Values Education, educational systems face challenges in effectively integrating them. Factors such as inadequate resources, lack of qualified teachers, limited curriculum integration, and time constraints remain challenges that affect the quality and depth of education delivered in these areas (Gomez, 2019). Understanding the implementation and challenges of Arabic Language and Islamic Values Education in the Division of Iligan City is crucial in developing a comprehensive school development plan to address them. The findings from this study would serve as a basis for a comprehensive school development plan that aligns with the specific needs and aspirations of the Division of Iligan City, ensuring the provision of quality Arabic language and Islamic values education to Muslim learners.

LITERATURE REVIEW

Implementation of Arabic Language and Islamic Values Education (ALIVE)

Implementing Arabic language and Islamic values education has been a topic of interest among researchers and scholars. Several studies have explored the impact of these educational programs on students' language skills, cultural awareness, moral development, and overall academic performance. They discussed the effectiveness of the Arabic language and Islamic values education. On the same line, Kawangit *et al.* (2019) found that students who received Arabic language fluency and Islamic values education exhibited higher levels of cultural awareness than those without this educational exposure. The study underscores the importance of integrating language fluency with values education to foster higher levels of cultural awareness. By learning Arabic in conjunction with Islamic values, students improve their linguistic skills and gain a deeper appreciation of cultural nuances and ethical principles. This combined educational approach can potentially build more culturally aware and empathetic individuals, contributing positively to a diverse and interconnected world.

Another is the study by Abubakar (2022), which showcased the positive influence of Islamic values education on students' moral development. It concluded that Islamic values education plays a crucial role in the moral development of students. By integrating ethical teachings from Islam, students are more likely to develop a robust moral framework that guides their actions and decisions. It suggests that incorporating such values into educational curricula can have long-lasting positive effects on individual character development and societal harmony.

Curriculum

The curriculum is vital for the execution of the Madrasah Education Program (MEP) in the Philippines. The design

incorporates educational objectives, key competencies, anticipated outcomes, and evaluation (Ornstein & Hunkins, 2018). Conversely, the significance of the curricular procedures and results as a compilation of work entails the substantial participation of learners, educators, school personnel, and community members. Constructive alignment must exist among the dimensions of the curriculum: the intended (plan), implemented (teaching), and attained (outcomes) curricula. Consequently, curriculum planners must take into account the many contexts and narratives from multiple sources to provide an equitable growth process.

Various studies have been conducted to analyze the curriculum of Madrasah education and its impact on student's learning outcomes and overall development. These studies have highlighted the importance of designing a curriculum encompassing religious and academic subjects, providing students with a well-rounded education (Setiawan *et al.*, 2020). It focused on integrating Islamic values and teachings into the curriculum, exploring how this integration can shape students' character development and moral values.

Similarly, a study by Abdulkarim and Suud (2020) highlighted the need for comprehensive studies on the curriculum in Madrasah education in the Philippines. This would yield significant insights into the efficacy of the existing curriculum, pinpoint areas for enhancement, and guide evidence-based policies to improve the execution of Madrasah Education. By examining the curriculum in Madrasah education, these studies can shed light on the subjects taught, teaching methods employed, and overall educational experience for students.

Assessment

Brookhart (2023) delve into educational assessment, focusing on various assessment strategies and their impact on student learning. They emphasize the importance of effective formative and summative assessments in providing feedback to students and guiding instruction. They recognize the role of assessment in promoting student growth and identifying areas for improvement. Additionally, they discuss the significance of aligning assessments with learning objectives and using various assessment methods to capture the breadth of student abilities and knowledge. This sheds light on the crucial role of assessment in informing instructional practices and improving learning outcomes.

Further, Sepasi *et al.* (2018) tackle the topic of assessment in the context of sustainability in higher education institutions. They developed a sustainability reporting assessment tool tailored explicitly for universities. This tool ensures institutions effectively measure, report, and communicate their sustainability initiatives and progress. By having a standardized assessment tool, universities can evaluate their sustainability performance and track their progress over time. This study highlights the importance of assessment in promoting accountability and transparency in sustainability reporting.

Teachers/Asatidz

A study conducted by Setiawan *et al.* (2020) has shown that teachers provide religious guidance and instruction and serve as mentors and role models for their students. They play a pivotal role in imparting religious knowledge, promoting Islamic values, and fostering a sense of identity and belonging among students. These studies have also emphasized the importance of qualified and competent teachers in ensuring the quality of madrasah education. Thus, the importance of teachers goes beyond just the economic viability of madrasah institutions; they are the backbone of the education system and directly contribute to students' academic, social, and moral development. Moreover, research has shown that the effectiveness of madrasah education heavily depends on teachers' skills, knowledge, and pedagogical practices.

Tengku Kasim and Abdurajak (2018) indicate that rookie Islamic education teachers exhibit a variety of pedagogical strategies, utilizing 21st-century teaching methods in contrast to traditional approaches that focus solely on lectures and rote memorization. Furthermore, Islamic educators with intercultural competency demonstrated an understanding of the varied and distinct requirements of pupils in the classroom. Consequently, proficient Madrasah educators who can optimize their pedagogical methodologies can effectively prepare themselves through enhanced classroom engagement, activities, and administration.

Sali and Ancho (2021) asserted that the Asatidz integrates traditional pedagogy, encompassing direct instruction methods and socio-constructivist principles in classroom teaching. The incorporation of professional development for Madrasah educators, including various seminars and workshops on pedagogical enhancement organized by DepEd and their affiliated institutions, was essential to the Asatidz' comprehensive teaching and learning experiences. Moreover, the reskilling and upskilling of teachers will influence classroom performance, and adaptive pre-service teacher training is crucial for equipping the future leaders of Madrasah education in the Philippines and beyond.

Learning Resources

School facilities play a crucial role in ensuring a conducive learning environment for students, including adequate classrooms, libraries, laboratories, sports facilities, and computer rooms (Abdullah *et al.*, 2022). In the context of Arabic language and Islamic values education, these facilities significantly promote holistic learning experiences. Dedicated spaces for Arabic language instruction, such as language labs and resource centers, facilitate language acquisition and cultural appreciation while integrating Islamic values into the design and use of school facilities, promoting spirituality, and reinforcing the principles of Islamic education.

The creation of prayer rooms or designated spaces within schools allows students to fulfill their religious obligations, fostering inclusivity and tolerance. Islamic educational institutions recognize these facilities as

spaces for mindfulness, reflection, and personal growth, aligning with Islamic teachings on self-discipline and self-improvement (Flack, 2018). By incorporating appropriate amenities and environments, schools can effectively support Arabic language learning and Islamic values education, ensuring that students receive a comprehensive educational experience that aligns with their cultural and religious heritage.

Moreover, instructional materials play a crucial role in shaping students' learning experiences. The study conducted by Ilham (2022) emphasizes the importance of designing Arabic language teaching materials that align with multicultural education principles. The research sheds light on students' challenges in learning Arabic as a foreign language. The absence of suitable instructional materials incorporating cultural contexts and diverse perspectives hinders language acquisition and cultural integration. It highlights the necessity of addressing the linguistic and cultural backgrounds. Educators can facilitate language learning engagingly and effectively by creating instructional materials that reflect their cultural identities, interests, and experiences. Integrating multicultural education principles in Arabic language teaching materials can foster inclusivity, promote cultural diversity, and enhance students' motivation and understanding of the language.

Challenges to ALIVE Program

The Arabic Language and Islamic Principles Education is a curriculum incorporated into the K to 12 Curriculum of the Department of Education, primarily designed to address the requirements of Muslim learners, both in Muslim-majority regions and across the nation. However, several challenges are encountered during this program's implementation, including resource, process, and contextual challenges. A study by Arriola (2022) identified the primary obstacles faced by School Heads as insufficient financial and instructional resources for the ALIVE program, inadequate monitoring and supervision from the division office, and the absence of evaluation policies for Asatidz.

Numerous challenges impede the effective execution of the Arabic Language and Islamic Values Education (ALIVE) Program in the Philippines. The implementation is beset by numerous issues, including substandard education quality, inadequate teacher qualifications, insufficient learning outcomes, limited educational funding, and ineffective administration due to a deficiency in program evaluation (Yahcob-Saddalani, 2019). Another significant obstacle that the ALIVE Program must overcome is the lack of classrooms and the ensuing space congestion. A major barrier to the program's successful execution is the scarcity of physical learning places (Gomez *et al.*, 2019). This lack of availability affects the program's ability to meet the needs of a wide range of learners and prevents the development of supportive learning environments. To overcome this obstacle, resource allocation and strategic planning are required to maximize available spaces.

Resources

The efficacy of educational programs in the teaching and learning process is significantly impacted by various aspects, one of which is the provision of sufficient educational facilities and infrastructure. Educational institutions and infrastructure are critical elements that facilitate the learning process in schools. Effective management of educational facilities and infrastructure is essential to attain this objective (Sambodo, 2019). Another study conducted by Suhardi *et al.* (2020) revealed that madrasahs education have faced unique challenges in securing the necessary resources to provide quality education to their students. Madrasahs have historically struggled with inadequate funding, which has impacted their ability to pay competitive salaries to teachers, maintain proper infrastructure, and provide necessary educational resources. This funding gap has been a persistent obstacle, as madrasahs often lack the financial support and investment from the government and private sector that their mainstream counterparts enjoy.

A study by Sali (2020) indicated that the majority of participants concurred that physical amenities, such as classrooms, would enhance the teaching and learning process. The outcome elucidated the consequences of room scarcity, particularly when the building is utilized for meetings and activities during sessions, and underscored the need of possessing a physical facility for the execution of the ALIVE program. Arriola (2022) identified the primary obstacles faced by School Heads as insufficient financial and instructional resources for the ALIVE program, inadequate monitoring and supervision from the division office, and the absence of evaluation policies for instructors. According to the study of Mangondato (2021), Madrasah's challenges in funding budget are perceived as severe, and Madrasah institutions in BARMM are financially inadequate. This is because the Madrasah in BARMM is self-sustained and has less or no government support, and faculty and staff competency is mostly alleged as a challenge. Therefore, there is still a need for urgent training and professional growth of teachers while their challenges in facilities are described as moderately severe. It implies that the government should provide funds to improve facilities in ALIVE-implementing schools.

Qualified Teachers

The enhancement of educational quality cannot be solely determined by assessing the skill and competency of instructors, who serve as the primary facilitators of instruction to pupils. The quantity of educators inside an institution does not ensure quality or enhance educational facilities, hence failing to provide substantial learning experiences for pupils. The shortage of trained educators in the Philippine educational system has been an enduring issue. Marasigan (2019) shown that a robust teacher support system is essential for institutions seeking quality educators. Numerous issues require urgent attention, including the shortage of qualified educators

for madrasah education in both public and private madaris, particularly in remote regions, insufficient training in pedagogical skills, discrepancies in training and educational qualifications, and the absence of explicit guidelines for the hiring, retention, and oversight of qualified teachers in private madaris.

Furthermore, Taufik and Rindaningsih (2024) assert that teacher training directly enhances educators' comprehension of curricular concepts, refines their lesson design skills in accordance with the new curriculum requirements, and positively influences student performance. Enhanced learning quality, collaboration among educators, and preparedness for change are the evident outcomes of investing in teacher training. This affirms that teacher training is essential for achieving adaptive and inclusive education. Similarly, Fatra and Sinombing (2023) advocate for the government to employ educators in all subjects facing shortages. This research has ramifications for the administration of teacher governance in madrasahs. It is essential to assess the suitability of teachers for each student. Policymakers must prioritize addressing the requirements of educators in all madrasahs. It is essential to establish multiple departments that now have a significant shortage of educators, particularly in all academic areas.

Curriculum Integration

A study by Pelu *et al.* (2024) determined that learning tools serve as the guiding compass and directional indicators for educational institutions. Educational tools can facilitate the successful implementation of learning programs within certain educational units. Consequently, formulating a curriculum is a complex endeavor, however it is designed to enhance the educational quality of a nation. Moreover, the curriculum is a concept that must adapt to all challenges; nonetheless, alterations are inevitable due to necessity. Curriculum design is essential as it aligns education with societal needs. As a learning designer, the educator must commence with a specific and tangible issue, such as the challenges inside the Madrasah context. Nevertheless, the educator must also adopt a comprehensive and imaginative perspective. Educators must maintain professionalism in their duties despite alterations to the curriculum in Indonesia, and they must foster an engaging learning atmosphere that encourages students to feel challenged and motivated to learn.

Sali (2020) highlighted in his study that to assess the efficacy of the ALIVE program, it is essential to design intentional strategies to attain the desired learning goals. Consequently, implementation requires evaluation, and solutions should be formulated based on actual evidence, necessitating a request for curriculum assessment. Therefore, the obligation to rectify the deficiencies and obstacles is not exclusively the purview of the Department of Education. Enhancing and reinforcing the involvement of diverse stakeholders and sectors within society will facilitate a comprehensive strategy. Moreover, Fath *et al.* (2023) revealed the complex

obstacles confronting Madrasahs, encompassing curriculum content, pedagogical approaches, and resource constraints, which substantially impact student learning outcomes and the congruence of Madrasah curricula with national educational objectives. Socio-political dynamics significantly influence Madrasah education, affecting autonomy, cohesion, and cultural preservation. Furthermore, their research delineated essential techniques, such as curriculum reform, educator training, and community involvement, providing a framework for the sustainable advancement of Madrasah education in Indonesia.

Time

One of the significant challenges faced by madrasah education is time constraints. These time constraints arise from the need to balance both religious and secular education within a limited timeframe. This challenge is further compounded by the expectations of parents, who often prioritize academic subjects over religious studies. As a result, madrasahs are frequently faced with fitting a comprehensive Islamic curriculum into a limited number of hours each day. This can lead to a lack of depth in religious education and frustration among teachers and students alike. Furthermore, the time constraints also impact the ability of madrasah students to engage in extracurricular activities and explore other areas of interest. As a result, students may not be able to develop well-rounded skills and pursue their passions outside of religious education (Setiawan *et al.*, 2020).

A study by Masang (2024) concluded that time constraints are a bottleneck, and immediate feedback is given after supervision, but comprehensive follow-up has not yet been fully implemented. This research implies that academic supervision needs to be carried out through planned, systematic, and local culture-based stages, as well as able sitting. Values such as deliberation, mutual respect, mutual reminding, mutual glorification, and cooperation are expected to enrich the implementation of academic supervision and improve the quality of PAI learning in madrasahs. In the context of Madrasah education, time constraints can limit the ability of teachers to experiment with student-centered methods. Collectively, these constraints engender a temporal issue that considerably restricts teachers' capacity to explore student-centered methodologies (Ansori *et al.*, 2022). Time constraints pose a significant challenge in the implementation of education in madrasah.

Statement of the Problem

This study aimed to determine the level of implementation and challenges of the Arabic Language and Islamic Values Education Program in the Division of Iligan City during the School Year 2023-2024. Particularly, this paper sought to answer the following questions:

1. What are the respondents' characteristics in terms of highest educational attainment in secular and madrasah, eligibility, appointment status, number of years teaching

the ALIVE program, and training/seminars attended on the ALIVE program?

2. What is the respondents' level of the implementation of the Arabic Language and Islamic Values Education Program considering objectives, curriculum, assessment, teacher, and learning resources?

3. How do the respondents assess their challenges of the ALIVE Program based on resources, qualified teachers, curriculum integration, and time?

4. Is there a significant relationship between the teacher's implementation of the Arabic Language and Islamic Values Education (ALIVE) Program and their challenges?

5. Is there a significant relationship between the teachers' implementation of the Arabic Language and Islamic Values Education (ALIVE) Program and each of their characteristics?

6. Based on the findings of the study, what school development plan for the ALIVE Program can be formulated?

Theoretical Framework

This study is anchored on Lev Vygotsky's Sociocultural Theory. This theory focuses on the interaction between individuals and their social and cultural environment, emphasizing the significance of social interactions and cultural contexts in learning. It highlights the contribution that culture and social interaction provide to the formation of higher-order thinking. This theoretical framework is relevant to the effectiveness of implementing Arabic language and Islamic values education and its challenges in the Division of Iligan City because it considers the role of cultural heritage, language, and social interactions in the acquisition and development of knowledge and values.

According to Patrick (2023), Sociocultural Theory is derived from the social constructivist paradigm, which acknowledges that knowledge is socially generated through interaction and exchanged among individuals. Learning and development are integrated into social events and transpire as a learner engages with individuals, objects, and occurrences in a collaborative setting. Galali (2023) affirms that the preferred teaching method, according to the sociocultural approach, is reciprocal teaching, and the preferred learning method is cooperative learning. Thus, teaching and learning through social interactions improve teaching and learning processes. Furthermore, it improves pupils' cognitive, linguistic, and social abilities. It is to make the sociocultural approach to be realized by the teachers and students.

Further, sociocultural factors are necessary for the child's cognitive development in language learning. Therefore, the implementation of sociocultural theory is of paramount importance for language educators and curriculum designers to adopt alternative perspectives on language learners. It can also be beneficial for educators to identify and devise methods for organizing tasks and activities that promote language acquisition (Rahmatirad,

2020). According to the study of Zabala (2021), an individual's cognitive development is intrinsically tied to their social interactions and the cultural tools they utilize. This posits that learning and development are not merely individual processes but collaborative endeavors in which individuals engage with more knowledgeable others, such as teachers or more experienced peers, to acquire new skills and knowledge.

Human cognitive performance is organized by concepts, social entities, and actions. Consequently, learning is perceived as an interactive process that reflects the learner's ultimate contribution to the practical community, which may be utilized to establish a comprehensive framework for engaging in collaborative learning activities. This approach positively impacts cognitive progress and performance, promoting a meaningful and constructivist learning experience. It encourages integrating instructors and learners with socio-cultural norms (Alkhudiry, 2022). Furthermore, Nazari *et al.* (2023) focused on material development and evaluation in the context of teachers' daily practices. They confirmed that teachers evaluated instructional resources based on pedagogical benefits and sociocultural problems, emphasizing the need for materials to address educational and sociocultural issues to create socio-educational capital among stakeholders.

Scope and Limitations

The research examined the implementation level and challenges of the Arabic Language and Islamic Values Education program in the Division of Iligan City for the School Year 2023-2024. The survey involved three hundred eleven (311) ALIVE teachers as responders. The independent variables were confined to the program's implementation regarding objectives, curriculum, assessment, educators, and learning materials. Furthermore, the dependent variables were limited to challenges in the ALIVE program based on resources, qualified teachers, curriculum integration, and time. Moreover, the moderating variables are the respondent's characteristics in terms of highest educational attainment in secular, highest educational attainment in madrasah, eligibility, appointment status, number of years teaching the ALIVE program, trainings/seminars attended on ALIVE.

MATERIALS AND METHODS

Research Design

This research employed a descriptive research method and utilized a descriptive design to gather data and information about the level of the implementation and challenges of Arabic Language and Islamic Values Education. This research's primary objectives and goals were to characterize the nature of the event as it emerged at the time of study and to investigate the causes of specific situations.

It used a descriptive correlational research design considering that the researcher wants to determine the implementation and challenges of the Arabic Language

and Islamic Values Education program in the Division of Iligan City during the School Year 2023–2024. Hence, the result of the study would then serve as the basis for the School Development Plan.

The descriptive survey research method was used, and the quantitative approach allowed the researcher to collect data using a survey questionnaire. The approach was applied to gather information through in-depth interviews. This was conducted to bring out further information and to discuss insights and opinions, points of view, and experiences based on the respondents' practices to confirm the responses from the teacher-respondents. This was done to complement the information from the questionnaires and triangulate and strengthen the data based on the same key research questions. This provided a platform for respondents to express their opinions, experiences, and suggestions regarding the implementation and challenges of ALIVE. The collected data were analyzed systematically to identify strengths, weaknesses, and areas for improvement in implementing this program.

Study Setting

This study was conducted in the Division of Iligan City during the School Year 2023-2024. The Division of Iligan City comprises the following districts, namely: East I, East II, West I, West II, North I, North II, South I, South II, North III, and City Central. As for the record, Iligan City is a city located in the northern part of the Philippines known as the "City of Majestic Waterfalls" due to its numerous waterfalls, including the famous Maria Cristina Falls. It is a highly populated city with a diverse cultural and religious background, making it an ideal location to examine the implementation of Arabic Language and Islamic Values Education.

The Division of Iligan City encompasses a range of educational institutions, including public and private schools, that are responsible for providing education to the city's residents. This study focuses specifically on assessing the current level of implementation of Arabic Language and Islamic Values Education within these institutions. By selecting Iligan City as the study setting, researchers gain insights into the unique challenges and opportunities faced by educators in implementing these subjects into the curriculum in a culturally and religiously diverse environment. Moreover, the rich cultural heritage and strong Islamic influence in the city create an environment where the study's objectives can be effectively examined. The findings of this study will contribute to the enhancement of Arabic Language and Islamic Values Education in Iligan City, which can have broader implications for educational institutions across the region and potentially the country.

The Iligan City Division is one of the divisions under Region X – Northern Mindanao. It is a highly urbanized city with a population of 363,115 as of 2020. It is geographically located in the province of Lanao del Norte but is managed separately of it. The city is known

for its rich cultural heritage and natural resources. Finally, the researcher chose to perform the study in the Iligan City division since the researcher is currently stationed in this division.

Study Population and Sampling Technique

The implementation and challenges of the Arabic Language and Islamic Values Education Program in the Division of Iligan City during the School Year 2023–2024 are examined in this paper. The study population for this research included three hundred eleven (311) respondents who were Arabic Language and Islamic Values Education teachers, both public and private, in the Division of Iligan City. The insights and feedback obtained from these respondents were valuable in understanding the implementation of the Arabic Language and Islamic Values Education program and

challenges in the Division of Iligan City. They informed the development of strategies and interventions to improve its implementation.

This study’s sample strategy included both quantitative and qualitative data gathering approaches to achieve a thorough knowledge of the execution and problems of the ALIVE program in the Schools Division of Iligan City. Universal sampling for this study was used on statistical principles. Further, the entire population of three hundred eleven (311) ALIVE teachers in the division were included as respondents. This was also to ensure an adequate representation of the study population and to obtain reliable and valid results. Using quantitative and qualitative data collection methods allowed for a more thorough analysis of the research questions and ensured that the sample was diverse and representative of the population of interest.

Table 1: Distribution of Respondents per School

Name of Schools	No. of ALIVE Teachers	Respondents
Angelico Medina Memorial School	4	4
Tomas Cabili Central School	4	4
Tomas Cabili NHS	5	5
Tomas Cabili NHS-Annex	2	2
Francisca Paradella Legaspi ES	2	2
Maria Cristina Falls Elementary School	2	2
Miguel Obach Memorial Elementary School	2	2
NAPOCOR Elementary School	2	2
Sgt. Miguel Canoy Memorial School	2	2
Benito S. Ong Memorial School	3	3
Digkilaan Central School	4	4
Panoroganan Elementary School	3	3
Digkilaan National HS	3	3
Anugod Elementary School	5	5
Dulag Elementary School	5	5
Hinaplanon Elementary School	5	5
Kalilangan Elementary School	3	3
Lanipao Elementary School	4	4
Mandulog Elementary School	3	3
Tubaran Central School	3	3
Pirandangan Elementary School	2	2
Tubaran NHS	3	3
Tubaran NHS-Annex Lanipao	2	2
Iligan City Central School	10	10
Villaverde Elementary School	2	2
Ubaldo Laya Memorial School	2	2
Iligan City NHS	6	6
Kabacsanan Elementary School	2	2
Dalipuga NHS	2	2
Bagong Silang Elementary School	3	3
Cabili Village Elementary School	2	2

Tambo Central School	4	4
Iligan City North Central School	3	3
Luinab Elementary School	2	2
Hinaplanon NHS	3	3
Dona Juana Actub Lluch Mem. Central school	2	2
South 1-A Central School	7	7
Dona Josefa Celdran Memorial School	3	3
Tambacan Elementary School	6	6
Tubod Elementary School	2	2
Iligan City NHS- Annex Tambacan	5	5
Asia Academic Integrated School	17	17
Moneerah Integrated School	16	16
Dar Ibn Taimiyyah Litahfidhil Qur-an	18	18
Madrasah Al-Khairiyyah Al-Islamiyyah	15	15
Maahad Iligan Al-Islamiyyah	17	17
Maahad Cabaro Al-Islamiyyah	13	13
Maahad mandulog Al-Islamiyya	11	11
Madrasah nuron Jaded Al-Islamiyyah	11	11
Madrasah Nur Al-Islamiyyah	11	11
Madrasah Harisatil Qur an	15	15
Madrasah Markazi Al-Islamiyyah	13	13
Madrasah Riyadhatol Atfal Al-Islamiyyah	15	15
Total	311	311

Research Instruments

The purpose of the research questionnaire was to collect important data on the implementation and challenges of the ALIVE program in the Division of Iligan City. The content of this research instrument was adapted and patterned based on the Policy Guidelines on Madrasah Education in the K to 12 Basic Education Program, that was, DepEd Order 41, s. 2017. In so doing, the research instrument could be assured of its content validity. Thus, the study has a strong underpinning in that it measures what it claimed to measure because the concepts and its content utilized the indicators found in DepEd Order 41, s. 2017.

Moreover, the instrument used to address the challenges of the ALIVE program was adapted and patterned from the study of Harad (2022) entitled “Challenges on the Implementation of Arabic Language and Islamic Values (ALIVE) Program.” This is to gauge the level of implementation and challenges in Arabic Language and Islamic Values Education in the Iligan City Division during the School Year 2023-2024. The research instrument was a questionnaire divided into three parts. Part 1 aimed to gather relevant characteristics and information about the respondents, including their highest educational attainment in secular and Madrasah, eligibility, appointment status, number of years teaching in Madrasah, and seminars/trainings attended on ALIVE. Furthermore, Part II evaluated the extent of the implementation of the Arabic Language and Islamic

Values. This section sought to assess the extent of the implementation of Arabic Language and Islamic Values Education within the division. It included questions that assess the objectives, curriculum, assessment, teacher, and learning resources. This was rated using a range from 4 (At all Times), 3 (Most of the Time), 2 (Sometimes), and 1 (Never). These factors are essential in gauging the division’s overall level of implementation of the ALIVE program.

Moreover, Part III sought to gather respondents’ challenges on ALIVE as to resources, qualified teachers, curriculum integration, and time. This was rated using a range from 4 (At all Times), 3 (Most of the Time), 2 (Sometimes), and 1 (Never). The respondents’ perspectives helped identify areas that need improvement in the Arabic Language and Islamic Values Education program.

Statistical Treatment of Data

The statistical treatment of data in this study followed a rigorous and systematic approach to analyze and interpret the collected data. Descriptive statistical analysis, including frequencies, percentages, means, and standard deviations, provided an overview of the implementation of Arabic language and Islamic values education, and respondents’ characteristics. Inferential statistical tests such as t-tests and Pearson correlation explored relationships between independent variables (objectives, curriculum, assessment, teacher, and learning resources)

and dependent variables (resources, qualified teachers, curriculum integration, and time). Moderating variables such as the highest educational attainment in secular and madrasah, eligibility, appointment status, number of years teaching Arabic Language and Islamic Values Education Program, and training/seminars attended on the ALIVE program were considered to examine their influence on these relationships. Data validity and reliability were ensured through content validation, reliability tests, and internal consistency checks. This comprehensive statistical treatment aimed to uncover meaningful insights and patterns that will contribute in crafting a school development plan in the Division of Iligan City.

Ethical Consideration

This study on the implementation and challenges of Arabic Language and Islamic Values Education in the Division of Iligan City: Basis for School Development Plan recognized the importance of ethical considerations such as informed consent, confidentiality, and ensuring the well-being of participants, were strictly adhered to throughout the research process. This study aimed to conduct ethically sound and beneficial research, providing valuable insights while upholding the rights and protection of all involved.

After being fully informed of the objectives of the study, the procedures for gathering data, and its intended use, all participating teachers were required to provide their consent. This ensures that individuals can discontinue the research at any time without facing repercussions. When analyzing and reporting the data, teachers were requested to change or remove any personally identifying information, such as names, school names, or contact information. Moreover, the collected data was protected, restricted to access by authorized persons, and kept securely. Finally, to ensure that the research design and data management processes follow ethical standards and guidelines, the institutional review board (IRB) or ethics committee was consulted before obtaining ethical consent.

RESULTS AND DISCUSSIONS

Problem 1. What are the Respondents’ Characteristics in Terms of Highest Educational Attainment in Secular and in Madrasah, Eligibility, Appointment Status, Number of Years Teaching the ALIVE Program, and Training/Seminars Attended on ALIVE Program?

Table 2: Distribution of Respondents’ Highest Educational Attainment In Secular Education

Category	Frequency	Percentage
With Master’s Degree Units	8	2.60
Bachelor’s Degree	56	18.00
Secondary Graduate	241	77.50
Elementary Graduate	6	1.90
Total	311	100.00

Table 2 presents the respondents’ highest educational attainment in secular education. It shows that Secondary Graduates have the highest frequency of 241 (77.5%). This means that the majority of the respondents are only secondary graduates in secular education. This implies that secondary education is the most common educational endpoint for a large portion of the population. It further implies that ALIVE teachers tend to finish secondary education due to the specific requirements for their profession.

As stated in DepEd Order 30, s. 2012, to become an ALIVE teacher, one must pass the Qualification for Elementary Arabic Language and Islamic Studies (QEALIS) and then undergo additional training in Language Enhancement and Pedagogy (LEaP) and Arabic Emergent Reading (AER). These requirements may lead some teacher to focus on completing their secondary education rather than pursuing higher education. Furthermore, the Madrasah system places a strong emphasis on practical skills and knowledge in Arabic and Islamic studies, which can be acquired through secondary education. The predominance of secondary graduates could imply economic or social barriers that prevent further education. For many, secondary education may be the highest level they can afford or access due to financial constraints.

Moreover, data show that respondents with elementary degrees have the lowest frequency of 6 (1.90%) in the highest educational attainment. This means that ALIVE teachers can effectively teach even if they are only elementary graduates in secular education because their teaching is grounded in a strong foundation of Islamic knowledge and values. It implies that they may lack formal training in secular pedagogy, but ALIVE teachers make up for this with their deep understanding of Islamic teachings. The study by Tiongson *et al.* (2019) affirmed that many teachers in these institutions did not possess qualifications beyond elementary education. This situation is partly due to the insufficient number of trained teachers and the reliance on community volunteers who may not have formal teaching credentials.

Nevertheless, the study’s findings indicate a need to strengthen the respondents’ secular qualifications in education. The evidence suggests that the School Division Iligan City must embrace the need for the ALIVE teachers to undergo Professional development courses and seminars. This is one of the effective approaches to their secular educational qualifications that would be more aligned with the standards set by the Department of Education. According to the study of Saber *et al.* (2022), there is a need to balance madrasah and secular elements in their training. It highlighted the significance of including secular education to give them a well-rounded understanding of their subject matter and prepare them to handle the intricacies of teaching. However, it is interesting to note that a study by Barile *et al.* (2020) reveals that teacher degree levels did not have a relationship with student achievement. This finding

suggests that teacher qualifications, such as degree levels, do not necessarily impact student outcomes. In the context of the implementation of ALIVE in Iligan City, it may imply that the highest secular educational achievement may have minimal impact on the quality of learning of ALIVE learners.

Table 3: Distribution of Respondents' Highest Educational Attainment In Madrasah Education

Category	Frequency	Percentage
Majistir (Masters Graduate)	0	0.00
Kulliyah(Bachelor's Degree)	139	44.70
Thanawi (Secondary Graduate)	163	52.40
Ibtida'i (Elementary Graduate)	9	2.90
Total	311	100.00

Table 3 illustrates that respondents' highest educational attainment in madrasah education is Thanawi (secondary graduate), with the highest frequency of 163 (52.4%). This means that there are several factors why ALIVE teachers often finish only secondary education in Madrasah. This means further that the Madrasah education system places a strong emphasis on the Arabic language and Islamic values, which are typically taught at the secondary level. This implies that the focus on secondary education may lead teachers to prioritize completing their secondary education over pursuing higher education. In addition, the lack of integration with the government education system means that Madrasah graduates often continue their studies abroad, leading to a higher proportion of secondary graduates.

Furthermore, the training and professional development programs for ALIVE teachers, such as the Language Enhancement and Pedagogy (LEaP), are designed to enhance their skills in teaching Arabic and Islamic values but may not necessarily require or encourage teachers to pursue higher education. These factors contribute to the high proportion of Thanawi (Secondary Graduate) teachers in Madrasah education, reflecting the unique characteristics and priorities of the system. Recent research by Altonji and Zhong (2021) reinforces that individuals who have earned advanced degrees often exhibit enhanced expertise and specialized knowledge within their respective fields. This highlights that advanced degree holders tend to have lower unemployment rates and higher average earnings compared to others. It suggests that the additional education and training acquired through programs translates into more valuable and in-demand skills in the field.

On the other hand, data show that respondents having Ibtida'i (Elementary Graduate) got the lowest frequency of 9 (2.90%) in the highest educational attainment in Madrasah education. This means that most teachers

have attained higher levels of education beyond elementary. This implies an increasing trend towards hiring more qualified and educated individuals to teach in ALIVE, which may improve the overall quality of education provided. The low number of teachers with only elementary education might also reflect successful professional development programs to enhance teachers' qualifications. Continuous professional development opportunities could encourage teachers to pursue further education and training.

A study by Vural and Basaran (2021) found that economic conditions, time constraints, and language barriers were significant obstacles for teachers who had not completed a degree but wanted to pursue one. These findings suggest that addressing these barriers is crucial for supporting teachers in pursuing higher education and enhancing their professional development and growth. As teachers gain higher qualifications, they can improve instructional quality, leading to a better learning outcome and improving the ALIVE program implementation.

Table 4: Distribution of Respondents' Eligibility

Category	Frequency	Percentage
Professional Regulation Commission (PRC)	14	4.50
Civil Service Commission (CSC)	4	1.30
QEALIS	245	78.80
None	48	15.40
Total	311	100.00

Table 4 illustrates the respondents' characteristics in terms of eligibility. Results show that the highest frequency of 245 (78.8%) are Qualifying Examinations in Arabic Language and Islamic Studies (QEALIS) passer. This means that the majority of the respondents are QEALIS eligible. This further means that the high percentage of respondents possessing QEALIS eligibility indicates a strong emphasis on proficiency in Arabic Language and Islamic Studies, which aligns with the focus and requirements of the ALIVE program. This implies that teacher respondents have demonstrated their proficiency in Arabic Language and Islamic Studies and that they can provide quality education to learners.

Furthermore, as outlined in DepEd Order 30, s. 2012, which provides the Policy Guidelines on the Hiring and Deployment of Madrasah Teachers, Muslim candidates are required to take and successfully pass the qualifying examination to demonstrate their proficiency in Arabic Language and Islamic Studies (QEALIS). This implies that most ALIVE teachers are QEALIS passers because the Department of Education requires them to pass the Qualifying Examination in Arabic Language and Islamic Studies to ensure their competence in Arabic Language and Islamic Studies. This rigorous examination sets a high standard for teachers to ensure they are well-equipped to handle ALIVE classes effectively. It is designed to

determine the takers' proficiency in Arabic and Islamic studies, and only those who pass the test are qualified to handle these subjects. This requirement ensures that ALIVE teachers possess the necessary knowledge and skills to deliver high-quality education in Arabic and Islamic studies, which is essential for the development of Muslim learners.

In contrast, the lowest frequency of 4 (1.3%) of the respondents on eligibility are the civil service career passers because they are not required to take the Civil Service Examination (CSE) to qualify for their positions. This means that the CSC exam is designed to screen and select prospective civil servants, and it is required for everyone who wants a job in the government. This further means that ALIVE teachers are exempt from taking the CSE because they are not considered civil servants. Instead, they are considered contract teachers and are hired based on their qualifications and experience. This implies that they do not need to pass the CSE to be eligible for their positions and are not subject to the same career advancement and promotion procedures as civil servants.

A study by Delos Angeles (2020) identified variables that significantly correlate with performance, including age, high school and college academic performance, and performance in comprehensive reviews. The study suggests that doing well in different basic, professional, and major subjects and comprehensive reviews increases the chances of passing the board examination. This also highlights the need for comprehensive reforms in teacher education programs to better prepare for examinations and ensure the quality of the teaching workforce, especially in the context of the ALIVE program.

Table 5: Distribution of Respondents' Appointment Status

Category	Frequency	Percentage
Permanent	20	6.40
Temporary/Contractual	282	90.70
Job Order	9	2.90
Total	311	100.00

Table 5 shows the respondents' characteristics in terms of appointment status. The highest frequency of 282 (90.7%) is temporary/contractual. This means that the majority of the respondents have temporary/contractual appointment status. This is because the Department of Education has implemented a policy of hiring teachers on a contractual basis for Arabic Language and Islamic Values Education classes. This implies that based on the policy reflected in DepEd Memorandum No. 15, s. 2019, which directs the Regional and Division ALIVE Coordinators to validate and update the Elementary Personnel Data of DepEd Subsidized Contract of Service (COS) Teachers/Asatidz Handling Arabic Language and Islamic Values Education classes. This further implies that in the case of ALIVE teachers, the contractual arrangement allows for flexibility and adaptability in the workforce, as it

enables the DepEd to hire teachers for specific projects or periods without committing to long-term employment contracts. This arrangement also provides an opportunity for teachers to gain experience and build their skills before potentially transitioning to regular positions.

However, data shows respondents' appointment as Job Order has the lowest frequency of 9 (2.9%). This means that the constant challenges faced by teachers, including low and delayed allowances, inadequate support from administrators, and high expectations, can contribute to the high turnover rates among ALIVE teachers, making it challenging for them to maintain long-term employment in the field. Jamaluddin and Cadir (2020) have highlighted several factors contributing to the prevalence of job order employment among these educators. They emphasized that financial constraints are a significant obstacle to the sustainability of Madrasahs, leading to issues such as a lack of teaching and learning, leading to issues such as a lack of teaching and learning resources, minimal faculty development, and non-standardized curricula. These challenges can result in Madrasah teachers being employed on job order status, often characterized by temporary and precarious employment arrangements that can contribute to low morale and job satisfaction.

Table 6: Distribution of Respondents' Number of Years Teaching ALIVE Program

Category	Frequency	Percentage
24 years and above	6	1.90
18-23 years	35	11.30
12-17 years	60	19.30
6-11 years	77	24.80
Below 5 years	133	42.80
Total	311	100.00

Table 6 shows the respondents' characteristics in terms of the number of years teaching the ALIVE program. Results show that the highest frequency of 133 (42.8%) have 5 years and below teaching the ALIVE program. This means that many of the respondents have taught in Madrasah education for five years and below. The result reveals a notable distribution across different experience levels. A significant number, 42.8% of the respondents, reported teaching for five years or less, indicating a significant influx of relatively new educators into the Madrasah education sector. This implies that in the context of the Iligan City Division, the increase in the number of new ALIVE teachers in the division can be attributed to the growing demand for Islamic education. Additionally, the government's efforts to promote Islamic education through initiatives such as the Madrasah Education Program (MEP) have contributed to the growth in the number of ALIVE teachers. Moreover, these new teachers may recognize effectively the importance of incorporating modern technologies and pedagogies and often have a unique energy and

enthusiasm that can inspire learners to create a more dynamic classroom environment. Jones *et al.* (2023) emphasize that new teachers often bring innovative teaching methodologies and fresh perspectives to the classroom, which can invigorate the learning environment and better engage students. They tend to exhibit high enthusiasm and commitment, leading to increased student motivation and a positive school culture. Conversely, the data highlights a distinct minority of respondents, with the lowest frequency of 24 (1.9%), who reported teaching for 24 years or more. This means there is a relatively low presence of long-tenured ALIVE teachers among the surveyed respondents. This insight prompts consideration of the factors influencing the lower frequency of long-serving ALIVE teachers, probably illustrating

specific issues, constraints, or opportunities related to this category. This further implies that the challenging working conditions in many ALIVE implementing schools, such as limited resources and infrastructure and limited career advancement, can be overwhelming for teachers, which may lead to departure. In addition, personal and family factors, such as health issues, can also play a significant role in ALIVE teachers leaving service. In a recent study by Sulit and Davidson (2020), teacher retention is heavily influenced by teachers' perceptions of their supervisors' leadership practices. It found that teachers who experience higher satisfaction rates and lower levels of burnout are more likely to stay in the profession. Thus, successful schools promote teachers' voices and support teacher induction and development, which can contribute to higher retention rates.

Table 7: Distribution of Respondents' Training/Seminars Attended on ALIVE

Level	Number of Times Attended							
	5 and above		3-4 times		1-2 times		0/None	
	N	%	N	%	N	%	N	%
International	3	1%	0	0%	6	1.9%	302	97.1%
National	3	1%	3	1%	3	1%	302	97.1%
Regional	57	18.3%	37	11%	30	9.6%	187	60.1%
Division	125	40.2%	40	12.9%	34	10.9%	112	36%
District	123	39.5%	61	19.6%	44	14.1%	83	26.7%

Table 7 shows the respondents' characteristics in terms of seminars/trainings attended on ALIVE. The results show that the highest frequency of 302 (97.1%) have not attended related seminars/trainings on the international level. This means a notable gap in international exposure among the respondents that could limit their understanding of international trends, practices, and innovations in their field. Occasionally, only the ALIVE implementing school heads are sent to international seminars and re-echo what they have learned from a conference to their respective schools. Investigating the reasons for the lower participation in international, national, and regional-level events could give significant background and insight solutions to promote the inclusion of future studies, providing a greater representative sample for an in-depth evaluation of attendance at the international, national, and regional levels, respectively. A recent study by Iskandarova *et al.* (2023) emphasizes that effective teacher training programs not only enhance the skills and competencies of educators but also directly impact student achievement and the overall quality of the education system.

Additionally, the lowest frequency of 3 (1%) has 5 and above attendance on an international level. This means limited exposure to the global educational practices of the ALIVE teacher. It implies further that this lack of participation may be due to financial, institutional, or logistical barriers. Enhancing support and investment in professional development, including funding, partnerships, and exchanges, could improve educational outcomes. Addressing these barriers through funding,

partnerships, and support programs can improve the quality of education and align madrasah education with global standards. This shortage of access to professional development can have significant ramifications, as teachers who cannot participate in seminars and training programs, particularly those hosted on the international level, may find themselves ill-equipped to effectively engage their students (Patunob & Ibojo, 2023). This suggests that the dearth of international-level training and seminars for teachers can be a substantial obstacle to improving instructional quality and student learning outcomes.

On the national level, results show that the highest frequency of 302 (97.1%) have not attended related seminars/trainings. This means a significant trend among the surveyed population who have not participated in seminars or training sessions related to ALIVE. This statistic implies a potential gap in professional development opportunities or a lack of access to training and seminars. At times, only the ALIVE implementing school heads are sent to national seminars and disseminate what they have learned at the seminars to their respective schools through SLAC. Despite the recognized importance of ongoing professional development for teachers, many face significant barriers to accessing and engaging with high-quality training opportunities (Dange & Siddaraju, 2020). One key issue is the prevalence of one-time workshops, conferences, and training sessions as the primary form of in-service professional development rather than more sustained and collaborative learning experiences.

In contrast, the lowest frequency of 3 (1%) has 1-2 times

attendance on a national level. This means that a very small portion of participants had minimal involvement in these national-level activities. This limited attendance implies that while these opportunities are available, a very small segment of the population engages with them at such a minimal level. This further implies that it could be due to a variety of factors such as availability, accessibility, or individual interest in professional development through national-level programs. Several key factors contribute to this problem, including inadequate pre-employment training, insufficient rigor in teacher certification and licensing requirements, and the absence of a robust infrastructure to support the sustained implementation of evidence-based instructional practices (Darling-Hammond & Podolsky, 2019).

Furthermore, the highest frequency of 187 (60.1%) of the surveyed population has not attended related trainings/seminars on ALIVE on a regional level. This means a high percentage of non-attendance might reflect gaps in addressing educational needs related to ALIVE within the region and could impact the dissemination of knowledge and best practices. This implies teachers who have not attended these sessions might face challenges in staying updated with emerging trends or best practices that impact their effectiveness and the quality of services or outcomes in the implementation of ALIVE. A study by Annan (2020) has found that low investments in teacher education in terms of professional development deter teachers from accepting postings in rural and deprived areas. The absence of regular and continuous professional development training, along with inadequate motivation packages for educators, adversely affects the quality of educational delivery.

On the other hand, the lowest frequency of 30 (9.6%) has 1-2 times attendance on the regional level. This means that this low participation may be due to geographical, financial, or conflicting commitments. This implies that the lack of attendance could impact professional competence and knowledge acquisition in ALIVE-related fields. Addressing this issue could involve improving outreach, offering flexible learning formats, or providing financial support. This could strengthen regional capacities in ALIVE-related disciplines. Gu (2021) suggests that attending regional seminars can positively impact teachers' well-being by providing them with supportive environments for professional growth. These seminars offer opportunities for reflection, rejuvenation, and empowerment, which are crucial for sustaining motivation and enthusiasm in teaching.

On the division level, results show that the highest frequency of 125 (40.2%) have 5 and above attended related seminars/trainings on ALIVE. This means a heightened level of engagement and investment in the division initiatives and professional development opportunities within immediate contexts. This suggests a strong commitment of ALIVE teachers to continuous learning and skill enhancement. This implies that the high participation rate in multiple professional development

activities reflects a proactive approach to staying updated with the latest knowledge and practices that contribute to competence and effectiveness in the implementation of the ALIVE program within the division. Hargreaves (2020) emphasizes that seminars provide crucial opportunities for teachers to engage in continuous professional development. These events enable educators to update their teaching practices, integrate new instructional strategies, and enhance subject knowledge, ultimately improving their effectiveness in the classroom. Also, the lowest frequency of 34 (10.9%) has 1-2 times attendance on the division level. This means that only a tiny percentage of respondents have participated in opportunities for professional development at this level. This implies that challenges such as competing professional commitments, limited availability of relevant seminars, or logistical constraints deter teachers from participating more frequently. As posited by Leithwood (2020), effective professional development through division seminars correlates with improved student outcomes. When teachers participate in high-quality seminars that focus on evidence-based practices, they are better equipped to meet the diverse needs of their students and create engaging learning environments.

Moreover, on the district level, results show that the highest frequency of 123 (39.5%) have 5 and above attended related seminars/trainings on ALIVE. This means a significant commitment to professional development and continuous learning within this educational context. It implies that a substantial portion of educators or professionals in the surveyed group actively seek out and participate in multiple seminars related to ALIVE. This is due to the requirement for schools to undertake Learning Action Cell sessions as part of the upskilling program aimed at enhancing the professional development of ALIVE teachers. The findings indicated that district-level attendance significantly influenced the respondents' knowledge, abilities, and potentially their career trajectories. Moreover, a study by Ní Ríordáin *et al.* (2019) emphasizes the necessity of cultivating both specific content knowledge and fundamental abilities and practices requisite for proficient teaching. The ALIVE teacher's specific topic expertise is being enhanced through numerous trainings and seminars organized by the Department of Education. It primarily trains ALIVE educators to understand and impart competencies by using their Islamic background and pedagogical techniques. Furthermore, ALIVE educators underscored the need of acquiring fundamental abilities, like enhancing classroom management, integrating information technology into instruction, and completing promotional documentation and lesson planning, as integral to augmenting pedagogical practices.

On the other hand, the lowest frequency of 44 (14.19%) has 1-2 times attendance on the district level. This underscores implications for professional growth and knowledge acquisition among teachers. This means that those attending infrequently may miss out on

continuous learning opportunities that could enhance their pedagogical skills, subject expertise, and classroom practices. This implies that sporadic attendance may limit opportunities for networking, collaboration, and the exchange of best practices with peers across different schools or districts. According to Little (2021), training seminars facilitate networking and collaboration among teachers. By bringing educators together, these seminars promote knowledge sharing, peer support, and the exchange of best practices, fostering a community of learning that benefits both teachers and their students. Furthermore, district-level training can be tailored to address the specific needs of every school within the districts to guarantee that teachers are equipped to meet the unique challenges and opportunities within their local context. This targeted approach helps address disparities and promote equity across schools. Thus, this underscores a need for a more balanced approach to professional development to ensure that district-level needs are comprehensively addressed and avenues for broader learning and networking at higher-level tiers are also actively facilitated. Efforts to bridge this gap could enhance respondents' overall knowledge base and professional growth, fostering a more well-rounded and globally informed workforce.

Problem 2. What is the respondents' level of implementation of Arabic Language and Islamic Values Education Program Considering Objectives, Curriculum, Assessment, Teacher, and Learning Resources?

Table 8: Summary of the Respondents' Level of Implementation of Arabic Language and Islamic Values Education

Variables	Mean	SD	Interpretation
Objectives	3.30	0.76	Highly Implemented
Curriculum	3.35	0.75	Highly Implemented
Assessment	3.32	0.78	Highly Implemented
Teacher	3.31	0.80	Highly Implemented
Learning Resources	2.94	0.89	Implemented
Overall	3.24	0.79	Implemented

Legend:

3.26 – 4.00 *At all Times/Highly Implemented*

2.51 – 3.25 *Most of the Time/Implemented*

1.76 – 2.5 *Sometimes/Slightly Implemented*

1.00 – 1.75 *Never/Not Implemented*

Table 8 shows the summary of the level of implementation of the Arabic Language and the Islamic Values Education as perceived by the respondents as indicated by the overall mean of 3.24 (SD=0.79) and interpreted as Implemented.

This means that the level of ALIVE implementation is highly efficient in terms of the different variables. The high level of implementation of the Arabic Language and Islamic Values Education program is truly a testament to the program's success, and it has been well-received and effectively executed. This implies that the ALIVE program is well-implemented in terms of the objectives, curriculum, assessment, teacher, and learning resources as perceived by the ALIVE teachers in the Division of Iligan City. It implies a strong commitment to cultural preservation and religious values within the curriculum. The positive outcomes suggest that the program effectively meets the educational objectives set by the Department of Education and resonates well with the ALIVE learners. A study by Alonto and Sarangani (2020) reveals that the ALIVE program has been instrumental in bridging educational gaps for Muslim students in the Philippines, offering them tailored educational opportunities that align with their cultural and religious backgrounds. The study highlights the program's role in fostering inclusivity and promoting educational equity. The variable Curriculum obtained the highest mean rating of 3.35 (SD=0.75) interpreted as Highly Implemented. This means that the curriculum component of the ALIVE program is consistently effective and well-implemented in the Iligan City Division. This implies that the ALIVE curriculum as perceived by the teachers, is comprehensive, well-designed, and consistently delivered and adhered to across different contexts and settings, indicating that it covers essential topics and skills necessary for learner's development. This further implies the dedication and competence of educators and the program's ability to deliver on its educational promises, resulting in strong performance in the curriculum component of the ALIVE program.

As cited by Fullan (2020), a well-structured curriculum can significantly enhance student learning outcomes by providing clear guidelines and objectives for both teachers and students. He also emphasizes that successful curriculum implementation requires ongoing professional development and support for educators to adapt and refine their teaching strategies. Moreover, he emphasizes the importance of a well-designed, coherent, and adaptive curriculum in achieving educational success.

On the other hand, the variable Learning Resources got the lowest mean rating of 2.94 (SD=0.89), interpreted as Implemented. This means that although learning resources are present, they are perceived as insufficient and often fall short of what is needed for optimal implementation of the ALIVE program. The inadequacy may hinder teachers' ability to deliver lessons effectively and limit students' learning experiences. It indicates that these learning resource constraints are consistently experienced and observed by the teachers and learners. This can contribute to the program's effectiveness as these learning resources are essential for supporting instructional activities and providing the necessary materials for delivering an effective ALIVE program.

In line with this, a study by Darling-Hammond *et al.* (2019) emphasizes that well-designed and accessible educational materials significantly enhance student comprehension and engagement. Their research demonstrates that resources tailored to diverse learning styles can improve academic performance and retention. Addressing inequities in educational resources is critical for improving student achievement and fostering educational equity. Their ideas underscore the importance of comprehensive policy approaches to ensure that all learners, regardless of their socio-economic background and religion, have access to the resources they need to succeed academically. This study provides valuable insights for educators, policymakers, and stakeholders aiming to create more equitable and effective education systems.

Problem 3. How do the Respondents Assess Their Challenges on the ALIVE Program Based on Resources, Qualified Teachers, Curriculum Integration, and Time?

Table 9: Summary of Respondents’ Level of Assessment of the Challenges on the ALIVE Program

Variables	Mean	SD	Interpretation
Resources	2.69	1.02	Challenged
Qualified Teachers	2.63	0.98	Challenged
Curriculum Integration	2.24	1.01	Moderately Challenged
Time	2.61	0.95	Challenged
Overall	2.54	0.99	Challenged

Legend:

3.26 – 4.00 *At all times (Highly Challenged)*

2.51 – 3.25 *Most of the time (Challenged)*

1.76 – 2.50 *Sometimes (Moderately Challenged)*

1.00 – 1.75 *Never (Less Challenged)*

Table 9 shows the summary of the respondents’ level of assessment of the challenges on the ALIVE Program with an overall mean of 2.54 (SD=0.99) and interpreted as Challenged. This means that respondents experience issues in the implementation of ALIVE. It implies that teachers frequently face substantial challenges in their professional environment that affect their ability to deliver effective education. The complex nature of the ALIVE program itself may be the cause of the challenges that teachers experience. Meeting a variety of learner requirements, incorporating innovative teaching strategies, and adjusting to changing curricula are a few examples of this difficulty. Time and resources may not always be available for each of these aspects.

Moreover, teachers’ experiences can be greatly impacted by the lack of supportive frameworks like peer collaboration or mentorship programs. Lack of support can cause educators to feel more isolated and stressed, which makes it more difficult for them to deal with challenges in the workplace. Further, the high level of perceived challenges among teachers in the ALIVE program underscores the need for a comprehensive

approach to support their professional development and teaching effectiveness. These challenges could be addressed through interventions, such as enhanced professional development, better resource allocation, and supportive administrative policies.

This is in parallel with the study by Ahmed and Khan (2023) that infrastructural deficiencies, such as inadequate classroom resources and poor learning environments, directly impact the quality of education provided. Comprehensive reforms, including better time management, enhanced teacher training programs, and improved infrastructural support can overcome the challenges in implementing the ALIVE program successfully.

The variable Resources obtained the highest mean rating of 2.69 (SD=1.02), interpreted as Challenged. This means that the ALIVE teachers are facing problems in terms of inadequate resources. This implies that ALIVE teachers frequently experience significant shortages in essential resources necessary for effective teaching and learning processes. Inadequate resources are a crucial challenge in the implementation of ALIVE that affects both the teachers and learners. Further, this means that inadequate resources can significantly compromise the quality of education in the implementation of the ALIVE program. Teachers may struggle to deliver engaging lessons or provide differentiated instruction without the necessary materials, which can lead to a less effective learning environment for ALIVE learners. Teachers may find it more difficult to design engaging and interactive lessons if they have limited resources. Ahmed and Patel (2022) have documented the detrimental effects of inadequate infrastructure on ALIVE education. Poorly maintained facilities, inadequate classroom spaces, and limited access to basic amenities create significant challenges for teachers and students, compromising the overall learning environment. These infrastructural deficiencies contribute to a less conducive atmosphere for teaching and learning that affects the educational quality and student engagement.

On the other hand, the variable on Curriculum Integration got the lowest mean rating of 2.24 (SD=1.01), interpreted as Moderately Challenged. This is moderately an issue or a problem encountered by the respondents. This means that even though curriculum integration is perceived by ALIVE teachers as a moderate challenge, there is potential for enhancement in this area because it is essential to the effective implementation of the ALIVE program. The moderate challenge of limited curriculum integration points to potential gaps in how educational content aligns with the needs and objectives of the ALIVE program that affect the educational learning outcomes. If teachers feel challenged in this area, it may indicate a need for more support in developing integrated lesson plans that connect themes and concepts across subjects.

As confirmed, there is a persistent issue of fragmented curricula in modern educational systems (Chen, 2020; Celeste & Osias, 2024)). They argue that the

compartmentalization of subjects hampers students' ability to develop interdisciplinary skills essential for success in the 21st century. Educational institutions often struggle to effectively integrate various disciplines, resulting in disjointed learning experiences for learners. This fragmentation limits students' understanding of complex issues and impedes their capacity to apply knowledge across different contexts. Comprehensive curriculum reforms should promote cohesive learning pathways and foster connections between subjects. The

importance of collaborative efforts among educators, policymakers, and stakeholders to address these challenges can create more integrated educational frameworks that better prepare students for diverse societal and professional demands.

Problem 4. Is There a Significant Relationship between the Teachers' Implementation of Arabic Language and Islamic Values Education (ALIVE) Program and Their Challenges?

Table 10: Result of the Test on Relationship of the Implementation of ALIVE Program and their Challenges

Implementation ALIVE Indicators	Challenges Indicators				
	Resources	Qualified Teachers	Curriculum Integration	Time	Overall
	r-value	r-value	r-value	r-value	T-value
	p-value	p-value	p-value	p-value	p-value
Objectives	-0.94	-1.42	-1.44	-1.42	-1.48
	0.345	0.155	0.152	0.158	0.140
	NS	NS	NS	NS	NS
Curriculum	3.20	1.94	2.04	2.45	2.76
	0.002*	0.054	0.043*	0.015*	0.006*
	S	NS	S	S	S
Assessment	4.20	4.55	1.17	5.19	4.29
	0.001*	0.001*	0.242	0.001*	0.001*
	S	S	NS	S	S
Teacher	-1.91	-3.50	-1.87	-5.36	-3.54
	0.057	0.001*	0.063	0.001*	0.001*
	NS	S	NS	S	S
Learning Resources	-3.88	0.81	1.33	-0.09	-0.61
	0.001*	0.420	0.183	0.932	0.541
	S	NS	NS	NS	NS

Legend:

S- Significant

NS-Not Significant

Table 10 shows the test on the relationship between the implementation of the ALIVE Program and its challenges. The findings indicate that the implementation of Arabic Language and Islamic Values education, grounded in curriculum, assessment, and teaching, demonstrates a significant correlation with the challenges faced in ALIVE, as evidenced by a p-value and probability value below the 0.05 alpha level, resulting in the rejection of the null hypothesis. The Arabic Language and Islamic Values Education, influenced by curriculum, evaluation, and educators, impacts the execution of the program and the obstacles faced by ALIVE. This implies that the implementation has notably impacted addressing the challenges identified within the educational framework. This suggests that the structured integration of Arabic language instruction and Islamic values education has successfully mitigated the identified challenges that demonstrate its efficacy in enhancing educational practice. Moreover, this implies that the structured curriculum, effective assessment methods, and quality of teaching

within the ALIVE program have collectively contributed to the improvement of the educational outcomes and addressed the challenges initially faced in the implementation. The significant effect further implies that these components are well-implemented and play a crucial role in the ALIVE program's success. As posited by Harad *et al.* (2022), the implementation challenges and the impact of adequate resources and qualified teaching staff on the implementation of the ALIVE program. Improvements in resource allocation and teacher training are critical for program success. Addressing challenges and fostering systematic evaluations can improve the ALIVE program for effective implementation. The curriculum as a variable scrutinizes the implementation of the ALIVE program to help determine if the curriculum effectively integrates content and competencies that are relevant and of interest to ALIVE learners, promoting their holistic development. This examines teachers' self-assessment of the overall ALIVE curriculum goal of harnessing values and citizenship to promote the national Filipino identity of ALIVE learners, which is anchored on the DepEd core values. The effort to integrate the ALIVE curriculum with the national

educational standards has led to several key challenges. Firstly, the lack of uniformity in the curriculum across different regions has resulted in inconsistent educational quality that complicates efforts to ensure a standardized level of education. This inconsistency is exacerbated by the difficulty in balancing religious teachings with secular subjects that require sensitivity to cultural and religious contexts while meeting national educational requirements. A recent study conducted by Chiong (2023) highlighted the significant effect of curriculum on the challenges encountered in the implementation of madrasas in the Philippines. Efforts to integrate the madrasa curriculum with the national education system have faced numerous hurdles. These include inconsistencies in curriculum standardization across various regions, which result in uneven educational quality. He also points out the difficulties in balancing secular subjects with religious teachings that require careful consideration of cultural and religious sensitivities.

Assessment is necessary in evaluating the implementation of the ALIVE program. This area delves into the ALIVE teacher's perception of the assessment practices that are pivotal factors in the program. The assessment of teachers and learners has a profound effect on the challenges faced in education that influence teaching quality and learners' outcomes. A well-designed assessment that promotes accountability and professional growth can improve educational outcomes. Effective assessment practices that balance comprehensive evaluation methods and support professional development are crucial in addressing these challenges to ensure teachers and students receive the necessary support to thrive in an equitable educational system. Assessments serve as critical tools for measuring students' academic progress, identifying learning gaps, and informing instructional strategies. By evaluating students' understanding of curriculum content and their mastery of skills, assessments provide educators with valuable insights into individual and collective learning needs.

Moreover, assessments influence teaching practices by guiding educators on how to tailor instruction to meet diverse learning styles and abilities. They help differentiate instruction to ensure all learners receive the support and enrichment they need to succeed. This approach enhances educational outcomes and a more inclusive learning environment where every learner can thrive. Assessments measure academic progress and shape instructional practices and student engagement (Lee, 2023). Lee emphasizes that well-designed assessments are crucial for identifying learning gaps and informing targeted interventions to support student learning. However, the study also underscores the challenges associated with high-stakes testing, such as increased stress and pressure on students, which can affect their overall well-being and motivation to learn.

Teachers, as a variable in assessing the implementation to examine carefully the necessary pedagogical skills and knowledge to effectively deliver the Arabic Language

and Islamic Values Education program, which is a crucial variable in the program. The role of teachers in the ALIVE program implementation is crucial. They are the primary agents of curriculum delivery in ensuring educational objectives are met through effective instruction and engagement with ALIVE learners. Teachers are instrumental in bridging the gap between Islamic teachings and national educational standards. They are responsible for integrating secular subjects and religious studies into the curriculum, ensuring that students receive a balanced education that meets Islamic educational requirements and national academic standards. This dual role requires teachers to have a deep understanding of Islamic teachings.

In contrast, inadequately trained teachers may struggle to deliver quality education, which leads to disparities in learning outcomes among ALIVE learners. According to the findings (Cruz, 2023), teacher qualifications and training are crucial factors influencing the quality of education in madrasahs. It emphasizes the need for teachers to possess expertise not only in Islamic teachings but also in secular subjects mandated by national educational standards. Inadequately trained teachers may struggle to effectively deliver a balanced curriculum, which includes both religious education and core academic subjects. Also, Malik's study (2022) examines the challenges related to teacher professional development and support within madrasahs. He suggests ongoing professional development programs are essential for enhancing teaching methodologies, improving instructional quality, and fostering a conducive learning environment. The study underscores the importance of investing in teachers' continuous learning and providing them with resources and support to meet the diverse educational needs of ALIVE learners.

On the other hand, the implementation of ALIVE based on Learning Resources showed a significant relationship between the challenges encountered based on Inadequate Resources as indicated by the T-value and probability value less than 0.05 alpha level, which led to the rejection of the null hypothesis. However, the overall total is not significant. This implies that the effective implementation of Arabic Language and Islamic Values Education based on learning resources affects the challenges of implementation based on inadequate resources. This implies that improving learning resources significantly alleviates the resource-related challenges encountered in the ALIVE program, emphasizing the importance of adequate materials and support for effective program implementation. The lack of sufficient books and learning materials was a major challenge in the implementation of ALIVE (Solaiman, 2022; Celeste & Osias, 2024)).

Therefore, recognizing and prioritizing significant objectives is essential for tackling the various challenges faced by madrasahs, ensuring that all efforts are aligned toward achieving meaningful and measurable goals. One key objective of Arabic language and Islamic values education is to equip students with the necessary

linguistic competence to engage with the primary sources of Islamic knowledge, the Quran and Hadith (Afif, 2018). Thus, the mastery of Arabic grammar and vocabulary, including the development of skills in reading, writing, and comprehension, is highly emphasized.

Moreover, Learning Resources have no significant relationship with the challenges in the implementation of ALIVE, which highlights several critical observations about these educational programs. This means that learning resources play a critical role in the success of any educational institution, particularly in the context of the ALIVE program. This implies that the ALIVE program faces unique challenges in providing effective learning resources to its students, which can impact the overall quality of education. These resources are designed to enrich students' understanding of cultural and religious principles; however, their impact may be overshadowed

by several practical and structural challenges faced by ALIVE teachers, and their impact may be minimal.

Swaffield *et al.* (2019) pointed out the implementation challenges and resource impact, highlighting that while learning resources are crucial, their impact can be limited by broader institutional challenges such as funding constraints, infrastructure deficiencies, and teacher preparedness. For instance, a lack of adequate training for teachers on effectively utilizing resources or integrating them into existing curricula can diminish their potential effectiveness. Addressing these challenges requires a comprehensive to ensure the holistic implementation of the ALIVE program.

Problem 5. Is There a Significant Relationship between Teachers' Implementation of the Arabic Language and Islamic Values Education (ALIVE) Program and Each of Their Characteristics?

Table 11: Result of the Test on Relationship between Teacher's Implementation of ALIVE Program and Each of their Characteristics

Respondents' Characteristics	Implementation of Arabic Language and Islamic Values Education (ALIVE) Indicators					
	Objectives	Curriculum	Assessment	Teacher	Learning Resources	Overall
	r-value	r-value	r-value	r-value	r-value	r-value
	p-value	p-value	p-value	p-value	p-value	p-value
Highest Educational Attainment in Secular	0.158	0.113	0.025	0.016	0.034	0.073
	(WPR)	(WPR)	(NLR)	(NLR)	(NLR)	(NLR)
	0.005*	0.047*	0.661	0.772	0.550	0.196
	S	S	NS	NS	NS	NS
Highest Educational Attainment Madrasah	0.249	0.254	0.209	0.234	0.217	0.259
	(WPR)	(WPR)	(WPR)	(WPR)	(WPR)	(WPR)
	0.001*	0.001*	0.001*	0.001*	0.001*	0.001*
	S	S	S	S	S	S
Eligibility	0.049	0.083	0.047	0.044	0.022	0.022
	(NLR)	(NLR)	(NLR)	(NLR)	(NLR)	(NLR)
	0.391	0.144	0.407	0.444	0.701	0.695
	NS	NS	NS	NS	NS	NS
Appointment Status	0.168	0.200	0.027	0.028	0.101	0.115
	(WPR)	(WPR)	(NLR)	(NLR)	(WPR)	(WPR)
	0.003*	0.001*	0.631	0.630	0.078	0.044*
	S	S	NS	NS	NS	S
Number of Years Teaching in the ALIVE Program	0.325	0.247	0.238	0.248	0.295	0.303
	(WPR)	(WPR)	(WPR)	(WPR)	(WPR)	(WPR)
	0.001*	0.001*	0.001*	0.001*	0.001*	0.001*
	S	S	S	S	S	S
Training/Seminars Attended on ALIVE	0.409	0.215	0.248	0.288	0.299	0.323
	(WPR)	(WPR)	(WPR)	(WPR)	(WPR)	(WPR)
	0.001*	0.001*	0.001*	0.001*	0.001*	0.001*
	S	S	S	S	S	S

Legend:

*significant at $p < 0.05$ alpha level

S- significant

NS-not significant

Table 11 shows the relationship between the teachers' implementation of the Arabic Language and Islamic Values Education (ALIVE) and each of their characteristics. The findings indicate a significant

relationship between respondents' highest educational attainment in madrasah, appointment status, years of teaching in the ALIVE program, and attendance at ALIVE training/seminars, as evidenced by a correlation r -value and a probability value below the 0.05 alpha level, resulting in the rejection of the null hypothesis. The respondents' greatest educational attainment in Madrasah, appointment position, years of teaching in the ALIVE program, and attendance at training/seminars on ALIVE were correlated with the execution of Arabic Language and Islamic Values Education. This implies that there is indeed a relationship between the teacher respondents' characteristics (educational attainment in madrasah, appointment status, teaching experience, and training/seminars attended on ALIVE and the teachers' implementation of ALIVE.

Further, teachers with higher educational attainment in Madrasah often play crucial roles in imparting knowledge and shaping the educational curriculum, mentoring other teachers, and contributing to the overall academic environment of the program. Teachers with advanced educational qualifications bring a deeper understanding of pedagogical theories, instructional strategies, and curriculum development practices. This expertise allows them to design and deliver educational programs in the program aligned with national educational standards and cater to the unique religious and cultural contexts of Islamic education. They can effectively integrate modern teaching methodologies with traditional Islamic teachings for a comprehensive educational experience for ALIVE learners.

In addition, teachers with advanced degrees are often better equipped to employ innovative teaching techniques, utilize educational technology, and differentiate instruction to meet the diverse needs of ALIVE learners. This capability enhances student engagement, facilitates deeper learning, and improves the effectiveness of the implementation of the program. Investing in the educational qualifications of ALIVE teachers is crucial for advancing the quality and effectiveness and providing positive educational outcomes for learners.

According to Khan (2023), educators with advanced educational qualifications play a critical role in shaping the effectiveness and success of educational initiatives within madrasahs. She emphasized that teachers with advanced degrees demonstrate stronger leadership skills and advocacy abilities. They are more adept at guiding educational reforms, fostering collaboration among stakeholders, and advocating for resources and support needed to enhance madrasah programs. Their leadership helps to establish a conducive learning environment and promotes continuous improvement.

Additionally, the appointment status of educators in madrasah education significantly impacts the implementation of madrasah programs, which affects various aspects of educational delivery, institutional stability, and overall program effectiveness. Appointment of status often influences teachers to be more likely to build strong relationships with the community and take

on leadership roles that influence policy decisions and advocate for educational improvements. This equips teachers with the security, resources, and support necessary to deliver high-quality education and positively impact the implementation of ALIVE. The appointment status of teachers—whether they are permanent, contractual, or job order—directly affects their commitment, availability, and continuity within the ALIVE program.

Moreover, permanent teachers typically have more dedicated time and resources to devote to curriculum planning and instructional delivery. This difference in appointment status can influence the consistency and quality of educational experiences provided to learners. Overcoming challenges associated with appointment status through strategic policies and investments can help strengthen the ALIVE program implementation's effectiveness. A study by Smith *et al.* (2023) investigated the impact of tenure policies on teacher retention rates in urban schools, suggesting that appointment can significantly affect job satisfaction and long-term commitment among educators.

The number of years a teacher has spent teaching in an ALIVE significantly impacts the implementation of the ALIVE program. Experienced teachers are likely to have a deeper understanding of the curriculum, classroom management skills, and the ability to adapt teaching methods to meet the needs of their learners. Their familiarity with the cultural and religious context of Madrasah education enables them to deliver the ALIVE program more effectively, fostering a better learning environment and improved student outcomes. Meanwhile, less experienced teachers bring fresh perspectives and contemporary educational practices, but their lack of experience might pose challenges. Their enthusiasm and energy can create a dynamic and stimulating learning environment, motivating students to participate actively in the ALIVE program. However, new teachers may struggle with classroom management, adapting the curriculum to the unique needs of their students, and understanding the cultural and religious nuances integral to Madrasah education. These challenges can affect their ability to implement the ALIVE program effectively, leading to less optimal learning outcomes. However, with proper support and professional development, new teachers can quickly develop the necessary skills to enhance the program's effectiveness.

Podolsky *et al.* (2019) assert that more experienced teachers enhance student learning for both their peers and the institution, in addition to their own students. They noted that while the passage of time does not guarantee improvement for all teachers or efficacy for ineffective teachers, it does suggest that, for the majority, effectiveness tends to increase with experience. The advantages of teaching experience are most effectively actualized when educators are meticulously chosen and thoroughly prepared upon entering the teaching profession, in addition to getting comprehensive mentorship and stringent evaluation prior to attaining tenure. These

initiatives will guarantee that individuals entering the professional teaching tier have achieved a competency benchmark from which they can further enhance their knowledge throughout their careers. Consequently, rules promote the fair allocation of seasoned educators and deter the clustering of inexperienced teachers in schools with significant needs.

Furthermore, complementing these training sessions with other support mechanisms, such as mentoring, peer collaboration, and access to teaching resources, might be beneficial in enhancing the practical application of the training received. As posited by Khan (2023), training and seminars contribute positively to program effectiveness and underscores the need for further enhancement of training content and methods. Continuous professional development tailored to the specific needs of Madrasah educators to optimize the integration of Arabic language and Islamic values education in their teaching practices. In contrast, educational attainment in secular subjects and eligibility demonstrated an insignificant relationship with the implementation of Arabic Language and Islamic Values Education, as evidenced by a correlation r-value and probability value exceeding the 0.05 alpha level, resulting in the acceptance of the null hypothesis. In the context of assessing the implementation of the ALIVE program, factors such as highest educational attainment in secular and eligibility criteria did not have a statistically significant impact. This suggests that although these factors were considered in the study but did not emerge as significant influencers of the program's outcomes or success. It is important to look at various variables to understand what aspects most strongly contributed to the effectiveness of the implementation of ALIVE and focus on other factors such as program design, participant engagement, or external contextual influences.

Teachers' educational attainment in secular is not significant in the implementation of the ALIVE program because the primary focus of the ALIVE program is on religious instruction, spiritual development, and the transmission of Islamic knowledge, which are distinct from the goals of secular education. The ALIVE program includes specialized expertise in Islamic education and the Arabic language. These skills and knowledge areas are usually not included in secular educational programs. Furthermore, ALIVE teacher's efficiency is frequently measured by their religious expertise and ability to connect with learners within the Madrasah's cultural and spiritual environment rather than their secular academic credentials. Furthermore, the effectiveness of the implementation of the ALIVE program depends on religious training and cultural competence rather than secular educational attainment.

Additionally, eligibility is not significant in the implementation of the ALIVE program because the core of the ALIVE program relies more on the teacher's religious knowledge, pedagogical skills specific to Islamic education, and their ability to foster a spiritual connection with learners. ALIVE program is focused on providing Islamic teachings and values that include a thorough understanding of religious content and culturally relevant teaching methods that are not usually reflected in formal eligibility standards. Thus, the implementation of the ALIVE program is dependent on the teacher's alignment with religious and cultural aims, rather than achieving general eligibility rules that may not address the specific demands of Islamic instruction.

Problem 6. Based on the Findings of the Study, What School Development Plan for the ALIVE Program Can be Formulated?

Table 12:

YEAR 1: 2024-2025						
Areas of Concern	Specific Objectives	Activities/ Strategies	Persons Involved	Budget	Time Frame	Expected Outputs
Learning Resources Development	To give teachers and learners in the ALIVE program enough resources, such as textbooks, teaching aids and technology.	Purchase and distribute textbooks and other teaching materials for the ALIVE program, including technology such as tablets or laptops for students and	SDS, ASDS, CID Chief, Supervisor, Human Resource Officer, School Heads, and other persons responsible for the ALIVE program	20, 000	Beginning of the school year	Improved student learning results based on assessments

Curriculum Integration on the ALIVE Program	To provide training and resources (curriculum guides) to ALIVE teachers on effective strategies for interdisciplinary teaching and curriculum integration	Provide teachers with curriculum guides and training	School heads Resource speakers ALIVE teachers	4,000	Beginning of the school year	Teachers' Daily Lesson Log/Daily Lesson Plan
	To conduct capacity building seminars on ALIVE pedagogies	Retooling of pedagogies in teaching ALIVE	School Head and other persons responsible for the ALIVE program	3,000	Beginning of the school year	Improved in ALIVE teaching pedagogy
Total 22 000.00						
YEAR 3: 2026-2027						
Learning Resources Development	To build connections to stakeholders for additional support (LGU, NGOs)	Invite/ Visit community stakeholders for a partnership agreement for the ALIVE Program	ALIVE teachers stakeholders	N/A	Throughout the school academic year	Built connections to different stakeholders
Curriculum Integration on the ALIVE Program	To increase the utilization of available resources	Provide trainings/ LAC for ALIVE teachers on best practices for incorporating available resources into lesson planning and classroom instruction	School head, ALIVE teachers, master teacher	N/A	Throughout the school academic year	Utilized available resources on lesson planning and classroom instruction
Curriculum Integration on the ALIVE Program	To improve the ALIVE program's instructional quality by giving teachers chances for professional growth through capacity building	Provide professional development opportunities for ALIVE teachers, such as workshops and training sessions focused on improving teaching methods and incorporating technology into instruction.	SDS, ASDS, CID Chief, Supervisor, Human Resource Officer, School Heads, and other persons responsible for the ALIVE program	5,000	Beginning of the school year	Improved quality of instruction
Total 5 000.00						
Over-all Total 102 000.00						

CONCLUSION

The study reveals that respondents' characteristics of ALIVE teachers significantly impact the implementation of Arabic Language and Islamic Values Education, with curriculum, assessment, and teachers influencing challenges due to inadequate resources, qualified teachers, limited curriculum, and time constraints. Moreover, the study found a significant correlation between teachers' implementing ALIVE and factors such as their madrasah education, appointment status, years of teaching, and ALIVE training. However, secular attainment and eligibility had no significant impact on ALIVE effectiveness.

RECOMMENDATIONS

Based on the given conclusions of the study, several recommendations are presented:

1. School heads should institutionalize Arabic Language and Islamic Values Education training, providing professional development workshops, effective teaching methodologies, and classroom management strategies for effective ALIVE program implementation.
2. Teachers should implement the ALIVE program, which requires access to online Arabic language learning resources, adequate facilities, and staffing, as well as organizing community events to engage parents and stakeholders.

3. School Heads should be tasked with a comprehensive review to ensure curriculum alignment with national education standards and to develop a clear plan to integrate ALIVE topics into core subjects.

4. Supervisors and school heads should conduct comprehensive training on instructional strategies, integrate ALIVE content, develop high-quality materials, and establish mentorship programs. Programs encourage collaboration, recruitment, retention, evaluation, and fostering a supportive school culture.

5. The Division Office should plan on enhancing teacher evaluation systems, regular feedback, and professional development through clear qualifications, competitive compensation, and growth opportunities to improve student learning outcomes and ALIVE program effectiveness.

6. Future research should explore the implementation and challenges of the ALIVE program, considering various variables in program management and school leadership.

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