

# Arabic Language and Islamic Values Education (ALIVE) Implementation, Pedagogical Practices of Alive Teachers and Learners' Performance

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## ABSTRACT

The integration of the Arabic Language and Islamic Values Education (ALIVE) program in the basic education curriculum provides learning opportunities that respect Muslim culture, traditions, and beliefs. This study aimed to assess the implementation of the ALIVE program, the pedagogical practices of ALIVE teachers, and the academic performance of learners. A descriptive-correlational research design was employed, with data collected from ALIVE teachers and learners through survey questionnaires. The study utilized statistical tools such as frequency, percentage, mean, standard deviation, chi-square, and Pearson's correlation for data analysis. Findings revealed that the ALIVE program is implemented at a high level, with teacher-related factors being the strongest contributor. ALIVE teachers demonstrated effective pedagogical practices, particularly in reflective teaching and classroom management. Most learners performed satisfactorily, achieving grades within the proficient range. However, a weak correlation was found between ALIVE implementation and student performance, and no significant relationship was observed between pedagogical practices and academic outcomes. Notably, teachers' educational background and length of service significantly influenced student performance. The study recommends strengthening teacher qualifications, stakeholder support, classroom management, and technological integration. Additionally, the Department of Education should create permanent teaching positions and enhance professional development programs to ensure sustainable and effective ALIVE implementation.

**Keywords:** Arabic Language, Islamic Values Education (ALIVE), pedagogical practices, learner performance

## INTRODUCTION

The initiative of the Department of Education (DepEd) through the implementation of the Arabic Language and Islamic Values Education (ALIVE) program is a testament to dedication and commitment in bringing the Muslim learners on the track of Islamic values and relevant and culture-sensitive for Muslim societies. The ALIVE program's emphasis in school delivered effective goals through institutional support, pedagogical and instructional development, and the enrichment of cultural diversity in the school community.

The knowledge and abilities that students have learned in a subject or course are known as academic performance. It measures how well students perform on various assessment tasks assigned according to educational standards set by qualified educators (Bolanle, 2021). Muslim students fare well academically in science and mathematics, respectively. The lowland Muslim students are proficient in English. Muslim students score better in science and mathematics but less well overall (Silad, 2019).

Through the integration of the Arabic Language and Islamic Values Education (ALIVE) in the basic education curriculum, public and private educational opportunities that are acceptable and pertinent within the framework of Muslim culture, customs, traditions, and interests are provided through schools (Llego, 2021). It aims to help Filipinos who possess the values and skills necessary to achieve their full potential and make a significant contribution to the country (DepEd, 2017).

In Basilan, teacher finds it challenging to interact and relate to the learners in the classroom, the madrasah setting, the other teachers in the madaris where they are teaching, and the members of the community (Ayangco-Derramas, 2022). The teachers have issues with madrasah facilities and equipment, including restrooms, latrines, safe drinking water, computers, textbooks, reading materials and kits, and other related learning materials (Lamla, 2018).

Likewise, financial status was the biggest barrier to the implementation of the ALIVE program. The absence of resources for teaching and learning, the underdevelopment of faculty, the non-standardization of the curriculum, the lack of a unified admissions policy, and other challenges stem from this issue (Harad & Arriola, 2022).

The establishment of the ALIVE program also encountered challenges, such as Asatidz's lack of knowledge in lesson planning and the development of teaching aids. The educational materials have linguistic limitations (IMs). Similar to this, a lack of competency necessitates training in the creation of tests for formative and summative evaluation. Asatidz's insecurities prevent them from enrolling in seminars or training sessions with conventional teachers. Lack of Asatidz teaching pedagogy, tools, textbooks, and other educational materials for ALIVE learners was another issue. Lack of professional development programs available to Asatidz and poor parent-child communication (Hamsira et al., 2022).

In South President Quirino, some ALIVE learners under the madrasah education are not behaving in class. They perform poorly in the academic classroom. Moreover, there are not enough facilities that are conducive to the learning of Muslim learners. For enhanced learning development, learners with their respective madrasah teachers have a better place to conduct their lessons; however, some learners are not comfortable. Some learning centers are dilapidated and must be renovated immediately.

The above situations were empirical evidence to conduct such a study because of limited literature. The researcher was motivated to conduct this study to determine the implementation of the Arabic Language and Islamic Values Education (ALIVE) program and pedagogical practices on the academic performance of learners. The capacity of the researcher to conduct the study answered the research gaps and contributed as additional literature studies.

## **Theoretical and Conceptual Framework**

Interestingly, the Arabic Language and Islamic Values Education (ALIVE) and how well students perform, along with teaching methods, are shaped by the ideas of realism (essentialism), progressivism (pragmatism), and social reconstructionism (Sali & Marasigan, 2020).

According to Ornstein and Hunkins (2009), the philosophy of Islamic Studies Education (ISE) sought to create a Muslim who was well-informed, a devout follower, skilled, morally superior, and virtuous based on the Holy Qur'an and the Prophet Muhammad's tradition. Ayangco-Derramas (2022) attached the current study on the implementation of Arabic Language and Islamic Values Education (ALIVE) in order to develop into a God-conscious servant of Allah who would enhance the Islamic civilization and the country.

This attitude is being applied in the current study, which is focused on helping Muslim learners acquire literacy, specifically on their capacity to explain Islamic beliefs, inspire a desire to read them, and cultivate a habit of studying the Qur'an. Additionally, it supports the teaching-learning process that was founded on constructivism, inquiry-based, thematic, integrative, collaborative, and reflective teaching methods in play-based learning. This highlights the pedagogical strategies used by educators to instruct the ALIVE program.

The Madrasah curriculum, Arabic Language and Islamic Values Education (ALIVE), and student performance serve as the study's main pillars. A policy on the Madrasah Education Program (MEP) in the K–12 Basic Education Program was released by the Department of Education in accordance with DO 41, s. 2017. Its goal is to give Muslim students appropriate and pertinent educational opportunities while acknowledging their cultural background and special motivations for taking part in the program offerings. It also integrates content and competencies that are pertinent and appealing to Muslim students (DepEd, 2017). By incorporating Arabic Language and Islamic Values Education (ALIVE) into the standard basic education curriculum, the MEP was

able to do that (Abdurahim-Salain, 2023).

The goal of the Arabic Language and Islamic Values Education (ALIVE) program is to help students become functionally literate in Arabic so they may read and comprehend the Holy Qur'an. The other element, Islamic values, seeks to assist students in gaining the ideal Islamic values that will direct them toward the department's core values (DepEd, 2017). This supports the idea that the country's Muslims, particularly those in Mindanao, have a legitimate desire to receive an Islamic education suitable for the Bangsa Moro people. It is acknowledged that the madaris provide access to the Islamic education that they have desired since they were young, with the goal of producing generations of learned and intelligent Muslims infused with Islamic ideals (Jamaluddin & Cadir, 2017).

In compliance with the 1987 Philippine Constitution and Republic Act No. 10533, also known as the 2013 Improved Basic Education Act, the Department of Education (DepEd) offers the attached Policy Guidelines on Madrasah Education in the K–12 Basic Education Program. The program seeks to provide Muslim learners with relevant and appropriate educational opportunities while taking into account their cultural background and unique reasons for engaging with its offers. Additionally, it includes competencies and subject matter that are relevant and engaging to Muslim students (Llego, 2020).

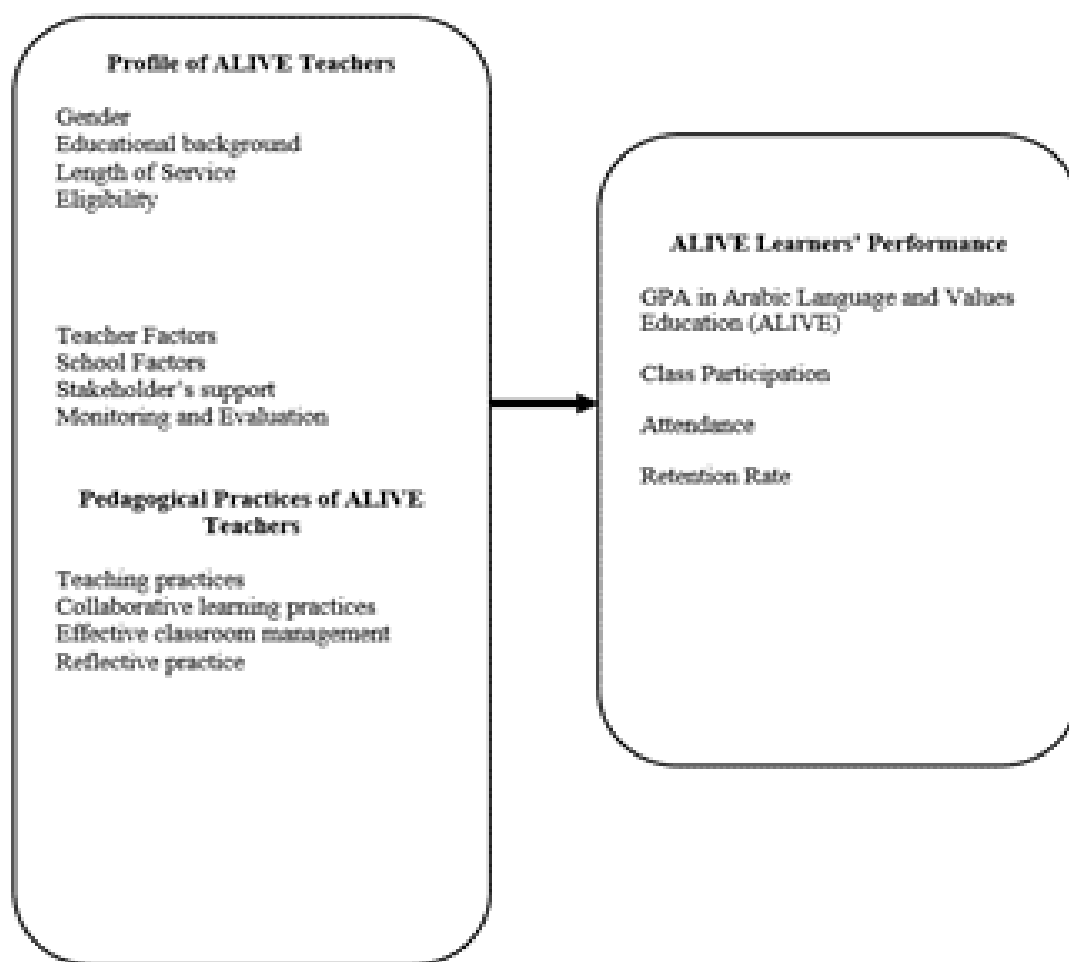


Figure 1. Conceptual Framework of the Study

## Statement of the Problem

This study aimed to determine the Arabic Language and Islamic Values Education (ALIVE) implementation, pedagogical practices of ALIVE teachers and learners' performance.

1. What is the profile of ALIVE teachers relative to their:

1.1 gender;

- 1.2 educational background;
- 1.3 length of service and
- 1.4 eligibility?
2. What is the extent of Arabic Language and Islamic Values Education (ALIVE) implementation in terms of:
  - 2.1 teacher factors;
  - 2.2 school factors;
  - 2.3 stakeholder's support; and
  - 2.4 monitoring and evaluation?
3. What is the extent of pedagogical practices of Arabic Language and Islamic Values Education (ALIVE) teachers relative to:
  - 3.1 teaching practices;
  - 3.2 collaborative learning practices;
  - 3.3 effective classroom management; and
  - 3.4 reflective practice?
4. What is the level of academic performance of learners based on their:
  - 4.1 GPA in Arabic Language and Values Education (ALIVE);
  - 4.2 class participation;
  - 4.3 class attendance; and
  - 4.4 retention rate?
5. Is there a significant relationship between the Arabic Language and Islamic Values Education (ALIVE) implementation and learners' performance?
6. Is there a significant relationship between the pedagogical practices of ALIVE teachers and learners' performance?
7. Is there a significant relationship between the profile of ALIVE teachers and learners' performance?

### **Scope and Limitation**

The focused of this study was profiles of ALIVE teachers, the implementation of the Arabic Language and Islamic Values Education (ALIVE) program, the teaching practices of ALIVE instructors, and the academic performance of learners.

To begin with, the research looked into the demographic and professional backgrounds of ALIVE teachers, focusing on gender, educational attainment, years of teaching experience, and eligibility credentials. The scope of the ALIVE program implementation was limited to key areas such as teacher-related factors, school-based factors, support from stakeholders, and monitoring and evaluation mechanisms.

Additionally, the investigation into pedagogical practices of ALIVE teachers was confined to aspects like

instructional methods, cooperative learning strategies, classroom management efficiency, and reflective teaching practices. Lastly, the academic performance of learners was assessed based on their general average in Arabic Language and Islamic Values Education, class participation, attendance, and retention rates. The study involved ALIVE teachers and learners from six elementary schools in the South President Quirino District, all of which were implementing the ALIVE program during School Year 2024–2025.

## Research Design

This study employed descriptive and correlational research methods to examine the implementation of the Arabic Language and Islamic Values Education (ALIVE) program, the teaching practices of ALIVE instructors, and the academic performance of learners. Furthermore, the correlational method was used to analyze the relationship between ALIVE program implementation and learners' performance, as well as the association between pedagogical practices and learners' academic outcomes.

## Locale of the Study

This study was carried out in the South President Quirino District, located in Barangay Poblacion, the capital of the municipality. The district includes six (6) elementary schools, all equipped with concrete classroom structures and multi-purpose halls, and are easily accessible by various means of transportation. The area is predominantly agricultural, with most residents engaged in farming. Although the schools fall under the jurisdiction of Maguindanao Province, some are situated near the provincial boundary. The schools selected for this study are those that are currently implementing the ALIVE program and have designated ALIVE teachers. In accordance with DepEd Order No. 41, s. 2017, schools with more than thirty (30) Muslim learners are eligible to implement the ALIVE program.

## Respondents of the Study

The researcher utilized the three groups of respondents: teachers, school heads, and ALIVE learners. The teacher-respondents were either regular permanent staff or those assigned specifically to ALIVE classes on an honorarium basis. All teachers handling ALIVE classes, regardless of employment status whether permanently appointed or honoraria-based were included in the study. In total, the researcher interviewed 13 ALIVE teachers and school heads. The researcher seemingly included 300 ALIVE learners. However, when selecting the respondents, the researcher only listed those who regularly attend ALIVE classes.

## Sampling Technique

This study utilized complete enumeration sampling to determine the number of teacher-respondents. All teachers who met the established criteria were included as participants in the study. The use of total enumeration provided several advantages, such as the ability to draw valid generalizations from the collected data, streamline the data collection process, and optimize time, resources, and effort. It also allowed the researcher to target specific demographics, capture a wide range of variations within the sample, analyze data using weighted mean averages, and focus on niche populations relevant to the research objectives. Using Cochran's formula, this study revealed that three hundred (300) ALIVE learners served as respondents out of 1,359 populations.

## Data Gathering Instrument

The researcher utilized three types of survey questionnaires to gather data. Part 1 focused on the profiles of ALIVE teachers, Part 2 on the implementation of the ALIVE program, and Part 3 on the pedagogical practices of ALIVE teachers. Additionally, a Part 4 was included to assess the academic performance of ALIVE learners.

Part 1 consisted of a researcher-made checklist designed to capture the demographic and professional profile of ALIVE teachers, including their educational background, length of service, and eligibility. Part 2 described the implementation of the ALIVE program. The instrument for this section was adapted and modified from Tadeo's (2021) study. It was divided into six sub-sections: teachers' knowledge, attitudes, skills, school facilities, instructional materials, and stakeholder support. Each sub-section contained five to six statements for evaluation. Part 3 described the pedagogical practices of ALIVE teachers.



The checklist form provided solid information about the academic performance of ALIVE learners measured using their grades in the first quarter of the School Year 2024-2025. The teachers indicated the rating per liner in every class. The academic performance in ALIVE was analyzed and interpreted using the scale stipulated in DepEd Order No 8, s. 2015.

Moreover, the class attendance, participation, and retention rates of the ALIVE learners were taken from secondary data provided by the ALIVE teachers. The researcher prepared a checklist form containing the learners' names, attendance numbers, grades, and class participation numbers. Likewise, the retention rate was presented per grade level and school.

### Statistical Treatment

The data collected were promptly encoded, processed, and analyzed using appropriate statistical tools. Frequency and percentage were utilized to interpret the data related to the profiles of ALIVE teachers, as well as learners' academic performance, class attendance, classroom participation, and retention rates. To assess the implementation of the ALIVE program and the pedagogical practices of ALIVE teachers, the study employed mean and standard deviation as measures of central tendency and variability.

To determine the relationship between the implementation of the ALIVE program and learners' academic performance, as well as between pedagogical practices and learners' performance, the study employed the Pearson r correlation coefficient. Meanwhile, the Chi-square test was used to examine the association between the profile of ALIVE teachers and the academic performance of learners.

## RESULTS AND DISCUSSION

**Profile of ALIVE Teachers.** Understanding the demographic and professional characteristics of ALIVE teachers provides valuable insights into the human resources supporting the program. The data show that seven (7 or 46.16%) of the ALIVE teachers were female, and six (6 or 53.84%) were male. Thus, there was an even distribution of ALIVE teachers in the District of South President Quirino.

Moreover, the data reveals that eight (8 or 61.54%) of the ALIVE teachers' population are BS Degree graduates. Moreover, three (3 or 23.08%) had MA units, and one (1) was a master's degree holder with doctoral units, respectively. The result means that most ALIVE teachers are BS degree holders or have just finished their 4-year course from college.

As indicated, there were six (6 or 46.15%) lengths of service of 1-5 years, while 6-10 years had four (4 or 30.78%). Moreover, three (3 or 23.07%) ALIVE teachers have more than 11 years in the service. The result indicates that most are still neophytes when teaching the ALIVE program. The result means that ALIVE teachers are considered proficient regarding their experience.

Based on the table, seven (7 or 53.84%) ALIVE teachers have a special permit to teach on the Qualifying Examination (QE) in Arabic Language and Islamic Studies. Moreover, six (6 or 46.16%) are eligible for the Teacher I position, and they have the LET as eligibility. The result means that most ALIVE teachers are not permanent regulars in the public schools handling the ALIVE classes.

This implies that male and female teachers are equally involved in executing the ALIVE Program, reflecting gender inclusivity and diversity within the teaching staff. This equilibrium could enhance a more comprehensive educational setting that embraces diverse viewpoints and instructional methods. Although most ALIVE teachers have basic qualifications, there is a scarcity of advanced degrees among the teaching staff. The reality that a majority of teachers possess merely a bachelor's degree or a few graduate-level credits suggests a demand for additional professional development options, including graduate education or specialized training courses.

Seemingly, most ALIVE teachers in the South President Quirino District are relatively new in the teaching profession, with fewer than half having more than five years of experience. This suggests that the ALIVE teaching workforce is composed largely of early- to mid-career educators, which may have implications for their

classroom experience, professional development needs, and long-term retention in the program.

These improvements could boost teaching efficacy, particularly in a program like ALIVE, where awareness of cultural nuances and comprehensive understanding of Islamic principles and the Arabic language are vital for promoting student involvement and achievement. Moreover, many ALIVE teachers in the South President Quirino District do not have permanent appointments, as over half have only a special permit via the Qualifying Examination (QE) in Arabic Language and Islamic Studies, while the remainder are eligible for the Teacher I position through LET. This emphasizes the restricted regularization and formal incorporation of ALIVE educators into the public school system, even though they play a crucial role in providing Arabic Language and Islamic Values Education.

Table 1 Profile of Alive Teachers

Gender	Frequency	Percentage
Male	6	46.16%
Female	7	53.84%
Total	13	100%
Educational Background		
Bs Degree Graduate	8	61.54%
Bs Degree with MA Units	3	23.08%
Master's Degree	1	7.69%
Doctoral Units	1	7.69%
Doctorate	0	0
<b>Total</b>	<b>13</b>	<b>100%</b>
Length of service		
1-5 years	6	46.15%
6-10 years	4	30.78%
11 and above	3	23.07%
<b>Total</b>	<b>13</b>	<b>100%</b>
Eligibility		
LET	6	46.16%
Qualifying Examination (QE) in Arabic Language and Islamic Studies	7	53.84%
<b>Total</b>	<b>13</b>	<b>100%</b>

**ALIVE Implementation.** It can be noted that the level of implementation of the ALIVE is high (3.49, SD=0.70). This result signifies that the ALIVE program is generally implemented in all schools despite limitations and scarcity of other factors like physical facilities and technology-based instructions. In particular, when taken singly, teacher factors (M=4.14, SD=0.80) and monitoring and evaluation (M=3.81, SD=0.90) are high. Meanwhile, school factors (M=3.32, SD=0.69) and stakeholder support (M=2.69, SD=0.41) are moderately high. The result indicates that teacher factors are important in implementing the ALIVE program.

The findings revealed that implementing the ALIVE program is effective and frequently influences Muslim learners' moral and spiritual well-being. The program is highly implemented in public schools, specifically in

South President Quirino District, which teaches two subjects: ALIVE. Despite the existing limitations—such as inadequate physical facilities and limited access to technology-based instruction—the program is generally well-executed across schools. The sustained implementation reflects the commitment of schools to promote inclusive education for Muslim learners in line with DepEd’s mandates on cultural sensitivity and responsiveness.

Table 2 Level of Alive Implementation

Statements	Mean	SD	Description
Teacher Factors	4.14	.80	High
Monitoring and Evaluation	3.81	.90	High
School Factors	3.32	.69	Moderately High
Stakeholder’s Support	2.69	.41	Moderately High
Section Mean	3.49	.70	High

**Pedagogical Practices of ALIVE Teachers.** The pedagogical practices of ALIVE teachers are very satisfactory ( $M=4.07$ ,  $SD=0.75$ ). However, they are rated very acceptable in the following domains: reflective practices ( $M=4.18$ ,  $SD=0.85$ ), collaborative learning practices ( $M=4.10$ ,  $SD=0.81$ ), teaching practices ( $M=4.03$ ,  $SD=0.65$ ), and effective classroom management ( $M=3.95$ ,  $SD=.70$ ). The result indicates that ALIVE teachers' pedagogical practice is very satisfactory. They manifest an in-depth and sophisticated understanding of teaching and learning.

The general findings imply that ALIVE teachers have essential and effective teaching practices for ALIVE classes, that their instructional practices are employed in a traditionalist setting, and that the current teaching strategies are aligned with the contemporary classroom. The very satisfactory ratings of pedagogical practices among ALIVE teachers suggest that they are proficient in utilizing a diverse range of strategies that resonate with their students’ cultural and academic needs. The focus on reflective practices implies that these teachers are consistently evaluating and improving their own teaching approaches, which is essential for continuous professional growth. Furthermore, the emphasis on collaborative learning practices points to a commitment to fostering a community-oriented classroom environment, where students can engage with one another, share ideas, and enhance their learning through peer interactions. This approach not only supports academic achievement but also contributes to the development of social and emotional competencies among students.

While ALIVE teachers are generally performing well in terms of their pedagogical practices, there is still room for further enhancement. Professional development programs should continue to emphasize collaborative and reflective teaching practices, as these are integral to maintaining a dynamic and responsive learning environment. Additionally, more focused training in classroom management could support teachers in handling more diverse or challenging classroom dynamics. Finally, integrating technology tools and student-centered learning approaches could help ALIVE teachers further align their methods with contemporary educational practices, ensuring the sustainability and relevance of the program for future learners.

Table 3 Level of Pedagogical Practices of Alive Teachers

Statements	Mean	SD	Description
Reflective Practices	4.18	.85	Very Satisfactory
Collaborative Learning Practice	4.10	.81	Very Satisfactory
Teaching Practices	4.03	.65	Very Satisfactory
Effective Classroom Management	3.95	.70	Very Satisfactory
Section Mean	4.07	.75	Very Satisfactory



**Level of Academic Performance of Learners.** The Academic Performance of Learners based on their GPA in ALIVE illustrate that 187 (62.33%) ALIVE learners have grades of 81-85. 89 (29.67%) have grades of 85 and above. 22 (7.33%) of the ALIVE learners have grades of 75 to 80, and two (2) have grades below 74.

The result indicates that most ALIVE learners possess satisfactory grades ranging from 81 to 85 and 85 and above. Most learners participated in these activities and lessons during class instruction. The result implies that ALIVE learners could perform well regarding quality outputs and written works. Most ALIVE learners are performing well, with a significant proportion achieving grades that reflect satisfactory to excellent academic performance. This indicates that the majority of the learners are engaged in the activities and lessons provided during class instruction. The result suggests that ALIVE learners are capable of producing quality outputs and written works, highlighting the effectiveness of the educational approach or curriculum in fostering academic success among these students.

Most learners fall within the range of 81-85 (62.33%), indicating that a significant portion of the student body is performing well. This suggests that the majority of learners have mastered key concepts and can apply them effectively in their academic work. The consistency in this grade range could imply that ALIVE's instructional strategies are well-suited to the needs of most learners, fostering a stable academic environment where students can thrive.

29.67% of learners scored 85 and above, which reflects a group of high achievers who not only meet but exceed the expectations of the program. These learners may be highly motivated, possess strong academic skills, or benefit from additional support mechanisms such as individualized instruction, learning resources, or enrichment activities. This group's performance also suggests that the curriculum or teaching methods in ALIVE are capable of challenging students and promoting excellence.

Only 7.33% of learners have grades between 75-80, which represents a small proportion of students who might be struggling to fully grasp some concepts. This could be a sign that while most students perform well, there is a need for more focused support or intervention for these learners to help them elevate their grades and confidence.

The minimal number of learners with grades below 74 (0.67%) indicates that very few students are underperforming. This low percentage suggests that the majority of students are meeting at least the basic academic standards, with very few falling below the required level. However, this group of learners should still be monitored closely to ensure they receive the necessary resources to improve their academic standing.

**Table 4 Level of Academic Performance of Learners Based on Their Gpa in Alive**

Academic Grade	Frequency	Percentage
74 below	2	0.67%
75-80	22	7.33%
81-85	187	62.33%
85 above	89	29.67%
Total	300	100%

Moreover, on the learners' attendance, 164, or 54.67%, of the learners accumulated 71-75 days of total attendance. Additionally, 115 (38.33%) of the learners completed the 76 and above attendance based on the number of days they attended the class for the first semester of the year. On the other hand, 21 or 7% of the learners failed to have more than 50% attendance in ALIVE classes.

The result implies that most learners have attended the ALIVE classes at more than half the required attendance rate every quarter. The result also implies that ALIVE learners prioritize their attendance in school, with only a few already in the stage of dropping the class. The majority of students show consistent attendance in ALIVE classes, reflecting their dedication to the program. Nevertheless, a small number of students exhibit low

attendance, which could impede their educational experience and general academic success. This indicates that extra assistance or tactics might be required to tackle attendance issues and guarantee that every student can completely participate in the program.

Table 5 Level of Academic Performance of Learners Based On Their Attendance

Attendance	Frequency	Percentage
65-70	21	7%
71-75	164	54.67%
76 above	115	38.33%
Total	300	100%

In terms of participation rate, 250, or 83.33%, of the learners participated in class work tasks of 81 and above. Likewise, 27, or 9%, had a participation rate of 76-80 %, and 23, or 7.67%, were in the 70-75% participation rate range. The result indicates that most learners are engaged in class activities and tasks that enable them to participate effectively. The 3.33% of learners participated in class work tasks at a rate of 81% and above, which suggests a high level of engagement and active involvement in classroom activities. This participation rate indicates that the majority of students are motivated and actively contributing to their learning, which is consistent with their high academic performance. High participation rates often correlate with better learning outcomes, as students who engage actively are more likely to understand and retain the material.

Additionally, 9% of learners participated at a rate of 76-80%, which still reflects a relatively high level of involvement in class tasks. These learners may participate inconsistently or require more encouragement or support to fully engage with class activities. While their participation rate is slightly lower than the majority, it still suggests a general willingness to engage with the lessons.

Also, 7.67% of learners had a participation rate of 70-75%, indicating a smaller group of learners who might be less engaged in class tasks. These learners could benefit from additional strategies to enhance their participation, such as more interactive lessons, motivation-focused activities, or opportunities for personalized support. The fact that this group is relatively small suggests that overall engagement is high, but these students might still need targeted interventions to boost their involvement.

The data shows that the vast majority of ALIVE learners are actively engaged in class tasks, which correlates with their strong academic performance. However, attention should be given to the small group of learners with lower participation rates to ensure they receive the support needed to fully engage and succeed in their studies.

Table 6 Level of Academic Performance of Learners Based on Their Participation Rate

Participation Grade	Frequency	Percentage
70-75	23	7.67%
76-80	27	9%
81 above	250	83.33%
Total	300	100%

In the retention rate, out of the 1432 total ALIVE learners, 1,359 (94.90%) are still officially enrolled in different schools of South President Quirino. Meanwhile, 73, or 5.10%, are no longer in school during the current school year. The result means that most ALIVE learners are still attending the ALIVE classes.

This implies that most ALIVE learners remain actively registered in schools, reflecting a strong degree of participation and consistency in the program. Nonetheless, the 5.10% of students who are not attending school any longer implies a degree of dropout, which might point to possible issues that may need to be tackled,

including personal, academic, or logistical aspects. In general, the elevated enrolment rate indicates the program's effectiveness in keeping the majority of its learners.

Table 7 Level of Academic Performance of Learners Based on Their Retention Rate

Retention Rate	Frequency	Percentage
Number of Alive Learners in School	1,359	94.90%
Number of Alive Learners No Longer in School	73	5.10%
Total	1432	100%

**Relationship between the ALIVE Implementation and Learners' Performance.** The statistical analysis revealed a low positive correlation between the implementation of the ALIVE program and learners' academic performance, with an  $r$ -value of 0.395, which indicates a weak relationship. However, since the  $p$ -value is greater than the significance level of 0.05, the relationship is not statistically significant. This means there is insufficient evidence to conclude that the implementation of the ALIVE program has a meaningful impact on academic performance. Although the  $r$ -value suggests a potential trend, the lack of statistical significance raises the possibility that the observed relationship could be due to random chance rather than a genuine effect.

In statistical testing, a  $p$ -value less than or equal to 0.05 typically indicates that the null hypothesis should be rejected, suggesting a significant effect or relationship. In this case, because the  $p$ -value exceeds 0.05, the result suggests that the null hypothesis—that there is no relationship between ALIVE implementation and academic performance—cannot be rejected. Therefore, the data does not provide strong support for the claim that ALIVE has a significant influence on learners' academic achievement.

The result implies that implementing the ALIVE program, especially teacher and school factors, could affect its achievement and learners' academic performance. The marginal significance of the relationship between the implementation of the ALIVE program and learners' academic performance suggests that while the program may have an impact, other factors may also be influencing student outcomes. It is important for stakeholders to consider additional interventions and improvements in the teaching and learning environment to strengthen the program's effectiveness.

Table 8 Relationship Between Alive Implementation and Learners' Academic Performance

Indicators	Mean	SD	$r$ -value	$p$ -value	Interpretation
Arabic Language and Islamic Values Education (ALIVE)	3.49	4.61			Low Significant Correlation
vs			.395	.050	
Academic Performance	84.44	.059			

**Relationship between the Pedagogical Practices of ALIVE Teachers and Learners' Academic Performance.** The relationship between the pedagogical practices of ALIVE teachers and learners' academic performance shows no significant relationship ( $r$ -value = .140,  $p$ -value = .086). Thus, the null hypothesis is accepted. Therefore, the increase or decrease in the academic performance of ALIVE learners has no corresponding influence on teachers' pedagogical practice. It can be noted that teachers' pedagogical practice is high and could help the learners learn and understand the lessons. Learners' academic performance is influenced by other factors, such as school factors, parents, and the learning environment.

The result implies that although the pedagogical practices of ALIVE teachers receive high ratings, they do not have a direct, statistically significant effect on students' academic performance. The absence of a meaningful connection indicates that additional elements, like school resources, parental participation, and the general educational atmosphere, could have a greater impact on students' academic results. Consequently, enhancing

academic performance might necessitate a more comprehensive strategy that considers elements beyond just instructional methods.

Table 9 Relationship Between the Pedagogical Practices of Alive Teachers and Learners' Academic Performance

Indicators	Mean	SD	r-value	p-value	Interpretation
Pedagogical Practices of ALIVE Teachers vs Academic Performance	4.06	4.61			Not Significant
			.140	.086	
	84.44	.059			

**Relationship between the Profile of ALIVE Teachers and Learners' Performance.** The chi-square goodness of fit results indicate a significant relationship between the learner's performance and demographic profile regarding educational background ( $\chi^2=8.28$ ,  $p=0.04$ ) and length of service ( $\chi^2=8.28$ ,  $p=0.006$ ). This means that teachers' educational background and length of service significantly influence the improvement of the ALIVE program's academic performance. The hypothesis is rejected since there is strong evidence on the significance of the educational background and length of service.

However, the gender ( $\chi^2=.28$ ,  $p=0.593$ ) and eligibility ( $\chi^2=.28$ ,  $p=0.593$ ) indicates no significant relationship. However, the gender ( $\chi^2=.28$ ,  $p=0.593$ ) and eligibility ( $\chi^2=.28$ ,  $p=0.593$ ) indicate no significant relationship, thus null hypothesis is accepted. This means that teachers' gender and eligibility have no evidence of a relationship to learners' academic performance. The improvement in the learners' academic performance does not rely on the gender and eligibility of the ALIVE teachers.

This implies that while gender and eligibility do not appear to significantly affect learners' academic performance, other factors such as the teacher's educational background and length of service play a crucial role in influencing student outcomes. The significant relationship between educational background and length of service suggests that teachers with higher qualifications and more experience may be better equipped to enhance learners' academic performance.

Table 10 Relationship Between the Profile of Alive Teachers and Learners' Performance

	Mean	SD	Chi-square	P-value	Interpretation
Gender vs Learner's performance	1.57	.154	.28	.593	Not Significant
educational background vs Learner's performance	1.71	.994	8.28	.040	Significant
length of service vs Learner's performance	6.64	3.153	2.00	.006	Significant
Eligibility vs Learner's performance	1.57	.514	.28	.593	No significant

## CONCLUSIONS

There is an even distribution of ALIVE teachers based on gender. Most ALIVE teachers are BS degree holders or have just finished their 4-year college course and are mostly not permanent regulars in the public schools handling the ALIVE classes.

The ALIVE program works, and it often positively affects the moral and mental health of Muslim students who are taking it. The program is used a lot in public schools, especially in the South President Quirino District, where it is taught as two subjects: Arabic language and Islamic values.

The ALIVE teachers possess outstanding teaching practices in teaching ALIVE classes. Their instructional

practices in traditionalist and current teaching strategies align with contemporary classroom situations.

The majority of the ALIVE learners possess satisfactory grades ranging from 81-85 and 85 and above, attend ALIVE classes at more than half of the required attendance rate every quarter, engage in class activities and tasks, and are still attending ALIVE classes.

The relationship between the ALIVE program and students' grades is either important or not. The ALIVE program could affect how well students do in school, especially if it involves the teacher or the school.

Teachers' high-quality pedagogical practice help students learn and understand the lessons. Other factors, like the school, parents, and the learning setting, impact students' academic success.

The teachers' educational background and length of service significantly contribute to improving learners' academic performance in the ALIVE program, highlighting the importance of experience and qualifications in effective teaching. However, gender and eligibility do not show a significant impact, indicating that other factors may play a more crucial role in student success.

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