

From Policy to Practice: Assessing the Extent of Implementation of the Madrasah Education Program in Public Schools as a Basis for a Proposed Intervention Program

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ABSTRACT

This study assessed the implementation of the Madrasah Education Program (MEP) in public schools in Region IV-A, focusing on policy compliance, institutional support, teacher development, and implementation challenges. A descriptive-correlational design was utilized to determine the extent of implementation, the degree of challenges encountered, and their relationship, as well as to identify best practices and propose an intervention program. Findings revealed a very high level of compliance with DepEd policies and strong institutional support for ALIVE teachers. However, teacher development remained foundational, with gaps in ICT integration, research engagement, and instructional innovation. Operationally, facilities, attendance, and finances were generally adequate, while instructional materials remained a key challenge. The results further showed a significant relationship between the extent of implementation and the challenges encountered. The study concludes that strengthening teacher competencies and instructional resources is essential for improved program effectiveness and sustainability. A validated intervention program is recommended to address gaps and enhance MEP implementation.

Keywords: Madrasah Education Program, ALIVE teachers, policy compliance, instructional materials, teacher development

INTRODUCTION

Madrasah education is important for the cultural, moral, and academic development of Muslim students, not only in the Philippines but also worldwide. Globally, Madrasah have progressed from being informal institutions where religion was taught to becoming formal educational institutions where religious learning is combined with academic skills. Such progress has brought about literacy, science, and social harmony in Muslim societies around the world. As noted by Aranaz (2025), the role of madrasah education is to develop inclusive, culturally relevant education systems by integrating Islamic teachings with contemporary academic requirements. The above global phenomenon corresponds with Sustainable Development Goal 4 (SDG 4).

In the Philippines, for instance, the Department of Education (DepEd) has implemented the Madrasah Education Program (MEP) to meet the learning needs of Muslim Filipino learners. Policies such as DepEd Order No. 51, s. 2004, which recognized private madaris, and DepEd Order No. 62, s. In 2011, the launch of the Standard Madrasah Curriculum (SMC) helped formalize the inclusion of Arabic Language and Islamic Values Education (ALIVE) in the curriculum. This policy reflects the government's adherence to the EFA campaign and its objective of improving equity and inclusivity in basic education.

A notable policy step taken in this regard is DepEd Order No. 41, s. 2017 or Policy Guidelines on Madrasah Education in the K to 12 Basic Education Program. DepEd Order No. 41, s. 2017 harmonizes all previous directives and creates an integrated framework for implementing, monitoring, and evaluating Madrasah programs in public and private educational institutions. The order focuses on providing culturally appropriate curriculum delivery, developing Asatidz's capacities, and incorporating Islamic and Arabic competencies in line with the K to 12 curriculum.

Furthermore, operationalization of Madrasah programs was further reinforced by DepEd Order No. 25, s. 2021, which contains the Revised Implementing Guidelines on the Utilization of Funds for the Madrasah Education Program. These guidelines outline the process for allocating funds and ensuring their proper use for ALIVE classes, Asatidz honoraria, learning materials, monitoring, and school-level program utilization. The importance of fund utilization as prescribed in DO 25, s. 2021 lies in the sustenance of the program, the support of teacher competence, and the provision of learning materials.

The success of the Madrasah Education Program largely depends on the competence and commitment of the Asatidz, who serve as the primary implementers of Arabic Language and Islamic Values Education (ALIVE) in public schools. Beyond teaching Arabic language and Islamic values, Asatidz play a vital role in fostering learners' moral development, cultural identity, and holistic growth while promoting intercultural understanding within diverse school communities. As provided under DepEd Order No. 41, s. 2017, Asatidz are expected to possess not only adequate knowledge of Islamic education but also the pedagogical competencies necessary to deliver learner-centered, culturally responsive, and inclusive instruction aligned with the K to 12 curriculum. However, many Asatidz continue to face challenges related to limited professional development opportunities, insufficient training in contextualized teaching strategies, integration of information and communication technology (ICT), and engagement in action research. These concerns may affect the quality of instruction and the overall implementation of the Madrasah Education Program. Hence, strengthening the professional competencies of Asatidz through sustained capacity-building initiatives, instructional support, and continuous mentoring is essential to ensuring effective program implementation and improving educational outcomes for Muslim learners.

In view of the changing financial and operational requirements of the schools and Asatidz, DepEd Order No. 11, s. 2024 was issued to amend certain provisions of DO 25, s. 2021. These include guidelines on fund utilization, allowable expenses, and compensation provisions for contract-based Asatidz. The issuance of DO 11, s. 2024 marks the government's response to the challenges encountered during implementation, aimed at maximizing available resources.

Research findings support these policy initiatives. According to Abe (2019), the ALIVE program facilitates the holistic development of Muslim learners by integrating Arabic literacy and Islamic values into students' daily learning experiences. Similarly, Magarang (2020) points out that the MEP complements the Values Restoration Program (VRP) to cultivate a values-based school culture. In general, Madrasah education enables learners to embrace their cultural identity, promotes their moral and spiritual development, and fosters good academic results (Sali & Marasigan, 2020).

There are still implementation challenges despite these policies. Infrastructure issues, such as the lack of permanent classrooms, libraries, and up-to-date instructional materials, remain obstacles (Ebdacan, 2018). Some teacher-related issues undermine the quality of the program implementation. For example, according to Mahmoud et al. (2020), a lack of proficiency in Arabic and poor pedagogical content knowledge hamper effective teaching in Islamic schools. In the Philippine context, Marasigan (2019) noted that most Asatidz resort to traditional teaching methods and have no opportunities for capacity building.

Other socio-economic issues include delays in the payment of allowances, insufficient funds, and restricted access to learning materials. These issues prevent schools from meeting the standards stipulated in DO 41 s. 2017, DO 25 s. 2021, and DO 11 s. 2024. Differences in the availability of administrative support, the level and capacity of leadership, and community involvement are additional sources of variation in program implementation.

However, recent global evidence indicates that culturally appropriate educational programs, such as Madrasah education, can enhance student engagement, retention, and school environment. In the Philippines, the successful implementation of MEP will enhance interfaith relations, foster cultural pride, and promote the academic success of Muslim students. This is very important in culturally heterogeneous areas such as CALABARZON, where internal migration has led to the expansion of the Muslim population, necessitating locally culture-responsive education (Khan, 2018; Abdul, 2020).

It is evident from the policy environment surrounding Madrasah education that there is significant national support for inclusivity. However, the gap between policy and practice underscores the need for continuous evaluation, monitoring, and capacity development. The disparity in school facilities, practices, and compliance with policy guidelines contributes to disparities in educational outcomes and program effectiveness.

Despite the continuing implementation of the Madrasah Education Program (MEP) through the Arabic Language and Islamic Values Education (ALIVE) Program in public schools, there remains a limited body of empirical research that comprehensively examines its implementation in the CALABARZON Region. Existing studies have primarily focused on policy implementation, curriculum integration, teacher competencies, or learner outcomes in regions with large Muslim populations, particularly in Mindanao and the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM). Consequently, there is limited evidence regarding how the program is implemented in regions where Muslim learners constitute a minority population, such as CALABARZON.

Furthermore, previous studies have often investigated only isolated dimensions of the Madrasah Education Program, including instructional delivery, teacher preparedness, curriculum implementation, or learner performance. Few studies have simultaneously examined the multiple implementation domains of the program, such as compliance with DepEd policies, institutional support, pedagogical training and teacher development, while also determining how these implementation practices relate to operational challenges involving cultural variances, physical facilities, learner attendance, instructional materials, and honoraria of ALIVE teachers. This fragmented approach leaves an important gap in understanding the overall implementation dynamics of the program.

In addition, there is a scarcity of studies that specifically investigate the implementation experiences of ALIVE teachers assigned in public schools within CALABARZON, where the educational context differs significantly from areas with established Madrasah systems. Schools in the region often operate in culturally diverse environments where Muslim learners are integrated into predominantly non-Muslim communities. Such contextual differences may influence program implementation, resource allocation, stakeholder participation, and institutional support, yet these factors remain insufficiently explored in existing literature.

In light of the above discussion, the current research seeks to investigate the level of MEP implementation in public schools in Region IV-A by analyzing the extent to which current practices comply with DepEd policies, specifically DO 41 (2017), DO 25 (2021), and DO 11 (2024). The objective of this research is to identify strengths and weaknesses in MEP implementation and to provide recommendations for interventions to improve program delivery and increase educational equity.

In summary, Madrasah education is an effective form of education that not only improves academic achievement but also plays an important role in preserving culture. The success of this program demonstrates the Philippines' commitment to SDG 4 and to promoting inclusive education. There must be greater consistency between policy and implementation, especially when following DO 41s. 2017, DO 25 s. 2021, and DO 11 s. 2024.

Statement of the Problem

The study sought to determine the extent of implementation of the Madrasah Education Program (MEP), particularly its consistency with policies, the problems that arose during implementation, and how far MEP has progressed in its impact on education.

Specifically, this sought answers to the following questions:

1. What is the extent of implementation of the Madrasah Education Program in terms of:
 - 1.1. Compliance with DepEd Orders;
 - 1.2. Merit and institutional support; and

1.3. Pedagogical training and teacher development?

2. What is the degree of seriousness of the challenges faced by the respondents in implementing the MEP in terms of:
 - 2.1. cultural variances;
 - 2.2. physical facilities;
 - 2.3. learners' attendance;
 - 2.4. availability of instructional materials; and
 - 2.5. Honorarium and allowances?
3. Is there a significant relationship between the extent of implementation and the degree of seriousness of the challenges faced by the respondents in implementing the MEP?
4. What are the best practices of the Madrasah Education Program that support the process of utilization?
5. What validated intervention program can be proposed to improve the implementation and sustainability of the Madrasah Education Program?

METHODOLOGY

Research Design

The design used in this study is the Quantitative Research Design, which employs both descriptive and correlational methods to investigate the implementation of the Madrasah Education Program (MEP) in public schools. In terms of the descriptive method, this design was used to determine the extent of program implementation and assess the seriousness of the challenges encountered. Thus, through this process, the study has objectively described what exists, as well as the current practices and conditions related to the Madrasah Education Program. More specifically, it assessed the schools' compliance with DepEd policies, the support provided by the institution, and the effectiveness of pedagogical training.

On the other hand, the use of the correlational method enabled the researcher to determine whether there is a significant relationship between the extent of implementation and the degree of challenges encountered by the respondents. This was done to analyze the extent to which implementation practices relate to existing challenges.

To collect quantitative data, structured questionnaires were administered to selected respondents, including school heads, ALIVE teachers (Asatidz), and other key stakeholders. The questionnaire employed here was developed using the set indicators for the statement of the problem to include all necessary variables. A six-point Likert Scale was used to quantify the data and accurately measure respondents' perceptions of the extent of Madrasah Education implementation and the challenges they faced. The data collected were statistically analyzed using measures of central tendency and correlation, among others.

In addition to employing quantitative data-collection methods to validate the study, a Focus Group Discussion (FGD) was used for qualitative purposes, primarily to validate the best practices in the implementation of MEP and the proposed intervention programs. Through FGDs, the selected stakeholders gave their views and expert opinions about the intervention program. This ensures that the intervention program is backed not only by statistical findings but also by implementers' field experience.

Combining quantitative research methods with FGD validation made for a more complete research approach. Statistical analysis yielded measurable, generalizable data, while the inclusion of the FGD added a contextual component to the study. Thus, the inclusion of both methods in the study process enhanced the validity of the findings and made the recommended program contextually relevant and evidence-based.

Sources of Data

In this study, purposive sampling has been applied. This is a type of non-probability sampling that involves selecting informants with specific knowledge, experience, and participation in implementing the Madrasah Education Program. Purposive sampling is applicable when the study requires case studies, which can provide rich information.

Informants were taken from among the twenty (20) Schools Division Offices (SDOs) in the region to have regional representation.

Factors considered in determining the sample size include the following: (1) role-based representation which means that respondents are those who are directly involved in the implementation of MEP such as Education Program Supervisors (EPS), School Heads, MEP Coordinators, Asatidz (ALIVE teachers), Parents and Muslim Community Leaders ensuring that there would be balanced representation; at least a key informant per stakeholder group per SDO shall be taken where applicable. This ensures that perspectives from policy, administration, instruction, and community engagement are adequately captured; (2) Regional Coverage that includes respondents from all twenty (20) SDOs ensures consideration of geographic diversity, variability in implementation contexts, comparability across divisions and enhanced transferability of findings within the Region IV-A CALABARZON; (3) Information Power Principle that justify the adequacy of the sample size based on the principle of information power—the more relevant and specific the participants are to the study objectives, the fewer participants are required. Since respondents are directly involved in Madrasah Education Program implementation, they are considered information-rich cases capable of providing detailed and reliable insights; (4) Data Saturation Consideration were the projected number of participants per stakeholder group allows the study to reach data saturation—where no new themes or significant information emerge from additional respondents; (5) Inclusion Criteria wherein the respondents were selected based on the direct involvement in program planning, reporting monitoring, evaluation, technical assistance, coordination on community MEP-related activities and engaged in supporting or monitoring MEP implementation.

The selected sample ensures multi-level representation (division, school, and community levels), multi-perspective insights (policy, management, instructional, and community viewpoints), adequate coverage of all twenty (20) SDOs, direct alignment with the study's objectives, and credibility, relevance, and contextual validity of findings. By selecting participants who have been involved in planning, implementing, supervising, and facilitating the Madrasah Education Program, the research ensures that the information obtained is both authentic and grounded in practical field experience.

Table 1. Distribution of Respondents

Designation	Sample
Education Program Supervisors	18
School Heads	22
MEP Coordinators	33
Asatidz (ALIVE Teachers)	34
Parents	29
Muslim Community Leaders	7
Total	143

During the conduct of the survey, the researcher encountered several sampling constraints that influenced the final composition and accessibility of respondents. While efforts were made to obtain representation from key stakeholders involved in the Madrasah Education Program (MEP), certain contextual, cultural, and availability factors affected respondent participation.

One of the major constraints encountered was the limited participation of Muslim community leaders. Some identified community leaders were hesitant to participate due to cultural traditions, personal privacy considerations, and customary practices regarding involvement in formal research activities. In some Muslim

communities, religious and community leaders maintain careful boundaries when sharing personal perspectives or community-related information outside established social relationships and trusted channels. Although their participation would have provided valuable insights regarding community engagement and cultural dimensions of MEP implementation, their non-participation was respected to ensure ethical research practices and cultural sensitivity.

These constraints may have introduced a potential selection bias in the study. Specifically, respondents who participated may have been those who were more accessible, available, or willing to share their experiences regarding MEP implementation. As a result, individuals with limited availability or different perspectives, particularly some community leaders and Asatidz who were unable to participate, may not have been fully represented. This limitation is acknowledged because the experiences of non-participating stakeholders may differ from those included in the study.

However, several measures were undertaken to minimize the effects of potential selection bias. The researcher ensured that respondents were drawn from relevant stakeholder groups directly involved in MEP implementation, including program implementers and individuals with actual experiences related to the program. Coordination with schools and MEP focal persons was conducted to facilitate access to eligible participants. The researchers also maintained voluntary participation, confidentiality, and respect for cultural practices throughout the data collection process.

Despite these limitations, the final sample composition was considered adequate for addressing the research questions because the selected respondents possessed direct knowledge and practical experience regarding the implementation, utilization, and challenges of the Madrasah Education Program. The study focused on understanding implementation experiences, support mechanisms, cultural responsiveness, and perceived program outcomes; therefore, participants who actively engaged with MEP processes were considered appropriate sources of information.

Furthermore, the sample represented multiple perspectives within the program implementation structure, including individuals involved in teaching, coordination, supervision, and community-related aspects of MEP. Their collective responses provided sufficient information to examine the factors influencing program implementation and utilization. While the inclusion of additional Muslim community leaders and unavailable Asatidz could have further enriched the findings, the obtained sample provided meaningful and contextually relevant data necessary to answer the research objectives.

The researcher recognizes that findings should be interpreted within the limitations of the sampling process. The results primarily reflect the experiences and perceptions of participating stakeholders and may not fully represent all individuals connected with MEP implementation. Nevertheless, the sample was considered appropriate and sufficient because participants were selected based on their relevance, involvement, and capacity to provide informed responses regarding the research variables.

Instrumentation and Data Collection

As the principal tool for data collection, the researcher used a researcher-developed questionnaire, an instrument designed to provide quantitative information on the extent of implementation of the Madrasah Education Program (MEP) and the degree of seriousness of the challenges encountered by the respondents. Using a structured questionnaire, the researcher systematically gathered standardized data from a large number of respondents.

There were three major sections in the questionnaire. The first section addressed statements that assessed the extent of MEP implementation based on compliance with the Department of Education (DepEd) policies, institutional support, and teacher training and development. On the other hand, the second section addressed the degree of seriousness of the challenges encountered by the respondents, including cultural differences, physical facilities, learners' attendance, instructional materials, and honoraria or allowances.

To obtain quantitative data from the survey, the researcher used a six-point Likert scale to measure respondents' views and levels of agreement with each statement in the questionnaire. The use of the Likert Scale helped respondents express their views without resorting to neutrality.

To specifically assess the extent of implementation, a 15-item assessment tool was developed based on the indicators aligned with the Statement of the Problem. The instrument underwent content validation by education experts, ensuring that the items were relevant, clear, and aligned with the study's objectives. The reliability test was conducted on January 9, 2026, at the Schools Division Office of Santa Rosa City. The reliability analysis of the Madrasah Education Program (MEP) Utilization Instrument yielded an overall Cronbach's Alpha coefficient of **0.987**, indicating **excellent internal consistency**. Domain-specific reliability coefficients ranged from 0.897 to 0.963, all of which exceed the recommended threshold of 0.70. These results confirm that the instrument is **highly reliable and suitable** for data collection and further statistical analyses. This process ensured that the instrument produced reliable and consistent results.

In addition to the quantitative approach, the study employed a qualitative approach through semi-structured Focus Group Discussions (FGDs). The focus group discussions were conducted on January 6-8, 2026, to delve deeper into respondents' experiences, perceptions, and insights regarding the school's best practices in implementing the Madrasah Education Program, and to formulate an appropriate intervention program to improve its implementation. This was the last part of the research instrument.

All focus group discussions were conducted after obtaining informed consent from the participants. The discussions were transcribed verbatim. The researcher facilitated the discussion professionally, ensuring open communication.

The entire data-gathering process was conducted using a sequential explanatory approach, in which quantitative data were collected and analyzed first, followed by qualitative data validation through FGDs. Before conducting data collection, the researcher obtained the required permission by submitting a formal request to the Office of the Regional Director on January 5, 2026. Consent letters were provided to all participants, in which the researcher explained the study, its objectives and procedures, and the confidentiality of their answers in accordance with the Data Privacy Act of 2012.

Once permission was granted, the researcher conducted the questionnaire and FGDs on February 2-6 through an online meeting. Post-data-gathering activities involved tabulation, coding, analysis, and interpretation using appropriate statistical methods and were done on February 25-27, 2026. The quantitative data were used to assess the extent of implementation and the challenges faced. In contrast, the qualitative data from FGDs were used to enrich the analysis and validate the proposed intervention program.

Overall, the combination of structured questionnaires and qualitative discussions provided a comprehensive, triangulated approach, ensuring that the study's findings were both statistically reliable and contextually meaningful

Analysis of Data

The data collected were subjected to statistical treatment and analysis, which were tabulated and tallied to make sense of the data using the following:

The median was used to determine the extent of implementation and the degree of seriousness of the challenges faced by respondents in implementing the Madrasah Education Program.

Cronbach's Alpha was used to measure the instrument's reliability and validity.

To analyze and interpret the respondents' median accessibility and inclusion, the following Likert scale was used:

Six (6)-Point Likert Scale for the analyzed extent of the implementation of the Madrasah Education Program

Scale	Scaled Response	Verbal Interpretation
6	Strongly Agree	Very High Implementation
5	Agree	High Implementation
4	Partially Agree	Moderate Implementation
3	Partially Disagree	Low Implementation
2	Disagree	Very Low Implementation
1	Strongly Disagree	No Implementation

Six (6)-Point Likert Scale for the level of challenges faced by the respondents in the implementation of the Madrasah Education Program

Scale	Scaled Response	Verbal Interpretation
6	Strongly Agree	Not a Problem
5	Agree	Not Serious
4	Partially Agree	Slightly Serious
3	Partially Disagree	Moderately Serious
2	Disagree	Highly Serious
1	Strongly Disagree	Very Highly Serious

The two six-point Likert scales were used to assess two key variables focusing on the following areas: the extent of MEP implementation and the degree of challenges in its implementation. Each scale ranges from 6.00 to 1.00, with corresponding scaled responses and verbal interpretations. The first six-point Likert scale was used to measure the extent of implementation; a score of 6.00 indicates that a particular program or service is “Very High Extent.” In contrast, a score of 1.00 indicates “Not implemented” for implementation. Using this scale, one can categorize respondents’ answers as “Strongly Agree,” “Agree,” “Partially Agree”, “Partially Disagree,” “Disagree,” or “Strongly Disagree.” One was able to read the results numerically by level of implementation, from no implementation to very high implementation.

The second Likert scale used to measure the degree of challenges in MEP implementation is described. As in the previous table, the Likert scale ranges from 1.00 to 6.00. However, while a lower median value (1.00) reflects a “Very Highly Serious” perception, higher values (6.00) indicate a “Not a Problem” perception. In this case, the use of the six-level scale allows for greater sensitivity in identifying nuances in respondents’ perceptions. Such Likert scales are the key tool for quantifying subjective responses. It is vital for the researcher because it enables them to convert qualitative evaluations into measurable data for statistical analysis. Finally, using the uniform structure of these scales helps make comparisons.

Spearman's rho was also used to assess the relationship between the extent of implementation and the degree of seriousness of the challenges faced by the respondents in implementing MEP.

Frequency counts were used to rank and identify the best practices that contribute to the successful and sustainable implementation of the Madrasah Education Program (MEP).

The qualitative component of the study employed thematic analysis to examine participant narratives regarding the implementation and utilization of the Madrasah Education Program (MEP). The analysis followed a systematic coding process consisting of familiarization, initial coding, category development, theme generation, and interpretation.

To establish the content validity of the research instrument, a structured validation process was conducted involving experts with relevant knowledge and professional experience in Madrasah Education Program (MEP) implementation, Islamic education, and community-based educational practices. The purpose of the validation process was to determine whether the items adequately represented the constructs being measured

and whether the statements were appropriate, relevant, clear, and culturally responsive to the context of Muslim learners and MEP implementers.

The instrument was reviewed by a panel of experts selected based on their professional expertise, direct involvement in Madrasah Education Program implementation, and familiarity with Islamic educational contexts.

The first validator was a Regional Madrasah Focal Person, who provided technical expertise regarding the implementation standards, policies, and operational requirements of the Madrasah Education Program. The validator's experience in program supervision, monitoring, teacher support, curriculum alignment, and coordination of MEP activities contributed to evaluating whether the instrument items appropriately reflected actual implementation processes.

The second validator was an Imam/Muslim Community Leader, who provided cultural and religious perspectives regarding the appropriateness, sensitivity, and contextual relevance of the instrument items. The Imam's expertise was important in assessing whether the statements accurately represented Islamic values, community expectations, and the lived experiences of Muslim learners, parents, and stakeholders.

Additional validators may include school heads, ALIVE teachers/asatidz, or MEP Coordinators to strengthen evaluation of instructional and administrative dimensions of the instrument using the following scale:

Scale	Interpretation
1	Not relevant / requires major revision
2	Needs revision/item relevance is limited
3	Relevant but requires minor modification
4	Highly relevant and appropriate

The draft instrument was submitted to the expert validators together with the research objectives, conceptual framework, and instructions for evaluation. Validators independently reviewed each item and provided quantitative ratings and qualitative comments.

The researcher compiled the validators' recommendations and examined items receiving low ratings or comments suggesting improvement. Items that were unclear, repetitive, or insufficiently aligned with the MEP context were revised before final administration.

The Content Validity Index was calculated to quantify the level of agreement among expert validators regarding item relevance. The obtained CVI value of 0.94 indicated that the instrument adequately represented the intended constructs and was appropriate for assessing MEP implementation and demonstrated excellent overall content validity.

The content validation process strengthened the credibility of the research instrument by ensuring that measurement items reflected both technical and cultural dimensions of Madrasah Education Program implementation. The involvement of a Regional Madrasah Focal Person ensured alignment with program policies and implementation standards, while the participation of an Imam/Muslim Leader ensured cultural and religious appropriateness.

Through expert evaluation, item refinement, and quantitative assessment using CVI, the instrument achieved stronger validity and suitability for examining MEP implementation experiences among stakeholders.

To strengthen the credibility and validity of the research findings, the study employed data triangulation by integrating information gathered from multiple data sources. Triangulation was used to provide a more comprehensive understanding of the Madrasah Education Program (MEP) implementation and to verify whether patterns observed from one source were supported by evidence from other sources.

The use of multiple data sources was considered important because program implementation involves various stakeholders with different roles, experiences, and perspectives. Relying solely on survey responses may increase the possibility of social desirability bias, wherein respondents may provide answers that portray the program, their performance, or institutional practices in a favorable manner. By comparing responses from different sources, the study reduced dependence on a single perspective and developed a more balanced interpretation of the findings.

The primary data source consisted of the survey responses of MEP stakeholders, including individuals directly involved in program implementation. The survey provided quantitative information regarding respondents' perceptions of the extent of implementation of MEP, the degree of seriousness of the challenges encountered, and the best practices identified by the respondents. To complement and validate the survey findings, qualitative data from focus group discussions (FGDs) and open-ended responses were analyzed. These narratives allowed participants to explain their experiences, challenges, and perceptions in greater depth. For example, survey findings indicating strong institutional support were further examined through participant narratives.

Additional triangulation was achieved through the review of FGD transcripts on the identified best practices of MEP implementing schools. These documents provided evidence regarding actual program activities, compliance with DepEd Orders, training and teacher development, and other institutional processes. Comparing documentary evidence with respondent perceptions helped determine whether reported practices were reflected in actual implementation.

The perspectives of different stakeholder groups also contributed to triangulation. The study considered the viewpoints of individuals involved in different aspects of MEP implementation, such as school heads, ALIVE teachers/asatidz, coordinators, and other stakeholders. Each group provided a different perspective: administrators provided insights on management and support systems, Asatidz shared experiences related to teaching and learner engagement, while community-related stakeholders contributed perspectives on cultural relevance and stakeholder participation.

Through this triangulation approach, areas of convergence and divergence among data sources were identified. When multiple sources consistently supported similar findings, confidence in the interpretation increased.

Triangulation also helped address potential social desirability bias by creating opportunities to compare perceived practices with actual experiences and documented evidence. Respondents may naturally emphasize positive aspects of the Madrasah education program; however, integrating qualitative narratives and documentary evidence allowed the researcher to identify both strengths and challenges in implementation.

Overall, the use of multiple data sources enhanced the trustworthiness of the findings by improving credibility, reducing reliance on individual perceptions, and providing a more holistic understanding of MEP implementation. The triangulation process supported a stronger interpretation of how institutional support, cultural responsiveness, stakeholder engagement, and resource availability influence the effectiveness and sustainability of the Madrasah Education Program.

Meanwhile, to establish the reliability of the instrument as well as the PROJECT MEP-CARE (Madrasah Education Program – Capacity Advancement and Resource Enhancement), the validated intervention program was subjected to expert validation by the same panel of experts who validated the research instrument, namely the Regional Madrasah Education Program (MEP) Coordinator, the Grand Imam of the Muslim Community of Sta. Rosa City, and Education Program Supervisors (EPSs). The validators evaluated the proposed intervention program in terms of its relevance to the identified implementation gaps, alignment with the findings of the study, clarity of objectives, appropriateness of the proposed activities, feasibility of implementation, sustainability, and consistency with existing DepEd policies and standards.

Based on their evaluation and recommendations, necessary revisions were incorporated to further enhance the quality, applicability, and responsiveness of the intervention program. Their inputs strengthened the alignment of the project's objectives, implementation strategies, monitoring and evaluation mechanisms, and expected

outcomes with the needs of ALIVE teachers, schools, and stakeholders. Consequently, the validation process affirmed that PROJECT MEP-CARE is a relevant, feasible, and evidence-based intervention program that can effectively support the continuous improvement and long-term sustainability of the Madrasah Education Program in public schools in Region IV-A.

Ethical Consideration

In conducting this research, ethical standards were strictly upheld to protect the dignity, rights, and welfare of the study participants. Informed consent was secured from all respondents before data gathering. This ensures that participants know the purpose of the study and how it will be conducted. They were made aware that their participation in this study is purely voluntary, that they have the option to refuse or withdraw at any time, and that they will not suffer any penalty or coercion for not participating. This upholds the ethical principles of respect for persons and autonomy, giving them the right to make an informed decision about whether to participate.

Confidentiality and privacy were strictly maintained during the research process. All information gathered from the respondents was strictly kept confidential in accordance with the guidelines of the Data Privacy Act of 2012 (RA 10173). Participants' personal identifiers, such as names, positions, and affiliations, were either anonymized or coded to prevent individual identification. The information collected was used strictly for academic and research purposes.

Moreover, the researcher practiced cultural sensitivity and respect during the research involving respondents from the Madrasah Education Program. Understanding the significance of religious beliefs and practices, the researcher ensured that the entire interaction process, data collection techniques, and means of communication were culturally appropriate and sensitive. This involved exercising proper decorum and using appropriate language throughout the process, without causing any disruption or disrespect towards religious practices. This is very important to maintain integrity and credibility throughout the research process.

Moreover, all data gathered during the research process were secured using appropriate data protection measures. The data were stored both physically and digitally in password-protected files and through other storage systems to prevent unauthorized access.

In summary, these ethical principles ensured that the research was conducted honorably and that the rights and well-being of all subjects were protected. By following such ethics, the research produced credible and reliable results while respecting cultural diversity and human dignity.

RESULTS AND DISCUSSION

Extent of the Implementation of the Madrasah Education Program (MEP) in Public Schools Compliance with DepEd Orders

Table 2 presents the extent of implementation of the Madrasah Education Program, measured by compliance with DepEd Orders. The results reveal that all indicators had a median score of 6.00, which is described as Very High Implementation. Key indicators such as the implementation of DepEd policies, awareness of guidelines, and integration into school plans consistently recorded the highest values. It is important to note that none of the indicators had lower values, indicating consistent responses. The grand median value of 6.00 indicates that public schools implement compliance with DepEd Orders very well.

These findings indicate that schools have very strong compliance with the national framework policies for the MEP. Consistency in the responses indicates that the process of disseminating, monitoring, and evaluating the compliance mechanism is done in a very consistent manner. This also indicates a high degree of accountability and awareness among school principals and teachers. The absence of variance indicates that the compliance mechanisms have become institutionalized in schools.

Although all fifteen indicative statements obtained a median score of 6.00, interpreted as Very High Implementation, three indicators deserve particular emphasis because they reflect the institutionalization of policy implementation in public schools. These include the implementation of all relevant DepEd Orders governing the Madrasah Education Program (Item 1), the designation of an MEP coordinator to ensure policy compliance (Item 5), and the timely submission of MEP-related reports to the Schools Division Office (Item 7). These findings indicate that schools have established effective administrative mechanisms that promote accountability, policy dissemination, and program monitoring. Likewise, while the remaining indicators also received identical ratings, the school's conduct of orientation sessions on new DepEd Orders (Item 9), the integration of MEP policies into the Annual Improvement Plan (Item 10), and the observance of religious practices in accordance with inclusive education provisions (Item 15) represent operational aspects that require continuous reinforcement to sustain consistent implementation. The uniformly high ratings suggest that compliance with national policies has become an embedded organizational practice rather than a periodic administrative requirement, thereby contributing to the stability and sustainability of the Madrasah Education Program.

Table 2. Extent of the Implementation of the Madrasah Education Program (MEP) in Public Schools in terms of Compliance with DepEd Orders

No.	Indicative Statement	Median	DE	Interpretation
1	Our school implements all relevant DepEd Orders on the MEP, including DO 41, s. 2017; DO 25, s. 2021; and DO 11, s. 2024.	6	—	Very High Implementation
2	School administrators are aware of the specific guidelines stated in DO 41, s. 2017 regarding MEP implementation.	6	—	Very High Implementation
3	The school follows the provisions of DO 25, s. 2021 related to school operations and learning delivery that affect MEP.	6	—	Very High Implementation
4	Our school adheres to the updated policy directions in DO 11, s. 2024, particularly those on inclusive and responsive education systems.	6	—	Very High Implementation
5	There is a designated coordinator for MEP who ensures compliance with relevant DepEd Orders.	6	—	Very High Implementation
6	Our MEP implementation plan aligns with national policies stated in DO 41, s. 2017 and amendments in DO 11, s. 2024.	6	—	Very High Implementation
7	MEP-related documents and reports are submitted on time to the division office following DepEd compliance standards.	6	—	Very High Implementation
8	The school regularly reviews updates on the Madrasah Education Program through official DepEd issuances, including DO 41, s. 2017.	6	—	Very High Implementation
9	The school conducts orientation sessions for teachers and stakeholders on new DepEd Orders affecting MEP.	6	—	Very High Implementation
10	MEP policies are integrated into our school's Annual Improvement Plan as required by DepEd guidelines.	6	—	Very High Implementation
11	Supervisors conduct regular monitoring of our school's compliance with DepEd Orders on MEP.	6	—	Very High Implementation
12	The school immediately addresses policy updates from 2017 or later.	6	—	Very High Implementation
13	MEP teachers are familiar with the content and guidelines of DepEd Orders governing the program.	6	—	Very High Implementation

14	Our school follows standard enrollment and assessment procedures for ALIVE learners in accordance with DepEd Orders.	6	—	Very High Implementation
15	The school observes the religious practices of learners in accordance with inclusive education provisions supported by DO 11, s. 2024.	6	—	Very High Implementation
Grand Median		6	—	Very High Implementation

Merit and Institutional Support

The data presented in Table 3 reveal that the extent of implementation of the Madrasah Education Program (MEP), in terms of merit and institutional support, is very high, as indicated by the grand median score of 6, interpreted as “Very High Implementation.” This suggests that public schools provide strong institutional recognition, support mechanisms, and administrative commitment toward the successful implementation of the MEP. The highest-rated indicators show that schools recognize the contributions of ALIVE teachers, provide equal treatment and opportunities for participation, allocate institutional resources for MEP needs, include ALIVE teachers in professional development activities, and ensure the provision of teaching materials and workplace support. These findings imply that school leadership plays a significant role in fostering an inclusive environment in which ALIVE teachers are valued as essential partners in promoting culturally responsive education.

However, several indicators received a median score of 5, interpreted as “High Implementation,” particularly the representation of MEP in the School Governing Council or stakeholder meetings, the prioritization of MEP concerns in school budget proposals, and the involvement of ALIVE teachers in school committees. While these areas demonstrate positive institutional support, they also indicate opportunities to further strengthen the integration of MEP into broader school governance and decision-making processes.

Among the indicators, the highest ratings were observed in recognizing the contributions of ALIVE teachers (Item 1), allocating institutional funds for MEP needs and instructional materials (Item 4), and including ALIVE teachers in school-based trainings and INSETs (Item 6), all of which received a median of 6.00. These findings demonstrate that schools highly value the contributions of ALIVE teachers by providing professional recognition, learning opportunities, and institutional resources necessary for effective program implementation. Conversely, the lowest-rated indicators were the representation of MEP in School Governing Council meetings (Item 7), the prioritization of MEP concerns in school budget proposals (Item 8), and the inclusion of ALIVE teachers in school committees (Item 10), each obtaining a median of 5.00. Although these were still interpreted as High Implementation, they suggest that ALIVE teachers remain less involved in school governance and strategic decision-making processes. This indicates that institutional support is stronger in operational implementation than in participatory leadership, highlighting opportunities to further strengthen shared governance and organizational inclusion within the Madrasah Education Program.

Overall, the findings suggest that schools have established strong foundations for the Madrasah Education Program. (MEP) sustainability through administrative support, resource provision, and stakeholder collaboration. Nevertheless, enhancing ALIVE teachers' participation in strategic planning, budgeting, and governance structures may further empower them and strengthen the program's institutionalization.

Table 3. Extent of the Implementation of the Madrasah Education Program (MEP) in Public Schools in terms of Merit and Institutional Support

No.	Indicative Statement	Median	DE
1	Our school recognizes the contribution of ALIVE teachers through awards or incentives.	6	Very High Implementation
2	ALIVE teachers receive equal treatment in school activities	6	Very High

	and decision-making.		Implementation
3	The school provides teaching load credit for MEP responsibilities.	6	Very High Implementation
4	Institutional funds are allocated for MEP needs and instructional materials.	6	Very High Implementation
5	The principal regularly checks in on the needs of ALIVE teachers.	6	Very High Implementation
6	ALIVE teachers are included in school-based training and INSETs.	6	Very High Implementation
7	MEP is represented in the School Governing Council or stakeholder meetings.	5	High Implementation
8	MEP-related concerns are prioritized in school budget proposals.	5	High Implementation
9	School heads advocate for MEP support during division conferences.	6	Very High Implementation
10	ALIVE teachers are invited to serve on school committees.	5	High Implementation
11	Our school promotes MEP during school-wide celebrations and events.	6	Very High Implementation
12	Allowances or honoraria for ALIVE teachers are endorsed promptly.	6	Very High Implementation
13	The school provides teaching materials and workspaces for ALIVE teachers.	6	Very High Implementation
14	MEP is visible in school publications or bulletins.	6	Very High Implementation
15	Our school collaborates with local Madaris or Muslim organizations.	6	Very High Implementation
Grand Median		6	Very High Implementation

Pedagogical Training and Teacher Development

The data in Table 4 present the extent of implementation of the Madrasah Education Program (MEP) in public schools, with a focus on pedagogical training and teacher development. Overall, the results indicate a generally strong implementation level, with most indicators rated as High to Very High Implementation. Specifically, items such as teachers attending professional development programs, school support for division/regional trainings, and mentoring or coaching from senior teachers obtained a median score of 6 (Very High Implementation). This suggests that schools are highly committed to building teacher capacity through structured professional development opportunities and strong institutional support systems.

However, most of the remaining indicators—such as LAC discussions, culturally relevant pedagogy, peer observation, action research, ICT integration, lesson planning support, and training needs assessment—were rated 5 (High Implementation). While still positive, this indicates that these areas are not yet at the highest level of implementation and may require further strengthening and consistency across schools. The overall grand median of 5 (High Implementation) indicates that the MEP is generally well implemented. However, continuous improvement is needed, particularly in enhancing innovation practices such as ICT integration, research culture, and sustained instructional coaching, to elevate implementation from “High” to “Very High” across all domains.

The highest-rated indicators include teachers' participation in regular professional development programs (Item 1), school support for division and regional trainings (Item 2), and mentoring or coaching from senior teachers (Item 3), all obtaining a median score of 6.00. These findings demonstrate that schools prioritize formal capacity-building activities that strengthen teachers' instructional competencies. However, the lowest-rated indicators include encouragement to conduct action research (Item 7), ICT integration training (Item 8), and

annual assessment of teachers' training needs (Item 14), receiving a median of 5.00. Although still interpreted as High Implementation, these findings suggest that schools provide stronger support for traditional professional development than for innovation-oriented competencies. The results indicate the need to strengthen research engagement, digital pedagogy, and systematic professional development planning to sustain continuous instructional improvement among ALIVE teachers.

Table 4. Extent of the Implementation of the Madrasah Education Program (MEP) in Public Schools in terms of Pedagogical Training and Teacher Development

No.	Indicative Statement	Median	DE
1	ALIVE teachers attend regular professional development programs.	6	Very High Implementation
2	The school supports participation in division or regional MEP trainings.	6	Very High Implementation
3	ALIVE teachers receive mentoring or coaching from senior teachers.	6	Very High Implementation
4	MEP teaching strategies are discussed in LAC sessions.	5	High Implementation
5	Our ALIVE teachers use varied and culturally relevant pedagogical methods.	5	High Implementation
6	The school facilitates peer observation and feedback among MEP teachers.	5	High Implementation
7	Action research on MEP instruction is encouraged by the school.	5	High Implementation
8	ALIVE teachers are trained in the use of ICT for MEP instruction.	5	High Implementation
9	In-service training is tailored to MEP classroom challenges.	5	High Implementation
10	Teachers receive training on MEP curriculum content and assessment.	5	High Implementation
11	Teachers are guided in lesson planning aligned with MEP standards.	5	High Implementation
12	There is a tracking system for the professional growth of ALIVE teachers.	5	High Implementation
13	The school supports ALIVE teachers in pursuing further academic studies.	5	High Implementation
14	Training needs of ALIVE teachers are assessed yearly.	5	High Implementation
15	Teachers receive training on values integration and inclusive pedagogy.	5	High Implementation
Grand Median		5	High Implementation

Degree of Seriousness of the Challenges faced by respondents in the implementation of the Madrasah Education Program

Cultural Variances

The table presents the degree of seriousness of the challenges in terms of cultural variances. The results reveal that all indicators had a median score of 6.00, interpreted as Not a Problem, the highest possible rating. Indicators such as the promotion of cultural respect, the integration of cultural sensitivity into teaching, and the recognition of religious practices consistently achieved the highest scores. It is important to note that none of the indicators achieved the lowest median, indicating that responses were entirely consistent. A Grand Median score of 6.00 indicates that cultural differences are not seen as an obstacle to implementing the Madrasah Education Program.

From the data collected, it is evident that schools have implemented culturally responsive practices that ensure inclusiveness, acceptance, and respect amongst learners and other stakeholders involved. The responses, being entirely consistent, show that cultural responsiveness has been practiced in school policies, classroom teachings, and interaction with the community. It shows that there was effective collaboration between school management and Muslim communities, leading to a peaceful relationship and the absence of cultural conflict. Furthermore, the information indicates that teachers are well-oriented to culturally responsive practices, fostering an inclusive learning environment.

Although all indicators received a median score of 6.00, interpreted as Not a Problem, three indicators particularly demonstrate the program's cultural responsiveness: promoting respect for cultural and religious diversity (Item 1), ensuring ALIVE learners feel safe and accepted in school (Item 2), and integrating cultural sensitivity into lesson delivery (Item 4). These findings indicate that schools have successfully established inclusive learning environments that recognize and respect the cultural identity of Muslim learners. Likewise, continued attention should still be given to teachers' orientation on Islamic customs (Item 15), parental involvement in cultural awareness activities (Item 8), and the provision of halal food options where applicable (Item 13), as these practices strengthen community engagement and reinforce culturally responsive education. Overall, the findings demonstrate that cultural diversity has become a strength rather than a barrier to effective Madrasah Education Program implementation.

Table 5. Degree of Seriousness of the Challenges faced by the respondents in the implementation of the Madrasah Education Program in terms of Cultural Variances

No.	Indicative Statement	Median	Descriptive Equivalent (DE)
1	Our school promotes respect for cultural and religious diversity.	6	Not a problem
2	ALIVE learners feel safe and accepted in the school environment.	6	Not a problem
3	Teachers understand the cultural practices of Muslim learners.	6	Not a problem
4	Cultural sensitivity is integrated into lesson delivery.	6	Not a problem
5	The school calendar considers the religious holidays of Muslim learners.	6	Not a problem
6	Conflicts due to cultural misunderstandings are promptly resolved.	6	Not a problem
7	Teachers use culturally appropriate language in the classroom.	6	Not a problem
8	Parents of ALIVE learners are involved in cultural awareness activities.	6	Not a problem
9	Our school hosts events celebrating cultural diversity.	6	Not a problem
10	Muslim learners are not required to participate in non-halal activities.	6	Not a problem
11	The school has clear policies to prevent religious discrimination.	6	Not a problem
12	Teachers accommodate cultural attire, such as hijabs or traditional dress.	6	Not a problem
13	The school canteen offers halal food options (where applicable).	6	Not a problem
14	Religious obligations (e.g., prayer time) are respected during class hours.	6	Not a problem
15	Teachers undergo orientation on Islamic customs and traditions.	6	Not a problem

Grand Median	6	Not a problem
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Physical Facilities

Table 6 shows the severity of challenges related to physical facilities. The majority of indicators obtained a median score of 6.00, indicating Not a Problem, particularly in areas such as classroom condition, safety, cleanliness, and accessibility. However, a few indicators, including the availability of instructional tools and the provision of prayer areas, received a median score of 5.00, interpreted as Not Serious, the lowest value in this category. However, taking these small differences into account, the grand median of 6.00 indicates that physical facilities are not a significant issue.

This shows that although the school infrastructure is sufficient to ensure proper MEP implementation, it should still be enhanced with specialized facilities. The decrease in cultural facility scores indicates that, although the facilities are generally good enough, their distribution for the MEP might be lacking. It means that the schools focus on general facilities, but they might not provide all the necessary improvements in religion and culture. Overall, however, these results show that infrastructure is not an obstacle to program implementation.

Among the indicators, the availability of designated classrooms for ALIVE instruction (Item 1), conducive learning facilities (Item 2), and regularly maintained classrooms (Item 9) received the highest median score of 6.00, indicating that schools generally provide adequate learning environments for implementing the Madrasah Education Program. On the other hand, the availability of basic instructional tools (Item 3) and accessible prayer areas (Item 5), both receiving a median score of 5.00, represent the lowest-rated indicators. Although these were interpreted as Not Serious, they suggest that specialized facilities necessary for culturally responsive instruction still require improvement. These findings imply that while general school infrastructure adequately supports MEP implementation, greater investment in religion-specific learning resources and facilities would further enhance the quality of program delivery and learner experience.

Table 6. Degree of Seriousness of Challenges faced by the respondents in the implementation of the Madrasah Education Program in terms of Physical Facilities

No.	Indicative Statement	Median	DE
1	Our school has a designated classroom for ALIVE instruction.	6	Not a problem
2	Facilities are conducive to delivering MEP lessons.	6	Not a problem
3	The classroom for MEP is equipped with basic instructional tools.	5	Not Serious
4	The learning space respects the cultural norms of ALIVE learners.	6	Not a problem
5	The school provides clean and accessible prayer areas.	5	Not Serious
6	Visuals and materials in the MEP room reflect cultural values.	6	Not a problem
7	Classrooms are free from noise and distractions.	6	Not a problem
8	Facilities support the health and hygiene needs of Muslim learners.	6	Not a problem
9	ALIVE classrooms are regularly maintained and cleaned.	6	Not a problem

10	There is adequate lighting and ventilation in ALIVE learning areas.	6	Not a problem
11	ALIVE learners have access to a library or reading space.	6	Not a problem
12	Class size is manageable for effective teaching.	6	Not a problem
13	There are enough chairs and tables for all ALIVE students.	6	Not a problem
14	Emergency exits and safety signs are present in the classroom.	6	Not a problem
15	Repairs and renovations for ALIVE classrooms are prioritized when needed.	6	Not a problem
Grand Median		6	Not a problem

Learners' Attendance

Table 7 presents the degree of seriousness of challenges in terms of learners' attendance. Most indicators obtained a median score of 6.00, interpreted as Not a Problem, including attendance monitoring, parental follow-up, and engagement strategies. However, several indicators, such as transportation issues, attendance incentives, and early warning systems, received a median score of 5.00 (Not Serious), the lowest value. The grand median of 6.00 shows that attendance is not a serious concern overall.

Based on the study results, the school systems in place have helped to create a system for monitoring and motivating learners' attendance in ALIVE. The strategies employed include parent involvement, absentee records, and interesting learning. Nonetheless, the slightly low marks point out that environmental factors, including difficulties with transport and socio-economic status, still play a role in learner attendance. This means that even though school-based mechanisms are effective, environmental factors are still a major determinant of attendance.

The highest-rated indicators include regular attendance of ALIVE learners (Item 1), systematic monitoring of attendance (Item 2), and teachers' follow-up with parents regarding learner absences (Item 3), all receiving a median score of 6.00. These findings indicate that schools have established effective attendance management systems supported by active collaboration between teachers and parents. Conversely, the lowest-rated indicators involve addressing transportation issues (Item 5), providing attendance incentives (Item 12), and establishing early warning systems for chronic absenteeism (Item 15), each obtaining a median score of 5.00. Although interpreted as Not Serious, these findings suggest that external socio-economic factors continue to influence learner attendance despite effective school-based monitoring systems. Strengthening community-based interventions and learner support mechanisms may further improve attendance and sustain learner participation in the Madrasah Education Program.

Table 7. Degree of Seriousness of the Challenges faced by the respondents in the implementation of the Madrasah Education Program in terms of Learners' Attendance

No.	Indicative Statement	Median	DE
1	ALIVE learners attend classes regularly.	6	Not a problem
2	The school monitors the attendance of MEP learners.	6	Not a problem
3	Teachers follow up with parents when learners are absent.	6	Not a problem
4	Causes of absenteeism are documented and analyzed.	6	Not a problem
5	Transportation issues are addressed to improve attendance.	5	Not serious

6	Cultural or religious events are considered in scheduling classes.	6	Not a problem
7	Teachers create engaging lessons to encourage attendance.	6	Not a problem
8	Learners are given make-up activities when they are absent.	6	Not a problem
9	The school sets attendance goals for MEP learners.	6	Not a problem
10	There are no major cases of absenteeism among ALIVE learners.	5	Not serious
11	Health concerns are managed with the help of school clinics.	6	Not a problem
12	Incentives are given to promote perfect attendance.	5	Not serious
13	Learners are motivated by positive classroom relationships.	6	Not a problem
14	School feeding or financial programs help reduce absenteeism.	5	Not serious
15	The school has an early warning system for chronic absences.	5	Not serious
Grand Median		6	Not a problem

Availability of Instructional Materials

The table shows the seriousness of challenges related to the availability of instructional materials. The majority of indicators obtained a median score of 5.00, interpreted as Not Serious, including availability of textbooks, access to digital resources, and budget allocation for materials. Meanwhile, a few indicators, such as the use of visual aids, the provision of worksheets, and the printing of materials, received a score of 6.00, representing the highest values. The grand median of 5.00 indicates that the availability of instructional materials is not serious.

The results show that despite efforts to ensure adequate learning materials, there remain priority areas for MEP schools in their accessibility and adequacy of instructional materials. Asatidz/Muslim Teachers make up for this problem by creating additional materials themselves and improvising instructional materials. It means there is material provision, but not enough to address all instructional needs. There is a little bit of a problem with instructional materials, but not so serious.

The findings reveal that the highest-rated indicators were the use of visual aids to enhance lesson understanding (Item 5), the provision of worksheets for learner reinforcement (Item 11), and the school's initiative to print instructional materials when textbooks are unavailable (Item 13), all obtaining a median score of 6.00, interpreted as Not a Problem. These results demonstrate the resourcefulness and commitment of ALIVE teachers and school administrators in ensuring continuity of instruction despite limitations in the availability of standard learning resources. The findings suggest that schools maximize available resources through teacher initiative, localized instructional practices, and alternative learning materials to support effective classroom instruction. In contrast, the lowest-rated indicators included the availability of MEP-aligned textbooks and resources (Item 1), learners having individual copies of workbooks (Item 4), and the allocation of a budget specifically for purchasing MEP instructional materials (Item 9), each receiving a median score of 5.00, interpreted as Not Serious. Although these were not perceived as major concerns, they indicate areas where the provision of standardized and sustainable instructional resources can still be strengthened. The findings imply that while schools have successfully addressed immediate instructional needs through innovation and improvisation, long-term improvements in resource allocation and material development remain necessary to ensure consistent implementation of the Madrasah Education Program.

Table 8. Degree of Seriousness of the Challenges faced by the respondents in the implementation of the Madrasah Education Program in terms of the Availability of Instructional Materials

No.	Indicative Statement	Median	DE
1	Our school has MEP-aligned textbooks and resources.	5	Not serious

2	Teachers create supplementary materials for ALIVE instruction.	5	Not serious
3	Instructional materials are reviewed for cultural appropriateness.	5	Not serious
4	Learners have individual copies of workbooks.	5	Not serious
5	Visual aids are used to enhance understanding of lessons.	6	Not a problem
6	The school has access to digital MEP materials.	5	Not serious
7	DepEd-provided modules are utilized effectively.	5	Not serious
8	Teachers share materials through LAC or professional learning groups.	5	Not serious
9	There is a budget allocated for purchasing MEP materials.	5	Not serious
10	Materials are updated to meet curriculum revisions.	5	Not serious
11	Learners are provided with worksheets for reinforcement.	6	Not a problem
12	ALIVE teachers are trained in developing contextualized materials.	5	Not serious
13	The school prints materials when books are unavailable.	6	Not a problem
14	MEP materials are stored safely and are easily accessible.	6	Not a problem
15	Parents help in reproducing instructional materials.	5	Not serious
Grand Median		5	Not serious

Honorarium and Allowances

Table 9 shows that the seriousness of the challenges faced by ALIVE teachers regarding honoraria and allowances is generally low, with an overall grand median of 6, interpreted as “Not a problem.” This indicates that the systems and processes related to allowance disbursement are functioning effectively. Most indicators received a median of 6, suggesting strong coordination between schools and the division office, clear communication of payment schedules, proper documentation, availability of focal persons, and timely submission and processing of requirements. Teachers also perceive that financial support mechanisms are well-established, transparent, and properly monitored, which contributes to their confidence in the system.

However, a few indicators were rated with a median of 5, interpreted as “Not serious,” particularly on the consistency of timely allowance receipt and the provision of support letters in some instances. These suggest minor operational delays or procedural gaps that may occasionally occur but are not severe enough to affect overall implementation. In general, the findings reflect an efficient and responsive financial support system for MEP implementation, with only minimal areas for improvement in strengthening timeliness and documentation consistency.

Among the highest-rated indicators were the prompt coordination between schools and the division office in processing allowances (Item 2), teachers being informed of allowance schedules (Item 5), and the release of allowances without unexplained deductions (Item 6), all obtaining a median score of 6.00, interpreted as Not a Problem. These findings indicate that the administrative mechanisms governing financial support for ALIVE teachers are generally effective, transparent, and well-coordinated. The consistent implementation of these financial procedures reflects the commitment of school administrators and education authorities to ensuring the welfare of ALIVE teachers and maintaining their confidence in the program. However, three indicators obtained the lowest median score of 5.00, namely the timely receipt of allowances (Item 1), the existence of a clear tracking system for allowance disbursement (Item 3), and the provision of support letters to facilitate disbursement (Item 13). Although interpreted as Not Serious, these findings suggest that minor procedural delays and documentation concerns occasionally occur during the disbursement process. This implies that while the financial support system functions effectively, further improvements in administrative efficiency, monitoring, and documentation procedures would contribute to more timely and transparent financial management within the Madrasah Education Program.

The financial management system of ALIVE teachers is effective and coordinated. There are well-established procedures and communication channels that ensure most financial issues are resolved. This means that despite

minor tracking delays and inefficiencies, there is a need to improve administrative processes. It shows that although the financial support is enough, operational efficiency can be improved.

Table 9. Degree of Seriousness of the Challenges faced by the respondents in the implementation of the Madrasah Education Program in terms of Honorarium/Allowances

No.	Indicative Statement	Median	DE
1	ALIVE teachers receive their allowances on time.	5	Not serious
2	The school coordinates with the division to process allowances promptly.	6	Not a problem
3	There is a clear system for tracking allowance disbursement.	5	Not serious
4	Delays are communicated to ALIVE teachers transparently.	6	Not a problem
5	Teachers are informed of allowance schedules.	6	Not a problem
6	Allowances are released in full without unexplained deductions.	6	Not a problem
7	Financial support is supplemented by local or school funds when needed.	6	Not a problem
8	Teachers submit needed documents on time to avoid delays.	6	Not a problem
9	Allowance issues are escalated to the proper authorities when unresolved.	6	Not a problem
10	Allowance concerns are raised during MEP program reviews.	6	Not a problem
11	There is a point person at the school for allowance-related concerns.	6	Not a problem
12	ALIVE teachers are oriented on how to follow up on delayed payments.	6	Not a problem
13	The school provides support letters to facilitate disbursements.	5	Not serious
14	Records of allowance release are maintained and accessible.	6	Not a problem
15	ALIVE teachers feel financially supported by the school.	6	Not a problem
Grand Median		6	Not a problem

Correlation between implementation and the degree of seriousness of challenges faced by the respondents in the implementation of the Madrasah Education Program

Table 10 presents the results of the Spearman Rank Correlation analysis conducted to determine the relationship between the extent of implementation of the Madrasah Education Program (MEP) and the degree of seriousness of the challenges encountered by the respondents. The results revealed statistically significant positive correlations ranging from $\rho = .561$ to $\rho = .782$, indicating significant relationships between all implementation domains and challenge variables. The strongest relationship was observed between Merit and Institutional Support and Cultural Variances ($\rho = .782$), followed by Compliance with DepEd Orders and Cultural Variances ($\rho = .767$) and Merit and Institutional Support and Honorarium/Allowances ($\rho = .732$). The lowest correlation was found between Pedagogical Training and Teacher Development and Honorarium/Allowances ($\rho = .561$). However, this coefficient still indicates a meaningful relationship between the variables. It is important to clarify the interpretation of the positive correlation coefficients reported in this study.

The challenge indicators were measured using a six-point scale wherein higher scores represent less serious challenges (6 = Not a Problem and 1 = Very Highly Serious). Therefore, the positive Spearman rho coefficients do not indicate that stronger implementation is associated with more implementation challenges. Rather, they indicate that higher levels of implementation are associated with higher challenge-scale scores, meaning that the challenges are perceived as less serious. Consequently, the findings suggest that stronger implementation of the Madrasah Education Program is associated with fewer implementation difficulties and reduced operational challenges. The high positive correlation between Merit and Institutional Support and Cultural Variances ($\rho = .782$) indicates that schools providing stronger institutional support, administrative

recognition, and stakeholder participation tend to experience fewer concerns related to cultural diversity. Likewise, the high correlation between Compliance with DepEd Orders and Cultural Variances ($\rho = .767$) suggests that schools that consistently adhere to DepEd policies are more capable of promoting cultural inclusivity and addressing diversity-related concerns. Similarly, the relationship between Merit and Institutional Support and Honorarium/Allowances ($\rho = .732$) implies that effective institutional systems contribute to minimizing concerns related to financial support and administrative processes. Meanwhile, the lowest observed correlation between Pedagogical Training and Teacher Development and Honorarium/Allowances ($\rho = .561$) was interpreted as Substantial based on the correlation interpretation scale adopted in the study. Although lower than the other coefficients, the result remains significant and suggests that improvements in teacher development are associated with less serious concerns regarding honoraria and allowances. The relatively lower coefficient may indicate that financial concerns are also influenced by factors beyond professional development, such as funding availability, budget allocations, and administrative procedures. Likewise, the substantial correlations involving the Availability of Instructional Materials suggest that resource-related concerns may be affected by broader institutional and financial factors in addition to implementation practices. Overall, the findings demonstrate that stronger implementation practices are consistently associated with less serious implementation challenges. The results highlight the importance of policy compliance, institutional support, and teacher development in promoting effective and sustainable implementation of the Madrasah Education Program.

The results confirm a significant relationship between the extent of implementation and the degree of seriousness of challenges faced by the respondents, thereby addressing the research problem. The significant relationships identified in this study are supported by recent literature emphasizing that the successful implementation of educational programs depends on the interaction between organizational capacity, leadership support, and resource availability.

Table 10. Correlation between implementation and the degree of seriousness of the challenges faced by the respondents

Variables	Dimensions	Coefficient of Correlation	DE	Remarks
Compliance with DepEd Orders	<i>Cultural Variances</i>	0.767	High	Significant
	<i>Physical Facilities</i>	0.656	Substantial	Significant
	<i>Learners Attendance</i>	0.677	Substantial	Significant
	<i>Availability of IMs</i>	0.565	Substantial	Significant
	<i>Honorarium</i>	0.711	High	Significant
Merit and Institutional Support	<i>Cultural Variances</i>	0.782	High	Significant
	<i>Physical Facilities</i>	0.689	Substantial	Significant
	<i>Learners Attendance</i>	0.722	High	Significant
	<i>Availability of IMs</i>	0.593	Substantial	Significant
	<i>Honorarium</i>	0.732	High	Significant
Pedagogical Training and Teacher Development	<i>Cultural Variances</i>	0.628	Substantial	Significant
	<i>Physical Facilities</i>	0.658	Substantial	Significant
	<i>Learners Attendance</i>	0.671	Substantial	Significant
	<i>Availability of IMs</i>	0.644	Substantial	Significant
	<i>Honorarium</i>	0.561	Substantial	Significant

$\pm .164$ critical value of $r .05$ (two-tail)

These findings support Fullan's Educational Change Theory, which emphasizes that successful educational reform requires the interaction of leadership, organizational support, teacher capacity building, and effective implementation processes. Strengthening these implementation domains may therefore contribute to

minimizing operational challenges and enhancing the long-term sustainability of the Madrasah Education Program. The study reveals significant relationships between the extent of implementation and the challenges faced in schools. High correlations between Merit and Institutional Support and Cultural Variances, Learners' Attendance, and Honorarium/Allowances, Compliance with DepEd Orders and Cultural Variances, and honorarium/allowances imply that effective governance and inclusivity reduce operational problems. However, low correlations with pedagogical training suggest that further improvements are needed in teacher development.

The results confirm a significant relationship between the extent of implementation and the degree of seriousness of challenges faced by the respondents, thereby addressing the research problem. This is supported by existing literature, which posits that successful educational programs depend on the alignment of policy, resources, and instructional practices (Fullan, 2020; OECD, 2022; UNESCO, 2023). The significant relationships identified in this study are supported by recent literature emphasizing that the successful implementation of educational programs depends on the interaction between organizational capacity, leadership support, and resource availability.

According to Hallinger and Kulophas (2022), schools with strong instructional leadership and institutional support are more capable of addressing implementation challenges because leaders create conditions that foster collaboration, accountability, and continuous improvement. Similarly, Schleicher (2023) explained that education systems characterized by effective governance and supportive school climates demonstrate greater resilience in overcoming operational barriers and sustaining educational reforms. Furthermore, Sahlberg (2024) emphasized that strengthening teacher capacity, improving resource management, and promoting collaborative school cultures contribute significantly to reducing implementation challenges and enhancing program effectiveness. These findings suggest that improving institutional support, teacher development, and organizational practices can minimize implementation barriers while promoting the long-term sustainability of the Madrasah Education Program.

Best practices of the Madrasah Education Program that support the process of utilization

Table 11 presents the best practices identified by the respondents that contribute to the successful and sustainable implementation of the Madrasah Education Program in public schools in Region IV-A. The findings indicate that effective implementation extends beyond policy compliance and is strengthened through culturally responsive instruction, institutional support for ALIVE teachers, systematic monitoring and evaluation, stakeholder collaboration, and continuous professional development. These practices collectively promote an inclusive learning environment, improve instructional quality, and strengthen program sustainability.

The identified best practices are consistent with contemporary educational literature emphasizing that sustainable educational programs require strong governance, collaborative leadership, culturally responsive pedagogy, teacher capacity building, and active community engagement. Collectively, these practices provide a practical framework that may be adopted by other schools implementing the Madrasah Education Program and may serve as a basis for policy enhancement and continuous program improvement.

Table 11. Best practices that significantly contribute to the successful and sustainable implementation of the Madrasah Education Program (MEP)

Rank	Best Practice	Frequency (f)	Percentage (%)
1	Compliance with DepEd Policies and Guidelines	32	22.38
2	Culturally Responsive Learning Environment	29	20.28
3	Recognition and Institutional Support for ALIVE Teachers	25	17.48
4	Effective Monitoring and Evaluation System	22	15.38
5	Stakeholder Collaboration	19	13.29

6	Continuous Professional Development	16	11.19
Total		143	100

During the familiarization phase, participant responses were repeatedly reviewed to identify recurring themes related to program implementation, institutional support, cultural responsiveness, resource utilization, and learner outcomes. Initial codes were generated from significant statements and phrases. Examples of emerging codes included technical assistance, school leadership support, teacher capacity building, *contextualized instruction*, *stakeholder collaboration*, *resource availability*, *cultural preservation*, and *learner engagement*.

The initial codes were then grouped into broader categories. For example, responses referring to monitoring, mentoring, and guidance from school heads and program coordinators were clustered under the category **institutional and technical support**. Statements related to Arabic language integration, Islamic values, and culturally meaningful teaching practices were organized under **culturally responsive implementation**. Categories were further examined to identify overarching themes that explained how MEP implementation experiences influenced program utilization.

Theme 1: Institutional Support and Continuous Professional Development Strengthen Program Implementation

Participants consistently emphasized that regular capacity-building programs for school leaders, coordinators, and education supervisors contributed significantly to effective MEP implementation. Support mechanisms included monitoring visits, mentoring, communication channels, and provision of instructional guidance.

One participant highlighted the importance of continuous assistance:

“The availability of regular orientation and training from the MEP focal person and school head.”

Participants also described how school administration support helped address operational needs and improved teacher confidence. Several narratives emphasized that regular monitoring and follow-up from program coordinators helped maintain implementation quality.

Another participant stated:

“The regular monitoring and provision of training and professional development programs to implementing schools in the division.”

These findings suggest that implementation success was not solely dependent on the availability of program resources but also on the presence of responsive leadership structures that guided teachers and ensured accountability.

Theme 2: Cultural Responsiveness Promotes Meaningful and Inclusive Learning Experiences

A major theme emerging from participant narratives was the importance of maintaining cultural and religious relevance within classroom instruction. Participants viewed MEP as effective when lessons reflected learners' Islamic identity while remaining aligned with national education standards. Participants described culturally responsive strategies such as integrating Arabic language instruction, Islamic values education, contextualized materials, and recognition of Muslim traditions.

One participant explained:

“The Madrasah Education Program is most effective when it uses culturally responsive teaching, a standardized ALIVE curriculum, and continuous teacher training.”

Another participant emphasized the importance of contextualized instruction:

“Effective integration of the madrasah education program is achieved through contextualized teaching, where Arabic language and Islamic values are connected to learners' daily lives, making learning meaningful and applicable.”

Participants also identified cultural sensitivity challenges, particularly regarding recognition of Muslim practices within the broader school environment. Some narratives highlighted the need to ensure that important Islamic celebrations and practices are acknowledged.

One participant noted:

“Dapat po ay hindi nakakaligtaan ang pagse-celebrate ng Muslim holidays para matatandaan ng mga Muslim na mag-aaral ang mga importanteng araw na mayroon ang relihiyong Islam.”

This indicates that cultural inclusion extends beyond classroom instruction and involves creating a school environment where learners' identities and traditions are respected.

Theme 3: Teacher Development and Availability of Learning Resources Influence Program Quality

Participants identified teacher competence, professional development, and instructional resources as essential factors affecting MEP utilization. Continuous training, mentoring, and access to culturally appropriate materials were perceived as mechanisms that improved instructional delivery.

A participant described the importance of teacher preparation:

“Tuloy-tuloy na training at mentoring para sa mga ustadh kasama ang lesson planning, inclusive classroom assessment, at culturally responsive strategies.”

Participants also mentioned the role of localized and culturally appropriate instructional materials in improving learner engagement. These included Arabic learning materials, contextualized resources, and technology-supported teaching strategies.

One participant stated:

“Development of localized learning materials that are culturally responsive and aligned to MEP curriculum.”

The narratives indicate that teacher effectiveness is influenced not only by individual capability but also by the institutional investment provided through training opportunities, materials, and professional recognition.

Theme 4: Community and Stakeholder Engagement Enhance Sustainability and Ownership

Participants frequently discussed the importance of collaboration among schools, parents, Muslim community leaders, local government units, and other stakeholders. Community participation was perceived as a mechanism for strengthening trust and ensuring that program implementation reflected community needs.

A participant explained:

“Active participation of parents, local Muslim leaders, and community organizations helps ensure the program reflects the needs of Muslim learners.”

Another participant highlighted:

“Community collaboration and partnership stand out as a foundational practice. Engaging local government units (LGUs), parents, religious leaders, and community stakeholders fosters shared ownership and resource mobilization.”

These findings demonstrate that MEP implementation operates within a broader social ecosystem where program effectiveness depends on cooperation among multiple actors.

Theme 5: Perceived Program Impacts on Learners' Academic, Cultural, and Social Development

Participants perceived MEP as contributing to improved learner outcomes by combining academic learning with Islamic values formation. Narratives indicated that students gained knowledge of the Arabic language, Islamic practices, and values that influenced their daily behavior.

One participant shared:

"The Madrasah Education Program ensures meaningful learning by combining Islamic values with academics and hands-on activities that students can immediately apply in real life."

Participants also perceived the program as contributing to inclusion and respect among learners from different backgrounds:

"It helps Muslim and non-Muslim students to truly learn Islam."

The qualitative findings suggest that MEP impacts extend beyond academic achievement by strengthening cultural identity, promoting mutual respect, and creating a more inclusive educational environment.

Integration of Qualitative and Quantitative Findings

The qualitative findings provide contextual explanations for the quantitative results related to MEP utilization and implementation effectiveness. While quantitative measures may demonstrate the extent of program implementation, participant narratives explain the mechanisms behind these outcomes.

For example, quantitative indicators showing a very high level of implementation support may be explained by participants' descriptions of compliance with DepEd Orders, merit, and institutional support. Similarly, positive ratings related to cultural relevance are supported by narratives describing the importance of Arabic language integration, Islamic values education, and contextualized teaching approaches.

The convergence of findings indicates that effective MEP implementation is associated with interconnected factors: strong institutional support, culturally responsive pedagogy, competent teachers, adequate resources, and active community participation. Together, these factors create conditions where Muslim learners receive education that is both academically meaningful and culturally affirming.

PROPOSED INTERVENTION PROGRAM

PROJECT MEP-CARE: Madrasah Education Program Capacity Advancement and Resource Enhancement

Rationale:

One of the important programs of the Department of Education that provides inclusive, culturally relevant, and equal education to Muslim students by incorporating Arabic Language and Islamic Values Education (ALIVE) in public schools is the Madrasah Education Program (MEP).

Based on the study's findings, public schools in Region IV-A show a very high degree of compliance with DepEd policies, along with strong institutional commitment, effective monitoring systems, and inclusive practices. The cultural integration process, learner attendance, and funding support system work effectively, with no major problems.

However, the research has shown that certain aspects need further improvement to maintain and enhance program implementation. They are: advancing the pedagogical skills of ALIVE teachers, a lack of up-to-date, contextualized learning materials, and a need for greater teacher involvement in the governance and planning process. Moreover, the lowest indicators, such as in terms of physical facilities, basic instructional tools, and

the availability of a prayer room, needed to be addressed. In terms of _ additional LAC sessions about ICT training, curriculum, content pedagogy, and teaching strategies need to be addressed in the proposed intervention program.

Furthermore, the study established a significant relationship between the extent of implementation and the challenges encountered, suggesting that strengthening key implementation components can minimize operational difficulties and improve program outcomes. This emphasizes that continuous capacity building and institutional support are essential for sustaining program quality.

In response to these findings, PROJECT MEP-CARE (Madrasah Education Program – Capacity Advancement and Resource Enhancement) is validated as a comprehensive intervention program. It adopts a systematic, evidence-based, and collaborative approach that focuses on teacher development, instructional resource enhancement, participatory governance, stakeholder engagement, and continuous monitoring and evaluation. Ultimately, the project supports the realization of the DepEd Vision, Mission, Core Values (Makatao, Makabansa, Maka-Diyos, at Makakalikasan), the Basic Education Development Plan (BEDP) 2030, and Sustainable Development Goal 4 (Quality Education) by ensuring that Muslim learners receive inclusive, culturally relevant, and high-quality education.

Additionally, the research has found a significant correlation between implementation and challenges; this means that improving the weak aspects will further reduce the challenges.

The purpose of this intervention is to fill these gaps with a systematic, sustainable, and evidence-based program that will improve the development of teachers, learning resources, and institutional structures, as well as the monitoring system and stakeholder involvement. This is consistent with DepEd's Vision, Mission, Core Values, BEDP, and SDG 4 (Quality Education).

General Objective:

To improve the execution, effectiveness, and sustainability of the Madrasah Education Program by developing teacher competency, instructional materials, inclusive governance, and culturally responsive educational practices during the school year.

Specific Objectives:

The project specifically aims to:

1. Strengthen the pedagogical competencies of ALIVE teachers through continuous professional development focusing on contextualized teaching strategies and action research.
2. Improve the availability, accessibility, and quality of contextualized instructional materials that support the implementation of the ALIVE curriculum.
3. Increase the participation of ALIVE teachers in school governance, planning, budgeting, and decision-making processes.
4. Sustain culturally responsive and inclusive learning environments that recognize and respect Islamic values and cultural diversity.
5. Strengthen partnerships among schools, parents, local government units, religious leaders, and community stakeholders to support program implementation.
6. Establish an effective monitoring and evaluation system to ensure continuous program improvement and evidence-based decision-making.

Timeline Of Implementation

Activities / Strategies / Project Component	Objectives	Target / Expected Output	Inclusive Date of Implementation
Activity 1: Program Orientation and Planning	To organize the implementation structure	100% of stakeholders oriented;	August 2026 (Opening

(TWG Formation) — Conduct a meeting with stakeholders	and clarify roles and program strategies	implementation plan finalized	block)
Activity 2: Capacity-Building for ALIVE Teachers — ICT Integration, Contextualized Pedagogy	To enhance teacher competencies and instructional delivery	100% of ALIVE teachers trained; improved pedagogical practices	September 2026 (End-of-term block of Term 1)
Activity 3: Contextualized Instructional Materials Enhancement Project — Development, Procurement, Digitization	To improve the availability and quality of learning materials	Updated and contextualized materials are available in all ALIVE classes	September 2026 (End-of-term block of Term 1)
Activity 4: Participatory Governance Initiative — Inclusion in committees, planning, and budgeting	To strengthen teacher involvement in school governance	Increased representation of ALIVE teachers in decision-making	December 2026 (End-of-term block of Term 2)
Activity 5: Culturally Responsive Education Program — Cultural awareness and community engagement	To sustain inclusive and culturally sensitive learning environments	Continuous implementation of inclusive practices; active learner participation	December 2026 (End-of-term block of Term 2)
Activity 6: Stakeholder Engagement Program	To strengthen community collaboration and program support	Active participation of stakeholders; strengthened partnerships	April 2027 (End-of-term block of Term 3)

The project shall be monitored through the following indicators:

- Quarterly implementation accomplishment reports
- Pre-test and post-test assessment of teacher competencies
- Classroom observation results
- Availability and utilization rate of contextualized instructional materials
- Participation of ALIVE teachers in governance activities
- Stakeholder satisfaction surveys
- Learner participation and engagement indicators
- Annual project evaluation report

Monitoring And Evaluation

The implementation of the project will be monitored and evaluated through the following mechanisms:

- Quarterly monitoring reports on program implementation
- Pre- and post-assessment of teacher competencies
- Evaluation of instructional materials availability and utilization
- Feedback from teachers, learners, and stakeholders
- Review of MEP implementation indicators and performance outcomes

Findings from monitoring activities will be used to refine strategies and ensure continuous improvement.

Expected Outcomes

- Upon successful implementation, PROJECT MEP-CARE is expected to produce the following outcomes:
- Improved pedagogical competencies of ALIVE teachers, particularly in contextualized teaching and action research.
- Enhanced quality, accessibility, and utilization of culturally responsive instructional materials.
- Greater participation of ALIVE teachers in school leadership, governance, and planning.
- Stronger collaboration among schools, families, religious communities, and partner organizations.
- Sustained implementation of inclusive and culturally responsive educational practices.
- Improved monitoring, accountability, and evidence-based program management.
- Enhanced overall effectiveness, sustainability, and institutionalization of the Madrasah Education Program.

Sustainability Plan

To ensure long-term sustainability of the project, the following strategies will be implemented:

- Integration of activities into the School Improvement Plan (SIP) and Division programs
- Continuous professional development for teachers
- Strengthening partnership with stakeholders and community
- Allocation of funds for program continuity
- Institutionalization of monitoring and evaluation practices

NATIVIDAD'S HARMONIZED EDUCATIONAL SUPPORT PHILOSOPHY

Philosophy

The **Natividad's Harmonized Educational Support Philosophy (NHESP)** is an educational philosophy developed from the findings of this study on the implementation of the Madrasah Education Program (MEP). It posits that the sustainable implementation of culturally responsive educational programs is achieved through the harmonious integration of policy compliance, institutional leadership, teacher empowerment, adequate instructional resources, financial support, cultural responsiveness, and active community collaboration. Rather than functioning independently, these elements operate as interconnected components of a unified educational system in which the effectiveness of one component strengthens the others.

NHESP recognizes that educational success is not determined by a single variable but by the collective interaction of multiple institutional, instructional, and social factors. Schools that consistently comply with educational policies, cultivate supportive leadership, invest in teacher development, provide sufficient learning resources, respect cultural diversity, and encourage meaningful stakeholder participation create learning environments that are resilient, inclusive, and capable of sustaining quality educational programs. Consequently, implementation challenges become less significant because the educational system functions collaboratively toward achieving common goals.

The philosophy further asserts that harmony is not merely the absence of conflict or challenges but the presence of coordinated actions, mutual accountability, and shared responsibility among educational

stakeholders. School administrators, teachers, learners, parents, community leaders, and education authorities each play complementary roles in ensuring that educational objectives are successfully achieved. When these stakeholders work collectively rather than independently, schools become adaptive organizations capable of responding effectively to changing educational needs while maintaining program quality and sustainability.

Grounded in the findings of this study, NHESP emphasizes that the effectiveness of the Madrasah Education Program is strengthened when implementation domains—including compliance with DepEd policies, institutional support, pedagogical training, culturally responsive practices, instructional materials, learner support, and financial assistance—operate in harmony. The significant relationships found between implementation and the seriousness of challenges suggest that strengthening these implementation domains contributes directly to minimizing operational barriers. Therefore, educational improvement should focus on reinforcing the interconnectedness of these domains rather than addressing each challenge in isolation.

Ultimately, Natividad's Harmonized Educational Support Philosophy views education as a collaborative ecosystem where continuous improvement results from balanced leadership, empowered teachers, responsive governance, adequate resources, and strong partnerships with the community. Through this harmonious interaction, schools can provide equitable, culturally responsive, and sustainable educational opportunities that promote holistic learner development and long-term institutional success.

The Core Principles of NHESP

1. Policy Guides Practice

Educational policies serve as the foundation of effective program implementation. NHESP maintains that policies become meaningful only when they are translated into consistent school practices. Compliance with DepEd Orders and other educational regulations provides clear direction, establishes accountability, and ensures that educational programs are implemented according to national standards while remaining responsive to local needs.

2. Leadership Empowers Teachers

Effective school leadership creates an environment in which teachers are supported professionally and personally. NHESP emphasizes that educational leaders should not merely supervise teachers but should mentor, encourage, recognize, and provide opportunities for continuous professional growth. Empowered teachers demonstrate greater commitment, innovation, and effectiveness in delivering quality instruction.

3. Resources Strengthen Instruction

Quality education depends on the availability of adequate instructional materials, appropriate facilities, financial support, and technological resources. NHESP argues that sufficient educational resources enable teachers to implement the curriculum effectively, accommodate diverse learner needs, and provide meaningful learning experiences. Resource provision should therefore be viewed as an investment in educational quality rather than simply an administrative responsibility.

4. Culture Enriches Learning

Education becomes more meaningful when it respects and values learners' cultural identities. NHESP recognizes cultural diversity as an educational strength rather than a challenge. By integrating culturally responsive teaching practices and acknowledging learners' beliefs, traditions, and experiences, schools foster inclusive environments that promote respect, belonging, and active participation. Within the Madrasah Education Program, cultural responsiveness strengthens both academic learning and the preservation of Islamic values and identity.

5. Collaboration Sustains Implementation

Sustainable educational improvement cannot be achieved by schools alone. NHESP highlights the importance of collaborative partnerships among school administrators, teachers, parents, community leaders, religious

organizations, local government units, and education authorities. Shared decision-making, collective responsibility, and continuous communication enable schools to address challenges more effectively and ensure the long-term success of educational programs.

The Harmonized Educational Support Philosophy contributes to educational leadership by proposing that the effectiveness of specialized programs such as the Madrasah Education Program depends on the harmonious interaction of institutional, instructional, cultural, and community-based factors. Unlike approaches that focus on isolated variables, HESP presents implementation as an integrated educational ecosystem where improvements in one domain reinforce the effectiveness of others. This philosophy offers school leaders, policymakers, and researchers a practical framework for designing, implementing, and evaluating culturally responsive educational programs that are both sustainable and inclusive.

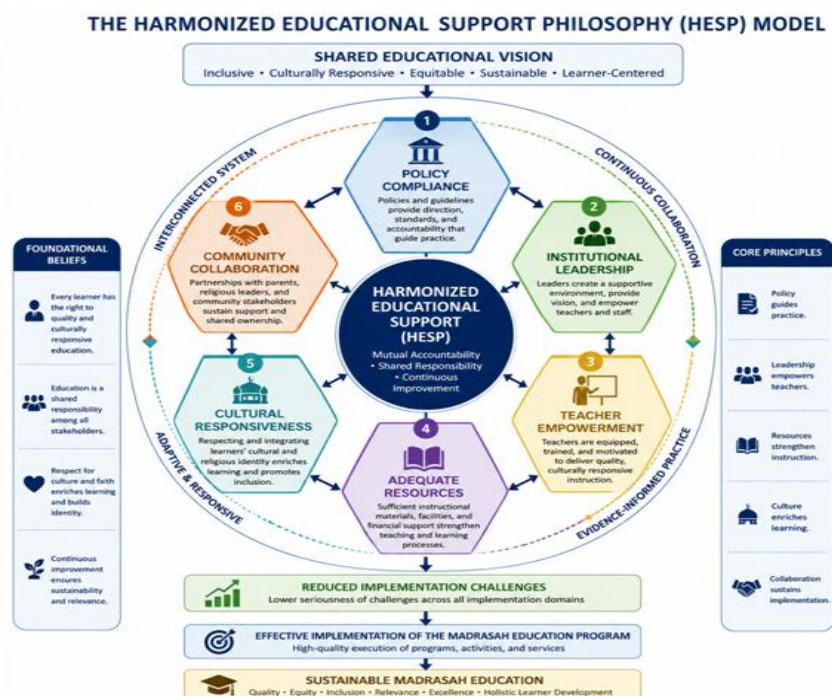


Figure 2. Harmonized Educational Support Philosophy Framework

CONCLUSION

Based on the findings, the following conclusions were drawn:

1. The Madrasah Education Program (MEP) in Region IV-A is generally well-implemented, reflecting strong institutional commitment and effective adherence to DepEd policies.
2. Sustaining the program requires strengthening teacher empowerment, particularly through greater participation in school governance and continuous professional development.
3. Although implementation challenges are not a problem and not serious, improving instructional resources remains essential to enhance teaching quality and learning outcomes.
4. The significant relationship between program implementation and implementation challenges highlights the importance of maintaining a comprehensive and well-supported implementation system.
5. Continuous improvement through evidence-based interventions and collaborative stakeholder engagement is necessary to ensure the long-term effectiveness and sustainability of the Madrasah Education Program.

RECOMMENDATION

In view of the findings and conclusions drawn, the following recommendations are offered:

1. Strengthen the participation of ALIVE teachers in school planning, decision-making, and governance. Schools and DepEd offices should strengthen the pedagogical competencies of ALIVE teachers by

providing sustained professional development focused on contextualized teaching strategies and action research.

2. Schools and DepEd offices should strengthen the pedagogical competencies of ALIVE teachers by providing sustained professional development focused on contextualized teaching strategies and action research.
3. Allocate resources for updated, culturally responsive, and technology-supported instructional materials.
4. Sustain partnerships among DepEd, schools, LGUs, and community stakeholders to support program implementation.
5. Institutionalize the proposed intervention program with regular monitoring and evaluation to ensure continuous improvement.
6. In the future, conduct similar studies in other regions and employ qualitative or mixed-method approaches to further strengthen the evidence base for the Madrasah Education Program. It includes comparative studies across regions with varying Muslim population densities and across levels of implementation maturity to identify context-specific factors influencing program success.

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