PROJECT 4A's (Angat ALIVE for Aspiring Achievements): An Inclusive Educational Strategy and Intervention Program for ALIVE Learners under Madrasah Education Program

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ABSTRACT

This research titled "PROJECT 4A's (Angat ALIVE for Aspiring Achievements): An Inclusive Educational Strategy and Intervention Program for ALIVE Learners under Madrasah Education Program" aimed to determine the current status of Arabic Language and Islamic Values Education (ALIVE) Program of Santa Rosa City. It includes some issues and concerns in the implementation of the Arabic Language and Islamic Values Education (ALIVE) Program, the identified good practices and the proposed educational strategy and intervention program developed for policy recommendation and adoption. As to the current status of Arabic Language and Islamic Values Education (ALIVE) Program of Santa Rosa City with respect to programs and projects, operationalization of the Curriculum Support System and Monitoring and Evaluation, all indicators were noted as evident. As to the issues and concerns in the implementation of the Arabic Language and Islamic Values Education (ALIVE) Program under Madrasah Education Program in schools, all indicators were evident to have a descriptive interpretation of agree. Lastly, as to the identified good practices in the implementation of Arabic Language and Islamic Values Education (ALIVE) Program under Madrasah Education Program with respect to program support and program management, all indicators were evident to have a descriptive interpretation of effective.

Keywords: Project 4A's, ALIVE, Madrasah, Inclusive Education

INTRODUCTION

Arabic Language and Islamic Values Education (ALIVE) under Madrasah Educational Program has been implemented in the Schools Division of Santa Rosa City way back 2004 pursuant to the 1987 Philippine Constitution, and Republic Act (RA) 10533 or the Enhanced Basic Education Act of 2013 that basic education shall be made "learner-oriented and responsive to the needs, cognitive and cultural capacity, the circumstances and diversity of learners, schools, and communities. It shall also recognize the purposes and aspirations of learners for their personal development and participation in national development.

In accordance with Presidential Decree (PD) 1083, or the Code of Muslim Personal Laws of the Philippines, which provides that "the State shall consider the customs, traditions, beliefs and interests of national cultural communities in the formulation and implementation of state policies," and in support of RA 6734, An Act Providing for an Organic Act for the Autonomous Region in Muslim Mindanao, which provides the need to establish, maintain and support a complete and integrated system of quality education and adopt an educational framework that is meaningful, relevant and responsive to the needs, ideas and aspirations of the people in the region," and of the 1996 Peace Agreement with the Moro National Liberation front, the Department of Education implements the Madrasah Education Program.

Primarily, the Madrasah Education Program in the Division of Santa Rosa City aims to provide Muslim learners with appropriate and relevant educational opportunities while recognizing their cultural contexts and unique purposes for participating in the program offerings. It also aims to integrate content and competencies which are relevant and of interest to Muslim learners.

Balibago Elementary School and Santa Rosa Elementary School Central II as the main schools in the Division of Santa Rosa City offering Arabic Language and Islamic Values Education under Madrasah Education

Program experience different challenges in the implementation of the program. In response, Deped Order No. 25 s 2021 titled: Revised Implementing Guidelines on the Utilization of Fund for Madrasah Education Program necessitates the need for the revision of some provisions in the implementation of Madrasah Education Program in the Division of Santa Rosa City to ensure the continuous delivery of quality education among Muslim Filipino learners in the city.

In order to continuously improve these programs and services for all learners, the researcher would like to determine the current status, issues and concerns and identify good practices in the implementation of Arabic Language and Islamic Values Education (ALIVE) Program in schools offering Madrasah Education Program.

A study by Balayanan and Lumapenet (2024) identified several obstacles faced by MEP/ALIVE teachers, such as the need to revise guidelines on fund utilization, upgrade the basic Muslim education curriculum, and enhance policy guidelines within the K-12 Basic Education Program. Teachers also expressed a desire for continuous professional development and improved learning facilities to better implement Madrasah Education.

Meanwhile, according to Pagalanan's (2023) on her qualitative assessment in the Schools Division of Laguna examined the status of MEP implementation, highlighting areas for improvement to ensure the program's effectiveness in delivering quality education to Muslim learners

With the above mentioned studies, this research serves as basis in determining an inclusive educational strategy and intervention program for MEP schools that provide the Muslim learners with appropriate and relevant educational opportunities within the context of their cultures, customs, traditions, and interest through the integration of Project 4As (Angat ALIVE for Aspiring Achievements) to make learning authentic and meaningful.

METHODOLOGY

The descriptive-quantitative method of research were employed in this undertakings to gather the necessary data and information in the implementation of PROJECT 4A's. Weighted mean and standard deviation used to determine the current status of Arabic Language and Islamic Values Education (ALIVE) Program of Santa Rosa City. It also addressed issues and concerns in the implementation of the Arabic Language and Islamic Values Education (ALIVE) Program in schools and the good practices in its implementation. Survey questionnaire was the main instrument used in this research.

Participants and/or other Sources of Data and Information

In this research, purposive sampling was employed. This was used to ensure that different groups of a population are adequately represented in the sample. The lottery method was also utilized to give every unit of the population an equal chance and non-zero probability of being included in the sample (Zulueta and Costales, 2003). The respondents of this study were composing of thirty six (36) respondents from Balibago Elementary School and Santa Rosa Elementary School Central II for SY 2022-2023.

Table 1 Distribution of Respondents

Respondents	F	%
Principal/School Heads	3	8.33
ALIVE Coordinators	2	5.55
Asatidz	3	8.33
Teachers from Formal School handling Muslim learners	16	44.44
Parents	12	33.33
Total	36	100

As shown in Table 1, thirty (36) respondents were purposively taken from each school with a given number of samples of three (3) principal/school heads, two (2) ALIVE Coordinators, three (3) Asatidz, sixteen (16) teachers from formal school handling Muslim learners and twelve (12) selected parents of Muslim learners for the SY 2022-2023. Each respondent played vital role in the implementation of ALIVE Programs in Balibago ES and SRES Central II. From the component itself, Principal, as the overall in charge of the program in school, the ALIVE Coordinators as to the conduct of advocacy and dissemination of information to the community, LGU and other stakeholders, the Asatidz as the Ustad/Ustadzah (Muslim teacher) in every ALIVE Classes and other Muslim teachers as their counterpart.

Instrumentation

The instrument to be used in the study is a questionnaire consisting of three parts. Part 1 of the questionnaire was focused on the current status of Arabic Language and Islamic Values Education (ALIVE) Program of Santa Rosa City with respect to: Programs and Projects, Operationalization of the Curriculum Support System, Monitoring and Evaluation and Program Support Mechanism. Part 2 of the questionnaire focused on the issues and concerns in the implementation of the Arabic Language and Islamic Values Education (ALIVE) Program under Madrasah Education Program in schools and lastly, part 3 highlighted the identified good practices in the implementation of Arabic Language and Islamic Values Education (ALIVE) Program under Madrasah Education Program with respect to program support and program management.

In Part 1 of the questionnaire, a four-point rating scale indicated below was used to determine the current status of Arabic Language and Islamic Values Education (ALIVE) Program of Santa Rosa City.

Rating	Range	Interpretation
4	- 3.51-4.00	Highly Evident
3	- 2.51-3.50	Evident
2	- 1.51-2.50	Less Evident
1	- 1.00-1.50	Not Evident

In Part 2 of the questionnaire, a four-point rating scale indicated below was used to determine the issues and concerns in the implementation of the Arabic Language and Islamic Values Education (ALIVE) Program under Madrasah Education Program in schools

Rating	Range	Interpretation
4	- 3.51-4.00	Strongly Agree
3	- 2.51-3.50	Agree
2	- 1.51-2.50	Disagree
1	- 1.00-1.50	Strongly Disagree

In Part 3 of the questionnaire, a four-point rating scale indicated below was used to determine the good practices in the implementation of Arabic Language and Islamic Values Education (ALIVE) Program under Madrasah Education Program.

Rating	Range	Interpretation
4	- 3.51-4.00	Highly Effective
3	- 2.51-3.50	Effective

2	- 1.51-2.50	Less Effective
1	- 1.00-1.50	Not Effective

The key instrument used in collecting the data are survey questionnaires. A questionnaire is a set of orderly arranged questions, carefully prepared to answer the specific problems of the study (Zulueta and Costales, 2003). The questionnaire was prepared by the researcher, which was read, reviewed, modified, and validated by the former Education Program Supervisor handling Madrasah Education, also, the teachers and ALIVE Coordinators was also considered in validating the instrument for the enhancement and suggestions before presenting to the respondents. The questionnaire has been devised to obtain necessary data. After the instrument was checked and validated, a permit from the Office of the Curriculum Implementation Division was secured. The copies of the questionnaire were multiplied based on the number of the respondents and administered to them. With confidentiality, the gathered information was transferred in a tally sheet. Subsequently, data was presented based on the assigned indicator. The encoded data was forwarded to the researcher's statistician for the descriptive analysis. The gathered data was interpreted and presented in textual and tabular forms and appropriate interpretation were made.

Data Analysis Plan

The descriptive-quantitative method of research were employed in this study to gather the necessary data and information in the implementation of PROJECT 4A's (Angat ALIVE for Aspiring Achievements) as an Inclusive Educational Strategy and Intervention Program for ALIVE Learners under Madrasah Education Program Descriptive research involves collection of data to answer questions concerning the status of the subject of the study. Weighted mean and standard deviation used to determine the current status of Arabic Language and Islamic Values Education (ALIVE) Program of Santa Rosa City with respect to Programs and Projects, Operationalization of the Curriculum Support System and Monitoring and Evaluation. It also addressed issues and concerns in the implementation of the Arabic Language and Islamic Values Education (ALIVE) Program under Madrasah Education Program in schools and the good practices in the implementation of Arabic Language and Islamic Values Education (ALIVE) Program under Madrasah Education Program with respect to Program Support and Program Management. The data gathered were treated and interpreted using the scale presented above.

RESULTS AND DISCUSSIONS

This section dealt with the presentation of results based on the gathered data that were analyzed and interpreted for the better understanding of the study. The main focus of the study was to determine the current status of Arabic Language and Islamic Values Education (ALIVE) Program of Santa Rosa City with respect to programs and projects, operationalization of the Curriculum Support System and monitoring and evaluation. It also highlighted some of the issues and concerns in the implementation of the Arabic Language and Islamic Values Education (ALIVE) Program under Madrasah Education Program in schools with respect to learners status during ALIVE classes, Competencies of Asatidz, parental involvement, curriculum and learning assessment and materials. Lastly, it focused on the identified good practices in the implementation of Arabic Language and Islamic Values Education (ALIVE) Program under Madrasah Education Program with respect to program support and program management.

Table 1.1 Current Status of Arabic Language and Islamic Values Education (ALIVE) Program of Santa Rosa City as to Programs and Projects

No.	Programs and Projects	SD	WM	Interpretation
1.	regularly conduct mapping of learners	1.15	3.00	Evident
2.	includes MEP in their SIP/AIP/PPMP every year	1.10	2.86	Evident
3.	has enough resources for program sustainability	1.07	2.94	Evident

4.	strictly followed physical and financial accomplishment report every school year	1.16	2.92	Evident
5.	sustain program advocacy and campaign to promote Madrasah Education in the community.	1.18	3.03	Evident
	Overall Mean		2.95	Evident

Rating   Interpretation

4   Highly Evident

3   Evident

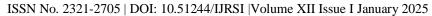2   Less Evident

1   Not Evident

Table 1.1 shows the current status of Arabic Language and Islamic Values Education (ALIVE) Program of Santa Rosa City as to programs and projects. Among other indicators, the indicator "sustain program advocacy and campaign to promote Madrasah Education in the community" got the highest mean of 3.03 while the indicator "includes MEP in their SIP/AIP/PPMP every year" got the lowest mean of 2.86. It revealed that all indicators were noted to have a descriptive interpretation of evident. This was disclosed by the overall mean of 2.95.

Sali and Marasigan (2020) supports the findings of the study which explored the implementation of MEP in selected Arabic Language and Islamic Values Education (ALIVE) schools in Quezon City. Their study identified challenges in practice and provided insights into the experiences of educators and administrators involved in the program.

Table 1.2 Current Status of Arabic Language and Islamic Values Education (ALIVE) Program of Santa Rosa City as to Operationalization of the Curriculum Support System

No.	Operationalization of the Curriculum Support System	SD	WM	Interpretation
1.	has existing Budget of Work (BOW) and Learning Competencies (LC) for Key Stage 1-2 learners	0.89	3.19	Evident
2.	conduct planning and program implementation review to discuss issues on curriculum and program implementation	1.01	2.94	Evident
3.	has curriculum experts in Arabic Language and Islamic Values to check the quality of learning materials used by the Asatidz	1.03	2.97	Evident
4.	conduct curriculum review for the alignment of learning competencies to the required mastery level of the learners	1.10	2.86	Evident
5.	conduct workshop and orientation on the use of supplementary learning materials prescribed by DepEd.	1.04	2.94	Evident
	Overall Mean		2.98	Evident

Rating   Interpretation

4   Highly Evident

3	Evident
2	Less Evident
1	Not Evident

Table 1.2 shows the current status of Arabic Language and Islamic Values Education (ALIVE) Program of Santa Rosa City as to Operationalization of the Curriculum Support System. Among other indicators, the indicator "has existing Budget of Work (BOW) and Learning Competencies (LC) for Key Stage 1-2 learners" got the highest mean of 3.19 while the indicator "conduct curriculum review for the alignment of learning competencies to the required mastery level of the learners" got the lowest mean of 2.86 respectively. It revealed that all indicators were noted to have a descriptive interpretation of evident. This was disclosed by the overall mean of 2.98.

The operationalization of curriculum support systems in the implementation of the Madrasah Education Program (MEP) has been addressed through various policy guidelines and studies. The Department of Education (DepEd) in the Philippines has issued policies to harmonize existing issuances on Muslim education, introducing provisions for more effective program development, implementation, and evaluation. These policies serve as the foundation for developing a Manual of Operations for the governance and administration of the MEP. (DO 41 s. 2017)

Table 1.3 Current Status of Arabic Language and Islamic Values Education (ALIVE) Program of Santa Rosa City as to Monitoring and Evaluation

No.	Monitoring and Evaluation	SD	WM	Interpretation
1.	regularly conduct monitoring and evaluation of programs and projects using M&E tools.	0.98	2.94	Evident
2.	analyze data results, interpret and validate feedback from the beneficiaries from each program being implemented.	1.06	2.89	Evident
3.	propose plan of action based on the results of the monitoring and evaluation conducted every program/project conducted.	1.02	2.92	Evident
4.	present data results to school M&E for possible technical assistance	1.01	2.89	Evident
5.	conduct FGD sessions to discuss result findings of the data gathered to all MEP focal persons, teachers, parents and other stakeholders.	1.07	2.86	Evident
	Overall Mean		2.90	Evident

Rating	Interpretation
4	Highly Evident
3	Evident
2	Less Evident
1	Not Evident

Table 1.3 shows the current status of Arabic Language and Islamic Values Education (ALIVE) Program of Santa Rosa City as to Monitoring and Evaluation. Among other indicators, the indicator "regularly conduct monitoring and evaluation of programs and projects using M&E tools" got the highest mean of 2.94 while the indictor "conduct FGD sessions to discuss result findings of the data gathered to all MEP focal persons, teachers, parents and other stakeholders" got the lowest mean of 2.86. It revealed that all indicators were noted to have a descriptive interpretation of evident. This was disclosed by the overall mean of 2.90.

Regional Memorandum No. 131 s. 2023 strictly adheres to the conduct of the monitoring and evaluation in the implementation of Madrasah Education Program in Eastern Visayas region. The activity aims to monitor, evaluate and validate the status of implementation of Madrasah Education Program, provide appropriate technical assistance to the MEP implementing schools relative to their conformity to the MEP policy guidelines and collate the best practices and notable learnings from each implementing division.

Part II. Issues and Concerns in the implementation of the Arabic Language and Islamic Values Education (ALIVE) Program under Madrasah Education Program in schools

Table 2.1 Learners Status during ALIVE Classes

No.	Learners Status during ALIVE Classes	SD	WM	Interpretation
1.	Availability of gadgets to be used during online learning was challenging.	0.91	2.92	Agree
2.	Intermitted connection experiences during online classes	0.88	2.97	Agree
3.	Late submission of modules (for modular)	0.89	2.69	Agree
4.	Poor attendance of learners due to health restrictions.	0.80	2.61	Agree
5.	Learners' motivation to join the program.	1.02	3.08	Agree
	Overall Mean		2.86	Agree

Rating	Interpretation
4	Strongly Agree
3	Agree
2	Disagree
1	Strongly Disagree

Table 2.1 shows issues and concerns in the implementation of the Arabic Language and Islamic Values Education (ALIVE) Program under Madrasah Education Program in schools as to learners. Among other indicators, the indicator "learners motivation to join the program" got the highest mean of 3.08 while the indicator "poor attendance of learners due to health restrictions" got the lowest mean of 2.61. It revealed that all indicators were noted to have a descriptive interpretation as agree. This was disclosed by the overall mean of 2.86.

The findings of the study was supported by Sali and Marasigan (2020) explored the implementation of MEP in selected ALIVE schools in Quezon City. The research identified that learners who attended weekend madrasah classes often felt bored during ALIVE sessions in public schools because they were more advanced than their peers. This discrepancy in learning levels led to challenges in maintaining engagement among students with varying backgrounds in Arabic and Islamic studies.

Table 2.2 Competencies of Asatidz

No.	Competencies of Asatidz	SD	WM	Interpretation
1.	Limited ICT Skills	1.01	2.67	Agree
2.	Has passed the QEALIS Examination	0.98	2.69	Agree
3.	Has passed the LET Examination	1.13	2.92	Agree
4.	Needs to be aware on the methodology and strategies in teaching in a public-school setting	1.03	3.03	Agree
5.	Open communication to regular teachers to discuss about the status of learners	1.04	3.00	Agree
	Overall Mean		2.86	Agree

Rating	Interpretation
4	Strongly Agree
3	Agree
2	Disagree
1	Strongly Disagree

Table 2.2 shows issues and concerns in the implementation of the Arabic Language and Islamic Values Education (ALIVE) Program under Madrasah Education Program in schools as to Asatidz. From the indicators above, the indictor "needs to be aware on the methodology and strategies in teaching in a public school setting" got the highest mean of 3.03 followed by the indicator "Open communication to regular teachers to discuss about the status of learners" (w.m. 3.00). The lowest mean of 2.69 got by the indicator "has passed the QEALIS Examination". This means that QEALIS is necessary to all Asatidz teaching ALIVE classes as one of the qualifying requirements in handling ALIVE classes under Madrasah Education Program. It revealed that all indicators were noted to have a descriptive interpretation of agree. This was disclosed by the overall mean of 2.86.

As stipulated in DepEd Order No. 41, s. 2017 must passed the QEALIS examination and attend Language Enhancement and Pedagogy (LEAP) and Arabic Emergent Reading (AER). However, many *Asatidz* implementing the ALIVE program are not regular teachers and may lack formal education degrees or professional teaching licenses. This gap underscores the need for targeted training programs to equip *Asatidz* with the necessary teaching competencies.

Table 2.3 Parental Involvement

No.	Parental Involvement	SD	WM	Interpretation
1.	Capacity to assist learners as to lesson requirements	1.02	2.92	Agree
2.	Availability time during conferences and meetings	1.09	2.81	Agree
3.	Support system with peers to join and participate to ALIVE program	0.94	3.08	Agree

4.	Agreement with school and Muslim community in building partnerships and linkages to promote ALIVE Programs	0.93	3.14	Agree
5.	Initiative to address issues of the community as regards to MEP programs outside the school premises.	0.97	3.03	Agree
	Overall Mean		2.99	Agree

Rating   Interpretation

4   Strongly Agree

3   Agree

2   Disagree

1   Strongly Disagree

Table 2.3 shows issues and concerns in the implementation of the Arabic Language and Islamic Values Education (ALIVE) Program under Madrasah Education Program in schools as to Parental Involvement. The indicator "agreement with school and Muslim community in building partnerships and linkages to promote ALIVE Programs" got the highest mean of 3.14 while the indicator "availability time during conferences and meetings" got the lowest among other variables. It revealed that all indicators were noted to have a descriptive interpretation of agree. This was disclosed by the overall mean of 2.99.

The success of the ALIVE program is also linked to the broader community's involvement, including parents. A systematic review on the implementation of ALIVE emphasized the importance of community and parental support in reinforcing the educational objectives of the program. Engaged parents contribute to a conducive learning atmosphere and help address challenges that may arise during implementation. (Balah, 2023)
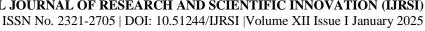
Table 2.4 Curriculum

No.	Curriculum	SD	WM	Interpretation
1.	Mismatch of learning competencies to the learners' developmental skills per key stages	1.02	2.58	Agree
2.	No standardized grading system for ALIVE Program	1.08	2.58	Agree
3.	Awareness to the alignment of the Learning Competencies to the Budget of Work per week	0.93	3.00	Agree
4.	Lack of standardized monitoring and evaluation tool as to content and pedagogies	0.96	2.61	Agree
5.	Curriculum innovations results additional task to Asatidz/MEP Coordinators	1.00	2.92	Agree
	Overall Mean		2.74	Agree

Rating   Interpretation

4   Strongly Agree

3   Agree

| 2 | Disagree |

| 1 | Strongly Disagree |

Table 2.4 shows issues and concerns in the implementation of the Arabic Language and Islamic Values Education (ALIVE) Program under Madrasah Education Program in schools as to Curriculum. It can be gleaned that the indicator "Awareness to the alignment of the Learning Competencies to the Budget of Work per week" attained the highest mean of 3.00 while two indicators "mismatch of learning competencies to the learners developmental skills per key stages and no standardized grading system for ALIVE Program" got the lowest mean among other indicators. It revealed that all indicators were noted to have a descriptive interpretation of agree. This was disclosed by the overall mean of 2.74.

Balah (2023) cited in her study the customized curriculum design for ALIVE Program that provide tailored lesson plans that address particular difficulties in the ALIVE Program implementation, such as teacher asatidz shortages and resource constraints, for schools with a small Muslim student population. Establish mentorship programs to connect schools facing similar issues so that resources and knowledge can be exchanged.
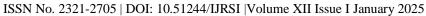
Table 2.5 Learning Assessment and Materials

No.	Learning Assessment and Materials	SD	WM	Interpretation
1.	Insufficient learning materials for both Arabic Language and Islamic Values Education	0.96	2.86	Agree
2.	Centralized learning materials to be used was not evident.	0.90	2.61	Agree
3.	Availability of assessment tools for ALIVE during students' performance rating	0.91	2.72	Agree
4.	Conformance review on the localized learning materials were regularly conducted.	0.79	2.69	Agree
5.	Feedbacking on learners progress were done quarterly	1.01	2.89	Agree
	Overall Mean		2.76	Agree

| Rating | Interpretation |

| 4 | Strongly Agree |

| 3 | Agree |

| 2 | Disagree |

| 1 | Strongly Disagree |

Table 2.5 shows issues and concerns in the implementation of the Arabic Language and Islamic Values Education (ALIVE) Program under Madrasah Education Program in schools as to Learning Assessment and Materials. The data presented shows the range of scores which revealed the prevalence of all indicators as to the result of the consolidated responses from indicator 1 to indicator 5. It revealed that all indicators were noted to have a descriptive interpretation as agree. This was disclosed by the overall mean of 2.76.

According to Marasigan (2019), the availability of quality instructional materials is crucial for the successful delivery of the ALIVE curriculum. However, studies have identified a lack of sufficient curriculum guides, teacher manuals, and other instructional resources in many Madrasah schools. This deficiency hampers the ability of *Asatidz* (Madrasah teachers) to provide effective instruction.

Part III. Identified Good Practices in the implementation of Arabic Language and Islamic Values Education (ALIVE) Program under Madrasah Education Program

Table 3.1 Program Support

No.	Program Support	SD	WM	Interpretation
1.	Active support by the local government units as to MEP implementation	0.94	3.17	Effective
2.	Enough program support to sustain MEP projects and activities every year.	0.91	3.08	Effective
3.	Local support from the school MOOE Funds	1.01	3.06	Effective
4.	Intervention plan to address migration/transfer of residency of ALIVE learners	0.97	2.92	Effective
5.	Insufficient classroom for ALIVE classes	1.04	2.67	Effective
	Overall Mean		2.98	Effective

Rating	Interpretation
4	Highly Effective
3	Effective
2	Less Effective
1	Not Effective

Table 3.1 shows the identified good practices in the implementation of Arabic Language and Islamic Values Education (ALIVE) Program under Madrasah Education Program as to program support. The data presented herein shows the majority of the responses from indicators 1 to 3 got the highest among other indicators while indicator 4-5 got the lowest. It revealed that all indicators were noted to have a descriptive interpretation of effective. This was disclosed by the overall mean of 2.98.

Adequate funding and resource allocation are fundamental to the effective implementation of the MEP. The UP CIDS study underscores the need for sufficient resources to support the program's activities, including curriculum development, teacher training, and provision of instructional materials. (Marasigan, 2019)

Table 3.2 Program Management

No.	Program Management	SD	WM	Interpretation
1.	Transfers of trained MEP School Heads to other station with ALIVE Classes	0.93	2.78	Effective
2.	Managing Asatidz with health issues in teaching ALIVE	0.92	2.94	Effective
3.	Classroom set-up strictly followed MEP guidelines in establishing ALIVE classes	0.85	3.11	Effective
4.	Availability of Program Support Funds to sustain MEP projects	1.00	2.92	Effective
5.	Provisions of capability programs for Asatidz	1.06	2.83	Effective
	Overall Mean		2.92	Effective

Rating	Interpretation
4	Highly Effective
3	Effective
2	Less Effective
1	Not Effective

Table 3.2 shows the identified good practices in the implementation of Arabic Language and Islamic Values Education (ALIVE) Program under Madrasah Education Program as to program management. Among other indicators, the indicator "Classroom set-up strictly followed MEP guidelines in establishing ALIVE classes" got the highest mean while the indicator "transfers of trained MEP School Heads to other station" got the lowest. It revealed that all indicators were noted to have a descriptive interpretation of effective. This was disclosed by the overall mean of 2.92.

Engaging the community and stakeholders is crucial for the sustainability of the MEP. The UP CIDS study notes that involving local communities and stakeholders in the planning and implementation phases fosters a sense of ownership and accountability, which is essential for the program's success. (Marasigan, 2019)

Implications

1. For the ALIVE program to reach its full potential, there is a need for targeted interventions to enhance the operational support system. This includes updating and standardizing curriculum materials, developing teacher training programs that focus on the unique challenges of teaching ALIVE, and establishing centralized resources for continuous support in the classroom. The operationalization of effective M&E frameworks is crucial for ensuring the quality and consistency of the ALIVE program. Additionally, regular monitoring visits and performance reviews should be incorporated into the school management systems to ensure the program's success. These evaluations should consider not only academic achievement but also the development of ALIVE Program and the social behavior of students.

2. The curriculum should be differentiated to cater to students with varying levels of proficiency. A flexible learning approach, incorporating activities that engage both advanced and struggling learners, should be adopted. Teacher training programs must include strategies for managing diverse learning needs, such as differentiated instruction, group work, and performance task. On the competencies of the Asatidz, it is critical to invest in continuous professional development programs for Asatidz to improve their pedagogical skills and content knowledge. Additionally, it is important to develop more Asatidz to pass QEALIS examination to ensure that teachers have the necessary qualifications and expertise. As to the parental involvement, strengthening parental engagement is key to the success of ALIVE. Schools should develop programs that educate parents about the objectives and benefits of ALIVE Program and lastly, there is a need for a curriculum overhaul that integrates more contextually relevant content, encourages critical thinking, and promotes Islamic values-based education. The development of interactive and diverse instructional materials (e.g., manipulatives, hands-on activities, and real-life applications of Islamic principles) will better engage students and facilitate deeper learning.

3. To enhance the sustainability of program support, regular consultations and joint planning sessions between all stakeholders should be held to ensure that program goals align with the MEP standards. This would foster long-term community ownership and ensure consistent support for the MEP. Additionally, funding mechanisms should be put in place to provide financial support for MEP initiatives, ensuring that program support is sustainable. Effective program management should be enhanced by further strengthening the leadership capabilities of school administrators and program coordinators. The SDO can provide capacity-building workshops that focus on project management skills, data collection, and evaluation methods to ensure that schools are better equipped to handle the complexities of the Madrasah Education Program. Additionally, a clear monitoring and evaluation

framework must be established to assess program effectiveness and provide timely feedback for improvement.

CONCLUSIONS

1. As to the current status of Arabic Language and Islamic Values Education (ALIVE) Program of Santa Rosa City with respect to programs and projects, operationalization of the Curriculum Support System and Monitoring and Evaluation, all indicators were evident to have a descriptive interpretation of Evident.
2. As to the issues and concerns in the implementation of the Arabic Language and Islamic Values Education (ALIVE) Program under Madrasah Education Program in schools, all indicators were evident to have a descriptive interpretation of Agree.
3. As to the identified good practices in the implementation of Arabic Language and Islamic Values Education (ALIVE) Program under Madrasah Education Program with respect to program support and program management, all indicators were evident to have a descriptive interpretation of Effective.

RECOMMENDATIONS

With the salient conclusions of the study, the following recommendations were drawn:

1. Regular conduct of School Mapping of Muslim Learners to promote ALIVE Program in the community.
2. Strengthen partnership among Muslim Community, LGU and other stakeholders to support Madrasah Education Program.
3. Provision of technical assistance to all MEP Implementers specially the Asatidz for their personal and professional growth and development as part of their career progression.
4. Capacity Building programs to all School Heads, ALIVE Coordinators, Asatidz and MEP Focal Persons was highly recommended.
5. Conduct of write-shop in the development of Learning Materials for ALIVE Program.

ANNEX A

Proposed Educational Strategy and Intervention Program

Nature of Activity	Objectives	Time Frame	Resources Needed	Persons Involved
Advocacy Partnerships and Campaign on MEP "A" Angat	Strengthen partnership among Muslim Community, LGU and other stakeholders	August 2023-August 2024	Meals Support Materials Transportation Allowance Travel Expenses Token for Speaker/Guest Honorarium Php. 10,000.00	3EPS, 5 School Heads, 13 Asatidz, 5 ALIVE Coordinator

Nature of Activity	Objectives	Time Frame	Resources Needed	Persons Involved
Conduct of MEP Orientation through LAC Session "ALIVE"	To orient MEP implementers on the implementing guidelines on how to properly implement Madrasah Education based on the mandates of the Department of Education	September 2023-May 2024	TV/Projector Screen Laptop Manila Paper Marker Tape Bond Paper Ballpen Meals and Snacks	School Heads PSDS Counterpart EPS-MEP EPS-Inclusive Asatidz ALIVE Coordinators

Nature of Activity	Objectives	Time Frame	Resources Needed	Persons Involved
Conduct write shop on the enhancement the developed modules based on competencies in Islamic Values and Arabic Language "ALIVE"	Enhance the developed modules /learning materials to localize, indigenize, and contextualize competencies in the curriculum of MEP through write shop	November 2023-March 2024	Meals Support Materials Transportation Allowance Travel Expenses Token for Speaker/Guest Honorarium	Chiefs, 3EPS, 2 Asatidz, 2 ALIVE Coordinator, 6 curriculum writers 2 content evaluator 2 digital illustrator 1 language editor 2 CID Staff 1 REPS/RAC

Nature of Activity	Objectives	Time Frame	Resources Needed	Persons Involved
Capacity Building programs to all School Heads, ALIVE Coordinators, Asatidz and MEP Focal Persons "ALIVE"	Train MEP Implementers in AERCA, Legal Issuances and Curriculum Innovations	July 2023 – June 2024	Meals Support Materials Transportation Allowance Travel Expenses Token for Speaker/Guest Honorarium Php. 50,000.00	Chiefs, 3EPS, 2 Asatidz, 10 ALIVE Coordinator,

Nature of Activity	Objectives	Time Frame	Resources Needed	Persons Involved
Monitoring of classes and Instructional Supervision in ALIVE Classes "Aspiring"	Conduct periodic monitoring and evaluation and submit recommendations towards enhancing the management and delivery of Madrasah Education curriculum Conceptualize collaboratively intervention activities to fill in the gaps identified by School Heads, Asatidz and ALIVE Coordinators in implementing the program through sharing of concerns	January-July 2024	Monitoring Allowance	EPS-MEP, Asatidz, School Heads PSDSs

Nature of Activity	Objectives	Time Frame	Resources Needed	Persons Involved
Participation to the Division Research Conference on Inclusive Education "Achievements"	To participate on the Research Summit which highlights the role of Inclusive Education in Research Management	January-March 2024	Final Paper Php. 2,000.00 PSF	School Heads PSDS Counterpart EPS-MEP EPS-Inclusive Asatidz ALIVE Coordinators

Nature of Activity	Objectives	Time Frame	Resources Needed	Persons Involved
Provision of technical assistance to all MEP Implementers "Achievements"	Provide technical assistance in the implementation of MEP in Schools (existing and newly created)	August 2024	Meals Support Materials Transportation Allowance Travel Expenses Token for Speaker/Guest Honorarium Php. 50,000.00	Chiefs, 3EPS, 2 Asatidz, 10 ALIVE Coordinator,

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4. Deped Order No. 25 s. 2021 "Revised Implementing Guidelines on the Utilization of Fund for Madrasah Education Program, June 2021

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