

Implementation of Arabic Language and Islamic Values Education (ALIVE)

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ABSTRACT

The study assessed the implementation of the Arabic Language and Islamic Values Education (A LIVE) program in Basilan Schools Division, Basilan Province, Bangsamoro Autonomous Region in Muslim Mindanao (BARMM). The ALIVE is one of the programs of the Philippine Government through the Department of Education (DepED) intended primarily for Muslim learners. A descriptive-quantitative method was used to determine the status of implementation of the A LIVE program in the Basilan Schools Division. Generally, the Asatidz moderately felt or observed the implementation of the program in the Division. Further, not enough evidence has been established on the significant differences between the level of implementation of ALIVE when Asatidz were grouped according to some demographic profile such as gender, highest educational attainment, length of service, and district where the Asatidz assigned

KEYWORDS – Asatidz, Arabic Language and Islamic Values Education, Basilan Schools Division, Implementation, Bangsamoro, Madrasah Education

1. INTRODUCTION

The Presidential Decree (PD) 1083, or the Code of Muslim Personal Laws of the Philippines, provides that the state considers ethnic customs and traditions, religious beliefs, and shared interests. Republic Act (RA) 6734, or Organic Act for the Autonomous Region in Muslim Mindanao, requires the region to establish, maintain and support a complete and integrated quality education system. It is also the region's mandate to adopt any educational framework relevant to its needs within the area. The region implements the Madrasah Education Program (MEP) as part of the 1996 Government peace agreement with the Moro National Liberation Front. Part of the response to this mandate is the implementation of the ALIVE Program. The DepED Order No. 41, s. 2017 mandated the implementation of the ALIVE in public schools as an additional subject integrated with the regular primary education curriculum.

The DepED introduced the ALIVE program under the Autonomous Region in Muslim Mindanao, now the Bangsamoro Autonomous Region, in 2004. The ALIVE program was intensively implemented by DepED ARMM in Basilan Schools Division way back in 2012. More than a hundred Asatidz or Arabic Teachers who passed the Qualifying examination for Arabic Language and Islamic Studies (QEALIS) were assigned to 92 schools in the division to teach the subjects. They were hired as contractual teachers by the Department of Education, receiving a minimal honorarium for service of 20 or more hours in a week.

Madrasah education among Muslim learners is given such importance because of its individual and societal benefits. For instance, the Madrasah Education Program (MEP) mitigates, prevents, or counters violent extremism [1]. In addition, it delivers some program goals through institutional support, pedagogical and instructional development, and cultural diversity enrichment [2,3]. However, lack of resources such as textbooks and other learning materials [2,3,4,5], lack of permanent infrastructure [3,6], low and delayed allowances [3,5,7], inadequate qualified teachers [7] are some of the challenges in implementing the ALIVE program. Moreover, there is a need to institute reforms in hiring qualified ALIVE Teachers [4] and upgrade the Asatidz teaching competence. The ALIVE program was not evaluated and appropriately monitored, and minimal faculty development [5]. With these findings, one could not help but wonder how the program thrives in other areas such as Basilan. The study aimed to determine the status of implementation of the ALIVE program in Basilan Schools Division.

Basilan Province is one of the islands under the BARMM and it has 11 municipalities and two component cities. However, the City of Isabela is not under the BARMM because they opted to be part of the region during the plebiscite. At present, there are two school divisions in the province under the BARMM government namely, Basilan Schools Division and Lamitan City Schools Division.

2. METHODS

The study used a quantitative descriptive research design to determine the perceptions of Asatidz on the degree of implementation of the ALIVE program. Under the Basilan Schools Division, there were 134 Asatidz teaching in public secondary and elementary schools. Using the formula devised by Krejcie and Morgan [8] on determining the number of samples for a given population, a sample of 100 Asatidz was selected as respondents through stratified random sampling. The table below shows the distribution of population and respondents of Asatidz according to District.

TABLE 1: Distribution of population and sample respondents

District	Population	Sample
Lantawan District	18	13
Maluso East District	10	8
Maluso West District	7	6
Pilas District	12	9
Sumisip East District	14	10
Sumisip North District	13	10
Sumisip South District	12	9
Tipo-Tipo East District	14	10
Tipo-Tipo West District	16	12
Tuburan District	18	13
Total	134	100

A self-administered survey questionnaire was adapted from the work of Rogayan and Villanueva [9] and further developed to suit with the ALIVE program. A 5-point Likert-Scale was used in the instrument as shown in Table 2.

TABLE 2: Rating Scale and Descriptive Equivalent

Rating	Descriptive Equivalent
1	Not Observed/Felt/Evident (NO)
2	Slightly Observed/Felt/Evident (SLO)
3	Sometimes Observed/Felt/Evident (STO)
4	Moderately Observed/Felt/Evident (MO)
5	Highly Observed/Felt/Evident (HO)

The rating scale is shown in Table 3 below for interpretation of the gathered data. Note that this scale was used and adopted by Rogayan and Villanueva [9].

TABLE 3: Interval of the Rating Scale and Interpretation

Interval	Description	Descriptive Equivalent
1.00-1.49	NO	The implementation of the ALIVE program is not observed/felt/evident.
1.50-2.49	SLO	The implementation of the ALIVE program is slightly observed/felt/evident.
2.50-3.49	STO	The implementation of the ALIVE program is sometimes observed//felt/evident.
3.50-4.49	MO	The implementation of the ALIVE program is moderately observed//felt/evident.
4.49-5.00	HO	The implementation of the ALIVE program is highly observed//felt/evident.

3. FINDINGS AND DISCUSSION

The majority of the respondents were females (57%). Fifty-six percent are college-level or have baccalaureate degrees. Only 10% were high school graduates, and the rest were college level, or they did not finish their baccalaureate degree. Seventy-four percent have at least six years in service, and the rest have five years in service. Asatidz assigned in Lantawan and Tuburan has the highest number, while those in Maluso East have the lowest number.

3.1 On Resource Variables

The next table shows the respondents' assessment of the ALIVE program's status as to the resource variables.

TABLE 4: Respondent's assessment on the Status of Implementation of ALIVE Program as to Resource Variables

Resource Variables	Mean	Qualitative Interpretation
There are enough numbers of ALIVE teachers in the school.	2.18	Slightly Observed
The teachers who teach the ALIVE subject are specialists.	3.98	Moderately Observed
The daily time allotted for the ALIVE subject is enough to finish the lesson.	3.53	Moderately Observed
The class size for ALIVE classes is ideal.	3.05	Sometimes Observed
There is enough time for the preparation of each ALIVE teacher.	3.69	Moderately Observed
Instructional materials, manipulative and technology such as modules, computers, tablets, and the internet are available for the ALIVE subject.	2.36	Slightly Observed
There are enough formative and summative tests given to the students of the ALIVE subject.	3.86	Moderately Observed
There are enough seminars and training for professional development conducted before and during the implementation of the ALIVE program.	3.69	Moderately Observed
The ALIVE students have access to services in addressing their needs.	3.08	Sometimes Observed
The parents involve themselves in the implementation of the ALIVE curriculum.	3.72	Moderately Observed

The Asatidz perceived that in the implementation of the ALIVE program in Basilan Schools Division, some of the indicators under the resource variables are "Moderately Observed/Felt/Evident," and these are ranked as follows:

1. The teachers handling ALIVE subjects are specialists.
2. There are enough formative and summative tests given to the students of the ALIVE subject.
3. The parents involve themselves in the implementation of the ALIVE curriculum.
4. There is enough time for the preparation of each ALIVE teacher.
5. There are enough seminars and training for professional development conducted before and during the implementation of the ALIVE program.
6. The daily time allotted for the ALIVE subject is enough to finish the lesson.

Some of the indicators under the resource variables are "Sometimes Observed/Felt/Evident," and these are ranked as follows:

1. The ALIVE students have access to services in addressing their needs.
2. The class size for ALIVE classes is ideal.

Other indicators under the resource variables are "Slightly Observed/Felt/Evident," and these are ranked as follows:

1. Instructional materials, manipulative, and technology such as modules, computers, tablets, and the internet are available for the ALIVE subject.
2. There is enough number of ALIVE teachers in the school.

3.2 On Process Variables

The following table shows the respondents' assessment of the ALIVE program's status as to the process variables.

TABLE 5: Respondents' assessment on the Status of Implementation of ALIVE Program as to Process Variables

Process Variables	Mean	Qualitative Interpretation
There is a teacher organization in the school that addresses the concerns of ALIVE teachers.	3.55	Moderately Observed
ALIVE teachers are involved in curricular decision-making.	3.46	Sometimes Observed
The school follows the required ALIVE Curriculum.	3.90	Moderately Observed
Remedial classes and counseling for ALIVE students are held for academically challenged learners like Social Intervention and Tutoring.	3.20	Sometimes Observed
Holding grade-level meetings at which the focus is on substantive issues of learning and teaching for ALIVE.	3.62	Moderately Observed
There is a review of the performance of ALIVE students based on data presented, such as quizzes, examinations, and achievement tests.	3.95	Moderately Observed
The ALIVE teachers and principals are encouraged to develop a culture of inquiry in their schools to promote a work environment that encourages reflection and thoughtful discussion among colleagues.	3.95	Moderately Observed
Written support materials are provided to ALIVE teachers.	3.36	Sometimes Observed
ALIVE Students are grouped according to their ALIVE aptitude or ability during class discussion.	3.67	Moderately Observed
The ALIVE program asks students to work on practical ALIVE tasks.	3.42	Sometimes Observed

The Asatidz perceived that in the implementation of the ALIVE program in Basilan Schools Division, some of the indicators under the process variables are "Moderately Observed/Felt/Evident," and these are ranked as follows:

1. There is a review of the performance of ALIVE students based on data presented, such as quizzes, examinations, and achievement tests.
2. The ALIVE teachers and principals are encouraged to develop a culture of inquiry in their schools to promote a work environment that fosters reflection and thoughtful discussion among colleagues.
3. The school follows the required ALIVE Curriculum.
4. ALIVE students are grouped according to their ALIVE aptitude or ability during class discussions.
5. Holding grade-level meetings where the focus is on substantive learning and teaching issues for ALIVE.
6. There is a teacher organization in the school that addresses the concerns of ALIVE teachers.

Some of the indicators under the process variables are "Sometimes Observed/Felt/Evident," and these are ranked as follows:

1. ALIVE teachers are involved in curricular decision-making.
2. The ALIVE program asks students to work on practical ALIVE tasks.
3. Written support materials are provided to ALIVE teachers.
4. ALIVE teachers are involved in curricular decision-making.

3.3 On Contextual Variables

The following table shows the respondents' assessment of the ALIVE program's status as to the process variables.

TABLE 6: Respondent's assessment on the Status of Implementation of ALIVE Program as to Contextual Variables

Contextual Variables	Mean	Qualitative Interpretation
21. Information is sent home to parents about children's learning in ALIVE subjects.	3.98	Moderately Observed
22. The ALIVE program fosters students' application of social learning at home on their own.	3.59	Moderately Observed
23. The ALIVE program fosters students' application of values learning at home with their parents.	3.54	Moderately Observed
24. Communication to parents is available to explain this ALIVE program, like holding an orientation to them.	4.07	Moderately Observed
25. The materials provide sufficient and appropriate material for	3.40	Sometimes Observed

homework in ALIVE subjects.		
26. The ALIVE curriculum is likely to be interesting, engaging, and effective for all students, regardless of gender or ethnicity.	4.15	Moderately Observed
27. ALIVE teachers favor adopting and implementing this ALIVE curriculum based on what they know so far.	4.82	Highly Observed
28. Parents favor the adoption and implementation of this ALIVE curriculum based on what they know so far.	4.45	Moderately Observed
29. Students favor the adoption and implementation of this ALIVE curriculum based on what they know so far.	4.47	Moderately Observed
30. The community favors the adoption and implementation of this ALIVE curriculum based on what they know so far.	4.73	Highly Observed

The Asatidz perceived that in the implementation of the ALIVE program in Basilan Schools Division, some of the indicators under the contextual variables are "Highly Observed/Felt/Evident," and these are ranked as follows:

1. ALIVE teachers favor adopting and implementing this ALIVE curriculum based on their knowledge so far.
2. The community favors adopting and implementing this ALIVE curriculum based on their knowledge so far.
3. Some of the indicators under the contextual variables are "Moderately Observed/Felt/Evident," and these are ranked as follows:
4. Students favor adopting and implementing this ALIVE curriculum based on what they know so far.
5. Parents favor adopting and implementing this ALIVE curriculum based on what they know so far.
6. The ALIVE curriculum is likely to be interesting, engaging, and effective for all students, regardless of gender or ethnicity.
7. Communication and conversations with parents to explain the ALIVE program, like holding an orientation.
8. Information is sent home to parents about their children's learning in ALIVE subjects.
9. The ALIVE program fosters students' application of ALIVE learning at home on their own.

Asatidz perceived that in implementing the ALIVE program in Basilan Schools Division, the materials provide sufficient and appropriate material for homework in the ALIVE subject under the process variables is "Sometimes Observed/Felt/Evident."

3.4 On Overall Implementation

The following table shows the overall responds of Asatidz on the status of implementation of the ALIVE program as summarized according to each component.

TABLE 7: Summary of the Assessment of the Asatidz on the Component Variables of ALIVE Program

Variables	Mean	Qualitative Interpretation
Resource Variables	3.31	Sometimes Observed
Process Variables	3.61	Moderately Observed
Contextual Variables	4.12	Moderately Observed
General Overall	3.68	Moderately Observed

Overall, the Resource Variables indicator is "Sometimes Observed/Felt/Evident," while both the Process and Contextual Variables indicator are "Moderately Observed/Felt/Evident" as perceived by the Asatidz.

Generally, the status of ALIVE program implementation is "moderately observed/felt/evident as perceived by the Asatidz. That is, the ALIVE program is of moderate level of implementation as observed or felt by the Asatidz.

Solaiman [4] revealed that ALIVE teachers in Marawi City have average perceptions of school facilities and sufficient instructional materials, while Asatidz in Basilan School Division observed/felt below average on resources variables that include facilities and instructional materials. Also, the study of Alag [10], in which extent of the implementation of Madrasah curriculum is on the moderate degree.

Moreover, Rogayan and Villanueva [9] revealed that teachers moderately observe the implementation of the Social Studies program, which is the same as the ALIVE program implementation.

3.5 On Some Socio-Demographic Profile

Gender of Asatidz

The next table shows the distribution of the mean rating of Asatidz on the status of implementation of ALIVE when grouped according to their gender.

TABLE 8: Mean and standard deviation distribution of respondents grouped according to the gender of Asatidz

Variable		Resource Variables	Process Variables	Contextual Variables	Overall
Male	Mean	3.38	3.58	4.07	3.68
	Descriptive Equivalent	Sometimes Observed	Moderately Observed	Moderately Observed	Moderately Observed
Female	Mean	3.26	3.63	4.16	3.68
	Descriptive Equivalent	Sometimes Observed	Moderately Observed	Moderately Observed	Moderately Observed

Data shows that both males and females "sometimes observed/felt" implementing the ALIVE program on resource variables. Also, both males and females moderately observed the implementation of the ALIVE program on both process and contextual variables. Generally, both males and females "moderately observed/felt" the implementation of the ALIVE program.

The following table shows the computed t-value and p-value of rating when grouped according to the gender of Asatidz on the status of implementation of the ALIVE program.

TABLE 9: Distribution of the inferential computations of the quantitative data when they are grouped according to the gender of Asatidz

Variable	t-Value	p-Value	Interpretation
Resource Variables	1.213	0.228	Fail to reject the Hypothesis
Process Variables	-0.416	0.678	Fail to reject the Hypothesis
Contextual Variables	-1.182	0.240	Fail to reject the Hypothesis
Overall	-0.091	0.928	Fail to reject the Hypothesis

Using a student t-test for two independent variables with a significant level of 0.05, not enough evidence to reject the hypothesis has been established on the ALIVE program's implementation status, including its specific component variables. Thus, there is no significant difference between male and female Asatidz on the rating of the level of implementation of the ALIVE program, including all its component variables. Therefore, it implies that either male or female Asatidz observed or felt the same about the status of implementation of the ALIVE program.

The study of Abdunnsi [11] and Alag [10] shows that both male and female Asatidz perceived the same on ALIVE program implementation in Isabela West District, and Elementary Schools in Digos City, respectively. It affirms that perception of Asatidz according to their gender does not predict the implementation status of the ALIVE program in some places.

Highest Educational Attainment of Asatidz

The next table shows the distribution of the mean rating of Asatidz on the status of implementation of ALIVE when they are grouped according to their highest educational attainment.

TABLE 10: Mean and standard deviation distribution of respondents grouped according to the highest educational attainment of Asatidz.

Variable		Resource Variables	Process Variables	Contextual Variables	Overall
High School Graduate	Mean	3.35	3.40	4.24	3.66
	Descriptive Equivalent	Sometimes Observed	Sometimes Observed	Moderately Observed	Moderately Observed
College Level	Mean	3.27	3.43	4.12	3.61
	Descriptive Equivalent	Sometimes Observed	Sometimes Observed	Moderately Observed	Moderately Observed
College Degree	Mean	3.33	3.75	4.10	3.73
	Descriptive Equivalent	Sometimes Observed	Moderately Observed	Moderately Observed	Moderately Observed

Data shows that regardless of the highest educational attainment of the Asatidz, the mean rating of Asatidz "sometimes observed/felt" and "moderately observed/felt" the implementation of the ALIVE program on resource variables and contextual variables, respectively. However, those Asatidz with baccalaureate degrees "moderately observed/felt" while those high school graduate or college level "sometimes observed/felt" the implementation of the ALIVE program on the process variables. Thus, generally, regardless of the highest educational attainment of Asatidz, Asatidz "moderately observed" the implementation of the ALIVE program.

The following table shows the computed F-value and p-value of rating when grouped according to the highest educational attainment of Asatidz on the status of implementation of the ALIVE program.

TABLE 11: Distribution of the inferential computations of the quantitative data when they are grouped according to the highest educational attainment of Asatidz

Variable	F-Value	p-Value	Interpretation
Resource Variables	0.183	0.833	Fail to reject the Hypothesis
Process Variables	3.963	0.022	Reject the Hypothesis
Contextual Variables	0.619	0.541	Fail to reject the Hypothesis
Overall	1.089	0.341	Fail to reject the Hypothesis

Using One-Way Analysis of Variance (ANOVA) and significance level of 0.05, not enough evidence to reject the hypothesis has been established on the ALIVE program's implementation status, including its two specific component variables such as resource and contextual variables. However, there is enough evidence to reject the hypothesis on process variables. There is no significant difference between the highest educational attainment of Asatidz on the rating of the status of implementation of ALIVE program, including its two component variables such as resource and contextual. Moreover, there is a significant difference between the highest educational attainments of Asatidz on process variables. The computed F-value, p-value, and interpretation for specific items under the process variables are shown in Table 12.

TABLE 12: Distribution of the inferential computations per item of the quantitative data when they are grouped according to the highest educational attainment of Asatidz

Process Variables	F-Value	p-Value	Interpretation
Item 11	5.117	0.008	Reject the Hypothesis
Item 12	2.077	0.131	Fail to reject the Hypothesis
Item 13	1.204	0.304	Fail to reject the Hypothesis
Item 14	3.445	0.036	Reject the Hypothesis
Item 15	1.246	0.292	Fail to reject the Hypothesis
Item 16	0.082	0.922	Fail to reject the Hypothesis
Item 17	3.454	0.036	Reject the Hypothesis
Item 18	0.713	0.493	Fail to reject the Hypothesis
Item 19	1.970	0.145	Fail to reject the Hypothesis
Item 20	4.694	0.011	Reject the Hypothesis

Using ANOVA and a significant level of 0.05, there is enough evidence to reject the hypothesis on items 11, 14, 17, and 20. However, not enough evidence has been established on the other items and the process variables.

That is, there is a significant difference between the highest educational attainment of Asatidz on the following items:

Item 11: There is a teacher organization in the school that addresses the concerns of ALIVE teachers.

Item 14: ALIVE teachers are involved in curricular decision-making.

Item 17: The ALIVE teachers and principals are encouraged to develop a culture of inquiry in their schools to promote a work environment that encourages reflection and thoughtful discussion among colleagues.

Item 20: The ALIVE program asks students to work on practical ALIVE tasks.

Moreover, the mean of the above items (items 11, 14, 17, and 20) under process variables when data are grouped according to Asatidz Higher Educational Attainment is shown in Table 13 below.

TABLE 13: Mean distribution of selected items under the process variables when data are grouped according to the highest educational attainment of the Asatidz

Process Variables	High School Graduate		Baccalaureate Units		Baccalaureate Degree	
	Mean	QI	Mean	QI	Mean	QI
Item 11	3.00	STO	3.29	STO	3.80	MO
Item 14	2.80	STO	2.91	STO	3.45	STO
Item 17	3.20	STO	3.88	MO	4.12	MO
Item 20	3.00	STO	3.18	STO	3.64	MO

*STO=Sometimes Observed/Felt; MO=Moderately Observed/Felt

Data shows that the higher educational attainment of Asatidz indicates a high rating of Asatidz on the items mentioned above. These ratings were manifested by the high F-value of these particular items as follows: Item 11 (F=5.117), Item 14 (F=3.445), Item 17 (F=3.454), and Item 20 (F=4.694).

This finding coincides with the study of Abdunnsi [11], in which, regardless of the highest educational attainment of Asatidz, they perceived the same on the level of ALIVE program implementation in Isabela West District. However, the study of Jamaluddin and Cadir [5] shows significant differences according to the educational attainment of ALIVE teachers, while the result of this paper contradicts these findings.

Length of Service of Asatidz

The next table shows the mean distribution of the respondents when data are grouped according to the length of service of the Asatidz.

TABLE 14: Mean and standard deviation distribution of respondents grouped according to the length of service of Asatidz.

Variable		Resource Variables	Process Variables	Contextual Variables	Overall
5 years and less	Mean	3.20	3.42	4.10	3.57
	Descriptive Equivalent	Sometimes Observed	Sometimes Observed	Moderately Observed	Moderately Observed
6 years and more	Mean	3.36	3.67	4.13	3.72
	Descriptive Equivalent	Sometimes Observed	Moderately Observed	Moderately Observed	Moderately Observed

Data shows that regardless of the length of service of Asatidz, they "sometimes observed/felt" the implementation on resource variables while they "moderately observed/felt" the implementation on contextual variables. On process variables, Asatidz with the length of service of at most 5 years "sometimes observed/felt" the implementation while those with the length of service of at least 6 years "moderately observed/felt" the implementation. Generally, all Asatidz, regardless of their length of service, "moderately observed/felt" the implementation of the ALIVE program.

The next table shows the computed t-value and p-value of rating when grouped according to the length of service of the Asatidz on the status of implementation of the ALIVE program.

TABLE 15: Distribution of inferential computations of quantitative data when grouped according to the length of service of Asatidz

Variable	t-Value	p-Value	Interpretation
Resource Variables	-1.452	0.150	Fail to reject the Hypothesis
Process Variables	-1.845	0.068	Fail to reject the Hypothesis
Contextual Variables	-0.319	0.750	Fail to reject the Hypothesis
Overall	-1.710	0.090	Fail to reject the Hypothesis

Using a student t-test for two independent variables with a significant level of 0.05, not enough evidence to reject the hypothesis has been established on the ALIVE program's implementation status, including its specific component variables. It shows no significant difference between the ratings of Asatidz on the ALIVE program implementation, including all its component variables according to the number of years of service of Asatidz, including all its component variables. It implies that regardless of the number of years in service of Asatidz, they feel the same about the status of implementation of the ALIVE program.

This result is parallel to the result of Abdulnuni [11] and Alag [10]. Regardless of the length of service of Asatidz, they perceived the same on the level of ALIVE program implementation. Moreover, Jamaluddin and Cadir [5] also established the same.

District where the Asatidz Assigned

The next table shows the mean distribution of the respondents when data are grouped according to the district where the Asatidz are assigned.

TABLE 16: Mean and standard deviation distribution of respondents grouped according to the district where the Asatidz are assigned

Variable		Resource Variables	Process Variables	Contextual Variables	Overall
Lantawan	Mean	3.33	3.54	4.00	3.62
	Descriptive Equivalent	Sometimes Observed	Moderately Observed	Moderately Observed	Moderately Observed
Maluso East	Mean	3.29	3.49	3.98	3.58
	Descriptive Equivalent	Sometimes Observed	Sometimes Observed	Moderately Observed	Moderately Observed
Maluso West	Mean	3.38	4.00	4.17	3.85
	Descriptive Equivalent	Sometimes Observed	Moderately Observed	Moderately Observed	Moderately Observed
Pilas	Mean	3.67	3.74	4.18	3.76
	Descriptive Equivalent	Moderately Observed	Moderately Observed	Moderately Observed	Moderately Observed
Sumisip East	Mean	3.29	3.96	4.19	3.81
	Descriptive Equivalent	Sometimes Observed	Moderately Observed	Moderately Observed	Moderately Observed
Sumisip North	Mean	3.14	3.62	3.99	3.58
	Descriptive Equivalent	Sometimes Observed	Moderately Observed	Moderately Observed	Moderately Observed
Sumisip South	Mean	3.24	3.32	4.11	3.56
	Descriptive Equivalent	Sometimes Observed	Sometimes Observed	Moderately Observed	Moderately Observed
Tipo-Tipo East	Mean	3.51	3.80	4.21	3.84
	Descriptive Equivalent	Moderately Observed	Moderately Observed	Moderately Observed	Moderately Observed
Tipo-Tipo West	Mean	3.40	3.56	4.24	3.74
	Descriptive Equivalent	Sometimes Observed	Moderately Observed	Moderately Observed	Moderately Observed
Tuburan	Mean	3.22	3.28	4.14	3.55
	Descriptive Equivalent	Sometimes Observed	Sometimes Observed	Moderately Observed	Moderately Observed

Data shows that those Asatidz assigned in all districts "sometimes observed/felt" the implementation on the resource variables, except those assigned in Pilas and Tipo-Tipo East on which they "moderately observed/felt" the implementation. On process variables, those Asatidz assigned in Maluso East, Sumisip South, and Tuburan Districts "sometimes observed/felt" the implementation while the rest "moderately observed/felt" the implementation. On contextual variables, all Asatidz assigned in all districts "moderately observed/felt" the implementation. Overall, regardless of districts where the Asatidz is assigned, they "moderately observed/felt" the implementation of the ALIVE program.

The next table shows the computed F-value and p-value of rating when grouped according to the length of service of the Asatidz on the status of implementation of the ALIVE program.

TABLE 17: Distribution of the inferential computations of the quantitative data when they are grouped according to the district where Asatidz assigned

Variable	F-Value	p-Value	Interpretation
Resource Variables	0.458	0.899	Fail to reject the Hypothesis
Process Variables	1.621	0.121	Fail to reject the Hypothesis
Contextual Variables	0.695	0.711	Fail to reject the Hypothesis
Overall	0.994	0.451	Fail to reject the Hypothesis

Using ANOVA with a significant level of 0.05, not enough evidence to reject the hypothesis has been established on the status of implementation of the ALIVE program, including its specific component variables. There is no significant difference between the district where the Asatidz are assigned on the rating of the status of implementation of ALIVE program including all its component variables. It implies that regardless of which district the Asatidz are assigned, they feel the same about the status of implementation of the ALIVE program.

4. CONCLUSION

Based on these findings, it shows no significant differences between the ALIVE program's implementation levels in Basilan Schools Division, as rated/perceived by the Asatidz classified according to gender, highest educational attainment, length of service and district. The Asatidz moderately observed the implementation of the ALIVE program in Basilan Schools Division. However, the Asatidz felt that the resource variables are sometimes observed which implies that there is a need to identify problems or challenges related to resources such as number of Asatidz and other instructional materials or textbooks.

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