AN ILLUMINATIVE EVALUATION OF ARABIC LANGUAGE AND ISLAMIC VALUES EDUCATION (ALIVE) PROGRAM IN THE PHILIPPINES: THE CASE OF FIVE (5) ELEMENTARY SCHOOLS IN THREE CITIES

DISSERTATION

Doctorate in Social Studies Education

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UNIVERSITAS PENDIDIKAN INDONESIA
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(A Dissertation for the Study Program of Social Studies Education School of Postgraduate Studies, UPI)

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by

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A doctoral dissertation submitted for the degree of
Doctorate in Social Studies Education at
the Universitas Pendidikan Indonesia

September 2019
Declaration

I hereby declare that this doctoral dissertation except where otherwise indicated is my own and was carried out solely by me for the degree of Doctorate in Social Studies Education under the guidance and supervision of Prof. Dr. Asmawi Zainul, Prof. Dr. Bunyamin Maftuh, and Prof. Dr. Helius Sjamsuddin.

The interpretations put forth are based on my reading and understanding of diverse sources and observed phenomena which I have cited and acknowledged throughout the text.

MA. ARSENIA C. GOMEZ
This dissertation is dedicated to my Muslim Filipino brethren who have suffered from the bigotry of colonial and Christian rule in the Philippines. I pray for atonement soon.

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Finally, I am ever grateful to my family for their love and presence. You are all my inspiration.
ABSTRACT

The study examined the Arabic Language and Islamic Values Education (ALIVE) Program in the Philippines through the lens of illuminative evaluation. The topic was born out of the researcher’s interest in Islam and its believers. In 2005, in its desire to promote better relations between the Philippine government and Muslim Filipinos, the Philippine government through the Department of Education launched ALIVE. Almost 14 years in the public school system, the curriculum/program has been studied and evaluated but by a limited number of individuals and institutions only. Moreover, evaluations of ALIVE often looked at the actual conduct of the program/curriculum, usually focused on the instructional system such as teachers and the facilities. The researcher felt that this focus was not broad enough to shed light on the actual implementation of the program. Through illuminative evaluation approach which considers both the instructional system and the learning milieu as the main elements that can affect a program, the researcher found a means to better study the program.

The study involved five (5) public elementary schools located in the cities of Manila, Sta. Rosa, and Baguio. Data gathering in the form of several observations and interviews were conducted in November 2017-February 2018. In the study, it was established that the success or failure of ALIVE’s implementation lies primarily on the dedication and effectiveness of the ALIVE Ustadz, leadership of the principal, and the mobilized community support given to the program. The last two factors were significantly influenced by their knowledge and understanding of Islam and Muslims which in turn affect their views on the program. Almost 15 years as a program in public schools, ALIVE is still replete with challenges from the instructional system
and learning milieu that can be remedied or solved if the school leadership and the DepEd wish to.

**Key words:** ALIVE, illuminative evaluation, instructional system, learning milieu

**Abbreviations**

AAMSCI  Accредiting Association of Muslim Schools and Colleges Incorporated  
ALIVE  Arabic Language and Islamic Values Education  
AMES  Apolinario Mabini Elementary School  
ARMM  Autonomous Region of Muslim Mindanao  
ATEP  Accelerated Teacher Education Program  
AusAID  Australian Agency for International Development  
BCES  Baguio Central Elementary School  
BDA  Bangsamoro Development Agency  
BES  Balibago Elementary School  
CHED  Commission on Higher Education  
CNI  Commission on National Integration  
COA  Commission on Audit  
DepEd  Department of Education  
EFA  Education for All  
GSES  Geronimo Santiago Elementary School  
HOTS  Higher Order Thinking Skills  
IIIT  International Institute of Islamic Thought  
INSET  In-service Training
<table>
<thead>
<tr>
<th>Acronym</th>
<th>Full Form</th>
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<tbody>
<tr>
<td>IPs</td>
<td>Indigenous Peoples</td>
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<tr>
<td>LAC</td>
<td>Learning Action Cell</td>
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<tr>
<td>LET</td>
<td>Licensure Examination for Teachers</td>
</tr>
<tr>
<td>MAP</td>
<td>Muslim Association of the Philippines</td>
</tr>
<tr>
<td>NGOs</td>
<td>Non-governmental organizations</td>
</tr>
<tr>
<td>PAP</td>
<td>People’s Action Party</td>
</tr>
<tr>
<td>PCK</td>
<td>Pedagogical Content Knowledge</td>
</tr>
<tr>
<td>PNR</td>
<td>Philippine National Railway</td>
</tr>
<tr>
<td>PPST</td>
<td>Philippine Professional Standards for Teachers</td>
</tr>
<tr>
<td>PRC</td>
<td>Professional Regulatory Commission</td>
</tr>
<tr>
<td>QEALIS</td>
<td>Qualifying Examination in Arabic Language and Islamic Studies</td>
</tr>
<tr>
<td>REMC</td>
<td>Refined Elementary Madrasah Curriculum</td>
</tr>
<tr>
<td>SDS</td>
<td>School Division Superintendent</td>
</tr>
<tr>
<td>SRES CII</td>
<td>Sta. Rosa Elementary Central II</td>
</tr>
<tr>
<td>UP</td>
<td>University of the Philippines</td>
</tr>
<tr>
<td>URS</td>
<td>University of Rizal System</td>
</tr>
<tr>
<td>USFSI</td>
<td>United States Foreign Service Institute</td>
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DEFINITION OF TERMS

Arabic Language and Islamic Values Education (ALIVE)

- a program the Department of Education (DepEd) implements in public elementary schools across the country that aims to teach Arabic language and Islamic values in schools which have at least 15 Muslim learners community support
- support received by ALIVE from the host school, Department of Education, and local government

madrasah/madaris (plural form)

- a school for the study of Islamic religion and thought especially the Qur’an Madrasah

Coordinator

- usually a DepEd Educational Supervisor designated to monitor the implementation of ALIVE in the school division minority
- a group of people within a society whose members have different ethnic, religious, linguistic or other characteristics from the rest of society

Moro

- another term for Muslim Filipino
teacher quality

- the aptitude skills, experience, and beliefs that a teacher brings into the classroom and the structures, processes, resources, requirements, and public perceptions that influence teachers, where they teach and what happens in the classroom

Ustadz/Asatidz (plural form)

- Muslim teacher who conducts the ALIVE class
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