

**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**



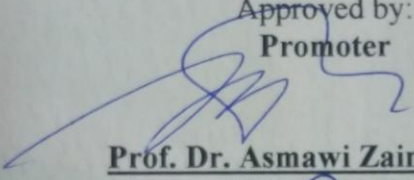
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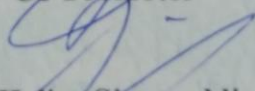
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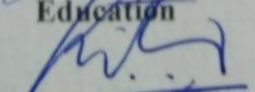
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**An Illuminative Evaluation of Arabic Language and Islamic Values  
Education (ALIVE) Program in the Philippines: The Case of Five (5)  
Elementary Schools in Three Cities**

*by*

*Ma. Arsenia C. Gomez*

*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	Accrediting 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

IPs	Indigenous Peoples
LAC	Learning Action Cell
LET	Licensure Examination for Teachers
MAP	Muslim Association of the Philippines
NGOs	Non-governmental organizations
PAP	People's Action Party
PCK	Pedagogical Content Knowledge
PNR	Philippine National Railway
PPST	Philippine Professional Standards for Teachers
PRC	Professional Regulatory Commission
QEALIS	Qualifying Examination in Arabic Language and Islamic Studies
REMC	Refined Elementary Madrasah Curriculum
SDS	School Division Superintendent
SRES CII	Sta. Rosa Elementary Central II
UP	University of the Philippines
URS	University of Rizal System
USFSI	United States Foreign Service Institute

## 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 receives 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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