

CHAPTER V

Conclusion, Implications and Recommendation

A. Conclusions

Based on the result of the study and its discussion. It was found that weekend madrasah in Davao Region has been challenged with many aspects on its operations and management. The challenges started since the weekend madrasah started and still existing until now. Weekend Madrasah were challenged of their poor management, with the same old system. No proper VMGO (Vision, Mission, Goal, Objectives) and Philosophy, that somehow makes the madrasah having a hard time to reach its goal because of improperly operated. Organizational Structure are based on formality over quality of the teachers or personnel in every position. General Policy is very essential in every organization and not been seriously formulated that affects negatively the process of learning environment of the madrasah.

Less numbers of interested students due to many aspects such as being segregated to the national educational program that results to non-employment. Issues that students may be enrolled but not properly cultured or taught. Ununified curriculum of madrasah all over Davao Region is rampant. This makes the students confused and disturbed in the aspect of interest in learning, Subject matters offered have no adequate references or resources that fit to the actuality of the society. Lesson Plan are not part of teacher's requirement in teaching. In connection to this no BOW or Budget of Works that makes the learnings more difficult to scientifically taught. Weekend madrasah has poor facilities available; weekend madrasah is underprivileged. It is hard to develop the system and give the best environment of learning to the students because of the poor facilities. lack of regular educational assessment. No proper rubrics in assessing the students' learning progress, most of the weekend madrasah are using the rubrics based from the national government's guide (DepEd). Meaning in terms of evaluation of students' performances in the class can be neglectfully exercised and the right remarks could not be given appropriately due to substandard measurement of learning progress. Examinations are regularly done such as the 4 quarters tests, however formative tests are not regularly executed poor qualities of teachers that affects the overall process of madrasah. In addition to poor recruitment of weekend madrasah teachers, the effects to students follow. The social and economic welfare is one of the important aspects in

developing the students, because the welfare of teachers will inspire them to work well, persevere and dedicate their work to their clientele. Teachers' welfare can determine the performance of their profession and profession can determine the performance of their welfare too. lack of financial support. The National Level support is impossible to offer because national level specifically the Department of Education (DepEd) has their own educational system, because of the poor financing of weekend madrasah, the negative effects have been constantly high. No standard salary of the asatidhs or teachers, no proper facilities, poor curriculum and less intra and extra-curricular activities could be offered to the students because the financing is absolutely underprivileged and this is all due to insufficient legalities that possibly supported by the national government.

Weekend madrasah is the main source of Muslim Filipinos in terms of Basic Islamic Education, particularly in Davao Region, weekend madrasah was the reservoir of knowledge that makes the Muslim Filipinos in the said region to be able to understand the essence of Islam and lived according to their religion, however, based on the results and discussions weekend madrasah system need to change or improve in order to make this educational activities be more applicable not only for the spiritual side of the stakeholder but the totality of its system that will be recognized nationally in order to help the socio-economic of the shareholders.

The following are the specific conclusions of the research from five (5) different divisions of Davao Region, Philippines

1. Davao Oriental – Davao Oriental composed of two (2) weekend madrasah. these are WM 11 and WM 12.

- a. Weekend Management – both weekend madrasahs (WM11 and 12) have no written documents in their vision, mission, goal, objectives and philosophies. however, their main vision is to convey the message of Islam to their constituents, make them understand the value of Islamic principles in order for the to make it into practice. WM 11 offered Kinder to grade 6 level while WM 12 offered Kinder to grade 3 level. They have both headed by their madrasah principal, however WM 12 there is an intervention of 'Datu' or the Muslim leader of the community.

- b. Students – Most of the students studying in weekend madrasah are the children of the society, they are from the ‘Kagan’ tribe. Their parents pushed them to study because the parents or guardians believed that this the best way to understand Islam. In return to their parents’ inspiration, the students are enrolled but not necessarily focused nor serious. The number of enrolled but inactive and the number of dropped outs is basis. One of the reasons that affects the aspiration of the students to study are the inconsistency of curriculum and the availability of ALIVE program of the government offered in the public schools. In terms of enrolment, the system implemented are typically the same with other madrasah in Davao region. The system for new comer, returnees, transferees and ‘Balik Islam’ or reverts (From another religion to Islam) are also all having different procedure.
- c. Curriculum – one of the problems facing by weekend madrasah in Davao Oriental is the curriculum. The curriculum as the researcher’s understanding must be linear to what the community or the national issues related. The design of the curriculum used of WM are based in KSA (Arabia) the contents were arranged by the MCADO or Muslim Community Affairs of Davao Oriental. They are the one who take charge the publication of their own students and ustadhs manual for learning especially for Mati City. Lujnatu Attarbiya on the other hand is the organization in charge for all the concerns attached to WM in the whole Davao Oriental. Most of weekend madrasah are still using the guidelines from the government’s (DepEd) curriculum. They are using the rubrics for grading system, using some ALIVE books as their reference. In addition, WM in Davao oriental asatidhs (teachers) are advised to make a lesson plan every time they teach but most of their teachers don’t know how to make it that is why most of the classes are conducted on impromptu. Since the modules are not actually fully available, this results to no BOW or budget of works existing too. Teaching and learning process are taught in ‘Kagan’ dialect while Arabic language is very minimal due to incompetence of most of the teachers. classes on the other hand usually starts from 7:00 up to 4:00 in

the afternoon and subjects are taken 30 minutes to 60 minutes, depending of it is minor or major subjects.

- d. Madrasah Facilities – Most common facilities seen in the said weekend madrasah are masjid, classrooms and small playground. Both weekend madrasah has poor facilities. lack of educational materials to help the madrasahs such as computers, printers, even classrooms and faculty of the teachers. this insufficiency of the madrasah facilities makes the students feel bored and uninterested more of the weekend madrasah education.
- e. Educational Evaluation – the students are evaluated both on their behaviour and grades or learning performances. Both of the madrasah has no specific rubrics used in evaluating their students' performance, however, based on the interview conducted by the researcher's representative. The rubrics used are most from ALIVE program of the government (DepEd). both weekend madrasah has four (4) quarterly examinations per school year. However, they both lack in terms of formative assessments such as regular quizzes, oral recitations and other learning assessment. Both are more specific on quarterly examinations. In addition, in order to be promoted for the next school year, student must obtain not less than 75% of his or her average from each subject. although most of the time, the records are not properly kept.
- f. Teacher – Asatidhs or teachers are the main factors of students' development however both weekend madrasah identified that their asatidhs are facing major problems. Problems that first faced by the organization that is taking charge of them 'Lujnatu Attarbiya and MCADO'. From its recruitment, selection down to employment. Financially challenged that leads to poor performances. Hard to find the best teachers and at the same time hard to give good incentives and socio-economic stability.
- g. Madrasah Financing – Weekend Madrasah are financed by city hall's office and provincial office. The finances are given through MCADO for example in Mati City. However, these finances are only for the honorarium of the employees in weekend madrasah. no specific budget

for infrastructure and other aspects. Averagely weekend madrasah in Davao Oriental needs 25,000 pesos (7.5IDR) for their school year's operation, including all the activities intra and extra-curricular activities. as mentioned, that there is no allocation given for this, the budget of operations is taken from the student's fee, charity from the community, charity from different personalities, local officials and from personal budget of the employees.

- h. Legal Provisions – Weekend Madrasah in Davao oriental is under Lujnatu Attarbiya and MCADO or Muslim Community Association in Davao Oriental (Mati City). Provincial, Municipal and City recognized under the legalities of the national level.

2. Davao del Sur - Davao del Sur composed of two (2) weekend madrasah. these are WM 9 and WM 10.

- a. Madrasah Management – Both madrasahs have the same vision, which is to educate the community through their children about Islam which is the central foundation of every Muslim. Both madrasahs have no written or recorded official Vision, Mission, Goal, Objectives and Philosophy, the weekend madrasah are operated based on the context of teaching and learning about basic Islamic education. The madrasah are headed by the principal with the intervention of the 'Imam' or the religious leader of the community. Weekend Madrasah in Davao del Sur are under the management of the CCMD or Coordinating Centre of Madaris Development, this organization is responsible for the books and honorarium of the asatidhs or teachers. Madrasah and asatidhs or teachers' application are taking charge by the organization, from application, selection down to admission and deployment. WM 9 offered Kinder to grade 3 while WM 10 offered Kinder to Grade 6 level.
- b. Students – the number of students is unstable, it ranges from 50-90 in both weekend madrasah, one of the reasons is because of the availability of ALIVE program in the government schools, big WM in Davao city which is on the boundary of Davao del Sur and Davao City and because of the traditional way of learning environment of the aforementioned

weekend madrasahs. Students registered are mostly the residence of the community and nearby. coming from the 'Kagan' Tribe with parents and guardians are OFW or Overseas Filipino Workers. According to the record available, School Year 2017-2018, 25 students from 85 total enrollees were retained due to dropped outs (WM9). This numbers of retained numbers of students are not new but the madrasah is still doing their best to make their students interested in studying Islamic education in weekend madrasah platform.

- c. Curriculum – CCMD or Coordinating Centre of Madaris Development is in-charge in providing the modules of the weakened madrasah, however, curriculum is still one factors why weekend madrasah in Davao del Sur is still under performers. Both weekend madrasah is almost offering the same subject matter such as Quran, Qiraa (Reading), Kitaba (writing), Fiqh (Basic Jurisprudence) and others. The idea was taken from the decision of CCMD and the administrators of the abovementioned weekend madrasah. however, having a good and systematic lessons are rarely achieved due to the absence of proper reference or books, BOW or Budget of Works and Lesson Plan. Subject matters additionally are taught from 30-60 minutes, the class starts at 7:00 in the morning and ended at 4:00 in the afternoon.
- d. Madrasah Educational Facilities – Weekend Madrasah in Davao del Sur are of the poor madrasah being operated. However, the aforementioned madrasah is the one of the main madrasahs in the said division. both are having adequate numbers of classrooms but the facilities are absolutely poor. Basic necessities such as chairs, tables for teachers, ventilators, computers, printers and other related academic resources are badly in need. This reason is one basic issue why the madrasah is deteriorating
- e. Educational Evaluation – To be able to be promoted by the madrasah, student must obtain 75% of their grades from each subject and final average. The grades are given through the students' academic performance and behaviour. Both madrasahs are having four (4) quarter examinations, no regular formative tests such quizzes, oral recitation and other related measurements to make the students' progress assessed.

In addition, weekend madrasah is having a hard time to keep the records due to unsystematic madrasah operation which is one of the serious problems existing in the field of weekend madrasah in Davao del Sur.

- f. Asatidhs or Teacher – From the recruitment, selection to deployment process, CCMD has faced several problems. Looking for the best asatidhs (teachers) is difficult to find and this leads to several complications in operating the madrasah. for example, Low performer teachers that will help uplift the quality of weekend madrasah in Davao del Sur, make the students give interest to study with weekend madrasah platform. Weekend madrasah has low honorarium, no incentives and no budget for their school supplies and madrasah resources for teaching and learning improvements. In addition, no socio-economic welfare that will make the teachers boost their morale and perform well in madrasah. hence, teachers are teaching by the context of ‘Da’wah’ or propagating the message of Islam.
- g. Madrasah Financing – Weekend Madrasah in Davao del Sur are dependent on their community charity, students’ small tuition fees, local officials help. The madrasah is approximately spending 25,000 (7.3J IDR) averagely per school year. CCMD are not responsible for this perhaps the community and the stakeholders. Most of the intra and extra-curricular activities of madrasah are not financed by weekend madrasah itself. Through the initiative from solicitation letter down to personal expenses are utilized to make the several programs of madrasah realized.
- h. Legal Provisions – From the basis of national recognition of madrasah education, the Government Office of Davao del Sur made CCMD or Coordinating Centre of Madaris Development to be the in-charge of Madrasah development program. Hence, the legality from its province, municipal and community are highly acknowledged. This organization is responsible to whatever legalities needed and operational needed of weekend madrasah in the aforementioned division. Davao del Sur Division of Davao Region.

3. Davao del Norte - Davao del Norte is composed of two (2) weekend madrasah. these are WM 7 and WM 8.

- a. Madrasah Management - weekend madrasahs (WM7) have no written documents in their vision, mission, goal, objectives and philosophies. however, their main vision is to educate their community through the message of Islam in the process of learning in weekend madrasah. the children of the community are the primary mission in educating because the children are the future of their society. On the other hand, weekend madrasah 8 (WM8) their *vision* is to envision the community's children to be literate and skilful who can change a better community in the future. The *mission* states that the children of the community must be moulded into a better individual through education in order to live their life compatibly with Islamic tenets to contribute a productive community and for the nation as well. The *goal* is to acquire equal education to have an equal opportunity for a better living. *Objectives*, to establish educational institution that will support the needs of the children in dual education for their goodness, the community and the nation in general. The Philosophy of the weekend madrasah 8 is the way of the last prophet Peace Be Upon Him and the righteous predecessors according to Quran and the authentic narration (Hadith). Both weekend madrasahs ran by the principal and supported by the hired asatidhs or teachers in order to keep the good situation of the madrasah, however the intervention of the Imam or the religious leader of the community is always part of the decision making. Davao del Norte Weekend Madrasah are supported by the LGU or Local Government Unit specifically the mayor's office, the LGU formed TCFAF for instance in the city of Tagum, Davao del Norte, in order to assist the needs of the weekend madrasah development program. The office provided several benefits. Such as honorarium of the employees and aid for the weekend madrasah's educational and sports event. WM 7 offered only Kindergarten and Grade 1 level while WM8 offered Kinder to Grade 7 level.

- b. Students – the students are continue growing in this weekend madrasahs, both are supported by the city mayor’s office of Tagum City, through TCFAF or Tagum City Federation of Arabic Facilitators, under the province of Davao del Norte. During the establishment of the WM7, students are studying both weekend and ‘Halaqa’ or masjid based Islamic classes. WM7 was formalized being part of TCFAF after several years of continuous success of its summer Islamic class for youth all over Davao region. In addition, the WM8 has a 100% rate of promoted student school year 2018-2019, this is the indication of good madrasah management where the vision and management system are adequate. Students from both madrasahs are mostly from the poor families, residing from the same community and nearby. all ages are accepted based on the result of their previous status (new comer, returnee, transferee and balik Islam or revert). Weekend Madrasah students of Davao del Norte is on the process of developing their operational system based on the progress of TCFAF program.
- c. Curriculum – curriculum used in Davao del Norte particularly in Tagum City is under the design and arrangement of TCFAF, the learning materials are all based in KSA or Kingdom of Saudi Arabi, the content are in Arabic language, modified and summarized by federation’s religious scholars. In the process of teaching and learning, classes start at 7:00 in the morning until 4:00 in the afternoon. Kagan dialect or local language is used in order to deliver the lesson properly, 30 minutes class for minor subject and 60 minutes for major class, however because of the absence of BOW or budget of works, there still no proper division of the lessons in the whole school year. Making of lesson plan before the class starts are advised and monitored by the principal in a regular basis. In terms of grading system, government’s (DepEd) rubrics are widely used by the asatidhs or teachers. there is no available standard rubrics for grading system under Davao del Norte weekend madrasah.
- a. Madrasah Educational Facilities – both madrasahs have adequate facilities that can accommodate the needs of the students and asatidhs.

WM7 offered 2 levels only (K-1) hence, the facilities are suitable for

its populations, on the other hand WM8 is one of the best madrasahs in the said division, the facilities are enough in order to cater the needs of the stakeholders. However, both madrasahs still in need of office equipment such as computers, printers and other related office apparatuses in order to make the madrasah more productive.

- b. Educational Evaluation** – both madrasahs have four (4) quarters examinations per school year, this is served regularly. However, the madrasahs are lacking in terms of formative tests, where the assessment is given every after the class or the completion of the lesson. In addition, the weight components used in grades formulation was widely adapted from the government (DepEd) this is because both madrasahs have shown no standard rubrics for their grading system. Students must pass 75% of each subject matter in order to be promoted in the following school year, otherwise they will be retained if the expected output is not reached.
- c. Teachers** – TCFAF or Tagum City Federation of Arabic Facilitators is in-charge of recruitment, selection and deployment of the asatidhs or teachers applying for an item to be a regular teacher of TCFAF (Tagum City) however, the proposals must be from the community madrasah if they are in need of asatidhs or madrasah. Upon deployment the teacher will be given subject loads from 4-8 per weekend. One of the problems faced by weekend madrasah in Davao del Norte is the minimum wage of workers does not meet. Hence, some negligence of works is experienced. That is why year 2021, TCFAF endorsed a proposal to raise their honorarium from 3,500 (1.1J IDR) to 6,500 (2J IDR) especially from Tagum City under TCFAF Davao del Norte. This is to somehow maintain and improve the work performance of the asatidh or teachers. in addition, social welfare for asatidh or teacher are in personal basis.
- d. Madrasah Financing** – the main source of financing of madrasah to survive is from community and personal charity of fortunate individuals. From the part of local government, honorarium is the main concern. In the case weekend madrasah in Tagum City, as of

2021 the proposal for wage increase is being accepted by the LGU. However, in terms of financial support for the physical development of madrasah is not yet approved or planned. Both madrasahs have 20,000 pesos (5.9J IDR) approximation budget per school year, this budget is being reached though students' fees, charity from the community and distinguish personalities. The financial report is being reported upon the request of the madrasah and community for transparency purposes.

- e. Legal Provisions – From the basis of national recognition. LGU of Tagum City in particular made TCFAF as the main organization who will manage the madrasah development of the city under the province of Davao del Norte. Hence, all madrasah under this division were recognized as legal institutions.

4. Davao de Oro - composed of three (3) weekend madrasah. these are WM 4, WM 5 and WM 6.

- a. Madrasah Management – three madrasahs have firm vision to educate the society about the tenets of Islam in order to live within the guidance of Quran and the traditions of prophet Muhammad Peace Be Upon Him. However, in terms of specific vision WM4 has no written nor documented visions of their madrasah, on the other hand, WM 5 and WM 6 have the vision to let everyone understands the total meaning of life in this world and the life after death, so everyone can do his role with complete knowledge and information. In order to attain this, unity and dedication the mission of weekend madrasah is to teach students Islamic and secular education, values and sportsmanship to assure their better life in this world and their life after death. On the other hand, the goals stated, to spread the light of knowledge both Islamic and secular in participating for crashing the ignorance, laziness and satanic activities, to prepare the students for a better future and train them different skills to guarantee their good living, to teach students about their religion and livelihood, and to achieve better life in this world, success and eternal happiness by entering paradise after death. WM 6 is

an annex part of the WM5, they are under its management and supervision. The madrasah is headed by the principal with the intervention of the ‘Imam’ or the religious leader of the community. Weekend Madrasah in Davao del Sur are under the management of the CMUAA or Comval (Compostela Valley) Madrasah Ustadhzes and Administrators, this organization is responsible for the books and honorarium of the asatidhs or teachers at the same time from application, selection down to admission and deployment.

b. Students – the number of students is unstable; it deteriorates especially in the middle of the school year. One of the reasons is because of the availability of ALIVE program in the government schools that is also in the same community and the management as well with the traditional way of learning environment of the aforementioned weekend madrasahs. Students registered are mostly the residence of the community and nearby. coming from the ‘Kagan’ tribe with parents and guardians are OFW or Overseas Filipino Workers, coming from the poor and average level of living. In terms of registration and election of the students, all are accepted as long as the following standards are followed.

c. Curriculum – CMUAA or Comval Madrasah Ustadhzes And Administrators is in-charge in providing the modules of the weakened madrasah, however, curriculum is still one factors why weekend madrasah in Davao de Oro is still under performers. Weekend Madrasahs are in terms of curriculum structures almost offering the same subject matter such as Quran, Qiraa (Reading), Kitaba (writing), Fiqh (Basic Jurisprudence) and others. The idea was taken from the decision of CMUAA and the administrators of the abovementioned weekend madrasahs, however, having a good and systematic lessons are rarely achieved due to the absence of proper references or books, even though the said organization taking charge the madrasah in the said division. three (3) weekend madrasahs are dealing problems with BOW or Budget of Works and Lesson Plan. Most of the teachers are not

following the instruction of doing lesson plan before the class, according to the results most of the teachers or *asatidhs* don't know how to formulate and references are all in Arabic language, hence, the difficulties on their side is bigger. Subject matters additionally are taught from 30-60 minutes, the class starts at 7:00 in the morning and ended at 4:00 in the afternoon.

d. Madrasah Educational Facilities – Weekend Madrasah in Davao de Oro are underprivilege. Lack of buildings for classrooms, mostly the buildings used are unfinished and old, no division from each grade level, especially in the case of WM4. WM5 is one of the main madrasahs in the said division in fact WM6 is its annex, but this because of necessity not because of excellence. The aforementioned madrasahs are in needs of basic equipment such as chairs, tables for teachers, ventilators, computers, printers and other related academic resources.

e. Educational Evaluation – all madrasahs have 4 quarters examinations per school year, and to be able to be promoted in the next school year, student must obtain 75% of their grades from each subject matter and final average. The grades are calculated through the students' academic performance and behaviour. However, madrasahs are lacking in terms of formative tests, no regular formative tests such quizzes, oral recitation and other related measurements to make the students' progress assessed. This is because of the lack of knowledge and in terms pedagogy or unsystematic teaching and learning process. In addition, weekend madrasahs are having a hard time to keep the records due to disorganized madrasah operation which is one of the serious problems existing in the field of weekend madrasah in Davao de Oro. Meanwhile, *asatidhs* or teachers are rarely assessed by the administrators from CMUAA nor school based.

f. *Asatidhs* or Teacher – From the recruitment, selection to deployment process, CMUAA has faced several problems. Looking for the best *asatidhs* (teachers) is difficult to find and this leads to several

complications in operating the madrasah. for example, Low performer teachers that will help supposed in uplifting the quality of weekend madrasah in Davao de Oro students make the students interested to study. Weekend madrasah has low honorarium, no incentives nor social welfare. And madrasah resources for teaching and learning improvements are more on personal basis, they buy from their own money. The context of teaching in weekend madrasah is more on ‘Dawah’ or propagating Islam. No scientific methodologies from teachers before teaching. This is not because they don’t know, but seriously because of the poor motivations and disorganized system of weekend madrasah

g. Madrasah Financing – Weekend Madrasah in Davao de Or are dependent on their community charity, students’ small tuition fees and help from the local officials. The madrasahs are approximately spending 25,000 pesos (7.3J IDR) averagely per school year, CMUAA are not responsible for this perhaps the community and the stakeholders. Most of the intra and extra-curricular activities of madrasah are financed by weekend madrasah itself. Through the initiative from solicitation letter down to personal expenses in order utilized to realize the planned program for the entire school year. Basically, Province, Municipal offices are in-charge of the honorarium only. Some other expenses of the weekend madrasah are financed by themselves.

h. Legal Provisions – From the basis of national recognition of madrasah education, the Government Office of Davao de Oro, CMUAA is the bridge of certifying and legalizing the madrasah under Davao de Oro division. Hence, the legality from its province, municipal and community are highly acknowledged. This organization is responsible to whatever legalities needed and operational needed of weekend madrasah in the aforementioned division which is Davao de Oro.

1. **Davao City** - Davao City composed of three (3) weekend madrasah. these are WM 1, WM2 and WM 3.

a. Weekend Management – the three (3) weekend madrasah has no written documents in their vision, mission, goal, objectives and philosophies. however, their main vision is to teach the children of their community as part of ‘Dawah’ or responsibilities of every Muslims as propagators of Islam. The message of Quran and the narration of prophet Muhammad Peace Be Upon Him must be conveyed through learning in madrasah be able to make it into practice in order to have a good muslim community in each society. WM 2 accordingly has written vision, mission, goal, objectives and philosophy, but because of improper system of madrasah, those documents cannot be found. The aforementioned madrasah is headed by the principal, supported by the asatidhs or teachers and interfered by the ‘Imam’ or religious leader of the community in their decision making.

b. Students – Most of the students studying in weekend madrasah are the children of the same communit, they are from the ‘Kagan’ tribe. The parents are the main reasons of the students’ enrolment because it is believed that Islamic education is one of the most important educations for Muslim Filipinos, and weekend madrasah is the main available platform in terms of its education. However, because of the availability of ALIVE program of the government offered in the public schools and lack of systematic managerial skills in running the madrasah, many of the students are not interested although their presence is still obtainable. In terms of enrolment, the system implemented are typically the same with another madrasah in Davao region. The system for new comer, returnees, transferees and ‘Balik Islam’ or reverts (From another religion to Islam) are also all having different procedure and everyone are welcome and have the opportunity to study in the said weekend madrasah.

c. Curriculum – one of the problems facing by weekend madrasah in Davao City is the curriculum. The curriculum as the researcher’s understanding must be linear to what the community or the state issues related. The design of the curriculum used of WM are based in KSA or

Kingdom of Saudi Arabia. Each madrasah used their own materials in teaching, they provide their own books and other references without the proper guidelines from the MCDPP or Madrasah Comprehensive Development Promotion Program. Most of weekend madrasah in Davao city are still using the guidelines from the government's (DepEd) curriculum. They are using the books available from ALIVE program, and using the rubrics for grading system as their reference. In addition, WM in Davao City asatidhs (teachers) are advised to make a lesson plan every time the teaching occur, but most of their teachers don't know how to make it that is why most of the classes are conducted spontaneously. Since the modules are not actually fully available from MCDPP, this results to no BOW or budget of works existing too. Teaching and learning process are taught in 'Kagan' dialect while Arabic language is very minimal due to incompetence of most of the teachers. classes on the other hand usually starts from 7:00 up to 4:00 in the afternoon and subjects are taken 30 minutes to 60 minutes, depending if it is minor or major subjects.

d. Madrasah Facilities – Weekend Madrasah in Davao City has poor facilities. According to the result, the classrooms are available but lack of chairs, tables and other related learning materials. The buildings are old, no ventilators and floods are coming inside the classroom especially for the case of WM1 and WM3. The aforementioned madrasah needs to have a computers, printers, and basic necessities for library.

e. Educational Evaluation – Davao city are just the same as other weekend madrasah in Davao region, the students are evaluated both on their behaviour and grades from their learning performances. The three madrasahs have no specific standard rubrics used in evaluating their students' performance, however, based on the interview conducted by the researcher's representative. The rubrics used are most from ALIVE program of the government (DepEd). the aforementioned weekend madrasah has four (4) quarterly examinations per school year. However, they both lack in terms of formative assessments such as regular quizzes,

oral recitations and other learning assessment. The madrasahs are more specific on quarterly examinations only. In addition, in order to be promoted for the next school year, student must obtain not less than 75% of his or her average from each subject. although most of the time, the records are not properly kept.

f. Teacher – Asatidhs or teachers are the main factors of students' development, however the said weekend madrasahs identified that their asatidhs are facing major problems. Problems that first faced by MCDPP, having a hard time in selection down to employment. Financially challenged that leads to poor performances of the asatidhs or teachers. MCDPP is having difficulties finding the best teachers that will help the development of the weekend madrasah in a general aspect.

g. Madrasah Financing – Weekend Madrasah in Davao City is under the program of City Mayor's office. They are financed by city hall's office. The finances are given through MCDPP program. However, the financial support that the LGU could support is only for honorarium of the asatidhs or teachers only. Averagely weekend madrasah in Davao Oriental needs 25,000 pesos (7.5J IDR) for their school year's operation, including all the activities intra and extra-curricular activities. as mentioned, that there is no allocation given for this, the budget of operations is taken from the student's fee, charity from the community, charity from different personalities, local officials and from personal budget of the employees.

h. Legal Provisions – Weekend Madrasah in Davao City is recognized based on the national recognition of the national level. All weekend madrasah in the said city is acknowledged through MCDPP program of the city.

B. Implications

1. Madrasah Management

The effect of poor management leads to ineffective school leadership, unsuccessful organizational structure that led to constantly deteriorating and traditional

way of schooling in weekend madrasah all over Davao Region. The effort of the religious scholars or ulama are not enough in managing the madrasah. This is the transparent basis what the institutions in this platform is still weak and under developed.

2. Students

Students are the centre of weekend madrasah operation. Therefore, their presence and learning are essential. Because of the disorganized leadership and management of weekend madrasah in Davao Region, it resulted to low interest from the students to study. Learning is not logically assimilated. Most of the students are joining weekend madrasah not because of their own choice but because of the parents' and guardians' effort. The students able to compare the situations in the weekend madrasah and the situation in the secular education where is wisely formulated by the national government that results them to be neglectful of their Islamic studies.

3. Curriculum

Curriculum has been a big problem of weekend madrasah all over Davao Region, ununified curriculum, lack of proper and standard guidelines that makes the operational process becomes poor and less productive. The effect that existing especially from the side of the most asatidhs or teachers are substandard in academic skills, that led to ineffective teaching and learning development. Students suffered because the madrasah could not provide the appropriate curriculum to be implemented simultaneously in the weekend madrasah. Because of ununified curriculum and no proper standard guidelines, weekend madrasah in Davao region suffered from its severely under developed educational scheme.

2. Madrasah Educational Facilities

Weekend Madrasah in Davao Region are facing big problems in their facilities, the operations of the madrasah got affected off-color because the environment are in the stage of being deprived. The effects are connected to the weakening of good interests from the students, efficiency of the implementation of the curriculum, effectivity of the teachers and a good atmosphere of the madrasah that can contribute to the agility of the students and teacher's affection in learning.

3. Educational Evaluation

One of the important matters in any institutions is a regular assessment. Based on the results, discussions and conclusions, Weekend madrasah lacked to do regular assessment. This makes the students demotivated in their studies because there is no proper measurement in order to check the academic performance of the students. Quarterly Examinations are not enough to measure the educational development of the student. Hence, the level of understanding is not properly monitored that leads to discouragement and demoralization from the side of students.

4. Teachers

The teachers are the partner of the students in learning, the knowledge and experiences come from them and their influences are very vital to the growth of the students. Because of the poor reinforcement for teachers both in profession and socio-economic development, the teachers became discouraged and neglectful on their duties, because the authority in teaching is all with them. Meaning, there is no proper curriculum guidelines to follow. They can do whatever they want and decide for themselves what to do and how to make their classes run. There is no proper evaluation to them, meaning, no standard measurement, no regular assesement for them and no standard policies for their deficiencies in terms of skills and no full support in terms of their professional development and socio-economic assistances.

5. Madrasah Financing

Poor financing to any institution can lead to poor performances and reaching quality development is impossible. Because of very limited allocations for teachers and for the physical aspect of the madrasah or school and students. The curricular achievement of the students gets affected. The weekend madrasah weakened not just because of the system but also because of the low allocation for the program. The basic needs of the students such as good classrooms, good facilities and basic requirements of students' educational growth is unavailable. The contribution of local people is not enough to sustain and develop the madrasah. Hence, the expectations to have a good and quality madrasah education in weekend platform is impossible to reach. And the result is the big evidence that financing is a big factor of its deterioration.

6. Legal Provisions

Compare before, the recognition of madrasah to the national level changed. Madrasah in the Philippines is not a primary option of students' educational career since weekend madrasah is not connected to the national educational program. Weekend madrasah in the eyes of the students is for spiritual aspect of their life only and not for their professional career nor a provision for their economic growth.

Because of the effort of the Muslim Filipinos such as MNLF, MILF and other related personalities and organizations pushing the acknowledgment of madrasah education. Resolutions are made. DepEd Order 40, series of 2011, amendment DO No. 51, S. 2004 (Standard curriculum for Elementary public and private madaris) another one is the Implementing Guidelines for the DepEd Order 51, s. of 2007. These orders recognized the importance of madrasah education to Muslim children and now has been practiced and operated nationwide. However, weekend madrasah is still left behind because of its independent scheme.

Generally, it shows from each research questions' result and discussion being revealed above that weekend madrasah suffered from many aspects of their operational activities. Weekend Madrasah is one of the main platforms of Islamic education in the Philippines, however, because of the tangible and intangible influences that made the program undeveloped. The effects are until now felt and sufferings of the stakeholders behind are still on going.

C. Recommendations

Weekend Madrasah in Davao Region is given a common traditional madrasah education rotating in the region. From the beginning, it starts until now, the problems are inevitable and never change, in fact, it getting worst because of the demands of 21st century education. The potential of weekend madrasah by adapting the MADARIS DepEd Order No. 41, series of 2017 Program of the Department of education has a big potential to elevate the quality of madrasah education in the region and in the country. This matter didn't mean to solarize all the system and managerial work, but to improve and learn from the standard system of the Philippines, since the clientles are Muslim Filipinos. The Quran and Sunna (Traditions) will not be changed, but the system and implementation. The assistance and help of the totality of the weekend madrasah are necessary to be more effective, operative and consistent because of the foundation offered by the national level.

Based on the on the research results, discussion and conclusion. Weekend Madrasah in Davao Region can be supported through the DepEd order no. 41, series of 2017 via adapting the system and following the educational requirements. In Davao region, 4 of the madrasahs has been part of the program and the operation were better compared to weekend madrasah, offering dual or balanced education, Madrasah Education and K-12 Curriculum of the Department of Education. The aforementioned private madrasah preserves their Islamic principles and creed and added K-12 Curriculum Program of the government.

Weekend Madrasah has several issues that will be answered and benefited by the majority of Muslim Filipinos as a whole because of the harmonious operation, implementation, assessment and evaluation of the program. It is validated and proven through the results and positive effects not just in educational aspect but in socio-economic of the teachers. This recommendation is current, verified and effective because of the effort extended from the both parties from the Profession Religious Scholars of the Philippines and the National officers and the Department of Education (national level). Hereunder are the explanation of the DepEd Order No. 40 s.2011 along with are the detailed explanation of the possible response that will eradicate the struggles faced by the Weekend Madrasah and be able to be answered precisely that will give harmonious implementation of the madrasah education and upraise the quality of its education.

Therefore, the recommendation of the research is, the Model made by the researcher, entitled, The Innovative Model Implementation of Weekend Madrasah in Davao Region, Philippines, and secondly, is the adaptation of the DepEd Order No. 41 s. of 2017.

1. MODEL – The Innovative Model of WMIP: Weekend Madrasah Implementation Program in Davao Region, Philippines

Details were already discussed in chapter 4. Page 346

2. The Adaptation of the DepEd Order No. 41, series of 2017 or the Policy Guidelines on Madrasah Education on the K-12 Education Program

Adaption of DepEd Order 41. Series of 2017 or the Policy Guielines on

Madrasah Education on the K-12 Education Program. Alongside with the DepEd Order

no. 40, series of 2011, amendments of DepEd Order No. 51, series of 2005. Or Standard Curriculum for Elementary Public Schools and Private Madaris.

Department of Education of the Philippines or known as DepEd, formulated the program that will assure that all Filipino children will enjoy their rights in basic education, regardless of their ethnicity and belief. Muslim, Christians and other religious affiliations are all equal in the name of education under the umbrella of national education (DepEd). Adapting the program does not necessarily means compromising the creed and faith of being a Muslim Salafi. It only implies of adapting the scheme on how the government improve the schools or madrasah under their guidelines.

In connection to this program, Muslim specifically, who are precise of their creed, traditions and cultures are considered important and part of their living. These aspects are part of the education that Muslim Filipinos are doing that is why we have the weekend madrasah to serve the Muslim children be educated of their religion. Presently Muslim children are studying weekdays for the K-12 Program and weekends for their Islamic education. Hence, the National level of Department of education, formulated the scheme that will cater the necessity of the Muslim children of the country through the DepEd Order No. 41 series of 2017. The existing issue of dichotomy of Muslim children education will be eliminated because the Department of Education offered a program that will have dual education as part of the curriculum accepted by the government.

Through DepEd Order No. 40, series of 2011, Islamic Basic Education are all integrated, thus, Muslim children, will learn Islamic Education as well as the K-12 Program education of the Philippine Government.

Hereunder are the existing problems that Weekend Madrasah are facing and through the DepEd Order No. 40, s. 2011 will give the adequate response in order to develop and uplift the quality education of madrasah in a national level.

- a. Weekend Madrasah Management - The program (DepEd Order No. 40 s, 2011) will follow the VMGO and Philosophy that weekend madrasah management's advocacy. parallel of what

- i. The learner emulates the character traits and virtues of Prophet Muhammad PBUH – God-fearing (Allāh), Nationalistic, law-abiding with concern for his fellowmen and the environment, knowledgeable in Arabic, intelligent and industrious – and lives up to them. The following visions are the common goal of each weekend madrasah.
 - ii. Organization Structure will follow based on the national level, Regional Level, Division Level, District Level and finally the school level. Hence, the hierarchy will basically support whatever madrasah needs to be assisted.
 - iii. Department of Education as the foundation who will support the implementation of the madrasah, following the scheme and policy guidelines under the DepEd Order No. 41, series of 2017. Or the Policy Guidelines on Madrasah Education in the K-12 Basic Education Program.
- b. Students – The program intends to cater the Muslim Children from different grade levels to provide standards subject matters (competencies) that are relevant to the interests of Muslim learners. It integrates the Araboc Language and Islamic Values Education Program and the K-12 Curriculum.
- i. In terms of the enrolment system, from registration, selection and promotion of the students. The scheme to be used is the scheme formulated by the DepEd and has been practiced nationally.
- c. Curriculum Development – the components of ALIVE (Arabic Language and Islamic Values Education) Program of the public schools integrating the K-12 Program from Grade K-6 shall be anchored on the DepEd core values and the overall goals of the DepEd harnessing Filipino Culture to promote their national identity or the standard madrasah curriculum used in the MADARIS implemented by the Private Islamic Schools that is approved and verified by the Department of Education.

- i. Arabic Language is taught thrice a week (40 minutes x 3 = 160 minutes) while Islamic Values taught twice a week (40 x 2 = 80 minutes) from the pattern of the public schools. For the MADARIS Program such as Wisdom Islamic School in Davao City. Islamic Values, Arabic Language are taught every day, and Quran Class as their first session every morning (Interview, Data Gathering, RQ 3, 2019). Hence, this scheme will cater more than the weekend madrasah.
- ii. Pedagogy – DepEd implement regular capacity building and professional development programs for the asatidhs or teachers through the conduct of in-service trainings (INSETs) such as summer training to ensure the effective management and supervision of the training of the asatidhs or teachers.
- iii. Schedule of the classes can be modified based on the guidelines that will balance the K-12 curriculum and Arabic and Islamic Values classes integration.
- d. Facilities – Through the program of MADARIS, the government subsidized each madrasah to improve their: (a) improve operational capabilities in implementing DepEd mandated curriculum (b) raise the quality of instruction in madrasah in compliance with standards set by the DepEd (c) increase the recurrent cost of operation in their implementation of the DepEd K-12 program.
 - i. the Department of Education will assist all madrasah that will contribute to the attainment of national development goals. The traditional weekend madrasah that offers K-12 Program curriculum and comply with DepEd requirements may apply for the funding support.
- e. Educational Evaluation – assessment of the learner’s progress and achievement in their Arabic Language and Islamic Values Education shall be in accordance with the provisions of DO No. 8, series of 2015 or the Policy Guidelines on Classrooms Assessment for the K-12 Basic Education Program. For the Public schools (ALIVE) this grades or remarks as Arabic Language and Islamic Values Education. While in the

Private Madrasah (MADARIS) shall appear as it is as part of the major subjects.

- i. the weight of grades components shall use the DepEd guidelines (Weight of the components for Grades 1-10, DepEd).
 - ii. The Grading scale and remarks system shall use the DepEd formats (Descriptors, Grading Scale and remarks, DepEd).
- f. Asatidhs or Teachers – To ensure the quality and inclusive education, teachers must pass the QEALIS or Qualifying Examination for Arabic Language and Islamic Values Education. This examination is being served nationally.
- i. for Public School Teacher – any ustadh or teacher who wish to serve in the public school with ALIVE subjects, must complete the LEaP or Language Enhancement and Pedagogy (training) to be able to teach ALIVE in the public school as a provisioner teacher, while completing his /her Degree in Education financed by the government. If the ustadh passed the national board examination after the completion of his degree, he or she may now apply for the national ‘item’ as a public-school teacher, focusing on ALIVE program
 - ii. MADARIS for the ustadh who will handle the Islamic Values and Arabic Language will be based on the administrator of the madrasah or the standard qualification of the madrasah itself.
 - iii. For MADARIS program, social-welfare are part of their rights to be paid by the madrasah they’re working.
- g. Madrasah Financing – Pursuant to DepEd Order No. 81, series of 2007, the Department of Education shall grant financial assistance to private madrasah in order to enhance their madrasah operation. 5,000 per student per school year. 20% will go to the school’s improvement and 80% will go to licensed teachers who are teaching K-12 Subjects. With the ability and enhancement of the usatdh or teacher the required affiliations, the ustadh may earn more than the weekend madrasah offered.

- i. Department of Education, ensures transparency and efficiency in managing the fund for Madrasah Education Program. Hence, the aid given to the weekend madrasah that will pursue the application to be part of MADARIS Program will be ensured the financial assistance from the government.
- h. Legal Provision – The legal aspect in order to adapt the program are open to all weekend madrasah or traditional madrasah for as long as the curriculum used is according to the guidelines of the Department of Education.

In the interest of National Unity, this order (DepEd Order no. 40, series of 2011) makes the Filipinos united including the Muslim Filipinos in terms of Education. Madrasah Education as part of the K-12 Program implementation. No one will be left behind.

This order makes the unification of both public and private school to have a unification of visions and lone with that is the mission, goals, objectives and philosophies.

- i. The Curriculum for both schools would aim to:
 - a) establish a smooth transfer of students from public to private Madrasah or vice versa;
 - b) unify the long history of dichotomy among Muslims;
 - c) promote the Filipino national identity and at the same time preserve the Muslims' cultural heritage.

The characteristics of the aforementioned DepEd Order has the capacity to answer the problems of weekend madrasah in Davao Region. Along with implementation of DepEd Order No. 40, series of 2011. In addition, through the policy guidelines under DepEd Order No. 41, Series of 2017. The existing circumstances experienced by the weekend madrasah will be replied accordingly.

3. The importance of communication with the authorities in the Department of Education

Religious Scholars or Ulama are important in terms of developing the Weekend Madrasah because their knowledge and wisdom will be the reservoir of madrasah's

progress. On the other hand, the contribution of the government officials is also important because they are the owners of secular knowledge, the authority in developing the nations and the specialist of utilizing youth in nations' building. Therefore, they know how to use the knowledge of Muslim religious scholars to bring their wisdom to the Muslim children of the Philippines in an appropriate manner.

In other words, Communication between Muslim religious scholars of Weekedn Madrasah (ulama) and government officials of the Department of Education (DepEd) is crucial. It will be the first step on how the two institutions will address the Filipinos current challenges. It will help to resolve the existing misunderstandings between the two sides over religious and cultural concerns, islamophobia, and misinterpretations about weekend madrasahs, which are linked to jihadist or extremist attacks on the government. All of these issues can be resolved if both parties cooperate effectively. Hence, the collaboration will not just give sustainable development in terms of education, but also serve as a step of showing peace among them, not as separated citizens but as one Filipino.

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