

Challenges and Interventions of ISAL Teachers on Implementing Madrasah Education Program in Elementary Schools

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ABSTRACT

This study investigates the challenges and interventions strategies of Islamic Studies and Arabic Language (ISAL) teachers of three district schools: West Simunul, Tubig-Indangan and Panglima Sugala in implementing the Madrasah Education Program in elementary level. Findings revealed significant difficulties in adopting modern teaching approaches, securing mentorship, and accessing professional development opportunities. Despite these challenges, ISAL teachers employ proactive interventions, with a strong correlation between their struggles and responsive strategies. Demographic factors (age, experience, education) had minimal influence on perceptions, possibly due to sample sizes. This study suggests that greater awareness of these challenges motivates solution – driven approaches, with more experienced teachers demonstrating higher intervention effectiveness. The results underscore the need for enhanced teacher training, mentorship programs, and institutional support to optimize MEP implementation. Furthermore, strengthening professional development, fostering collaborative learning networks and integrating innovative teaching methods to empower ISAL educators. This research contributes to ongoing efforts in improving Madrasah education by addressing systematic challenges and promoting sustainable teacher support mechanisms.

Keywords: Madrasah Education Program, ISAL teachers, teaching challenges, professional development, mentorship, intervention strategies

INTRODUCTION

The Philippine education system prioritizes inclusivity and diversity by ensuring quality education for all learners, regardless of their cultural or religious background. The Department of Education (DepEd) has implemented the Madrasah Education Program (MEP) under DepEd Order No. 4, s. 2017, to provide culturally relevant educational opportunities for Muslim learners within the K to 12 Basic Education Program. to offer Muslim learners culturally relevant and meaningful educational opportunities. This initiative aims to integrate of Islamic teaching into curriculum, balancing secular and religious knowledge and fostering unique Islamic identity among learners (DepEd, 2017).

The Madrasah Education Program is furthered guided by the Inclusive Education Policy Framework, which emphasizes the importance of culturally appropriate learning experiences (DepEd, 2020). The Organic Law for the Bangsamoro Autonomous Region in Muslim Mindanao (RA 11054) strengthens the authority of the Bangsamoro Government to oversee Madrasah education and incorporate Islamic studies in to public school curricula, promoting inclusivity within the national education system (Mitmug, Jr., 2021).

However, implementing the MEP faces various challenges, particularly in the island provinces in BARMM, including the need for clear funding guidelines, curriculum upgrades, and adequate teachers' training (Balayanan & Lumapenet, 2024). The role of teachers specializing in Islamic Studies and Arabic Language (ISAL) is essential, yet they encounter significant challenges. Research into these challenges aims to identify solutions and improve the program's effectiveness.

This study explores aspects such as implementation effectiveness, challenges perceived, teacher support,

professional development, and administrative support. It also examines the relationship between the challenges faced by ISAL teachers and their approaches in addressing these issues. By better understanding these dynamics, the research seeks to inform the development of policies and training programs customized to the needs of ISAL teachers, ultimately enhancing the MEP's implementation and ensuring a cohesive integration of traditional and modern educational approaches.

LITERATURE REVIEW

The landscape of Madrasah education in elementary schools, particularly within Islamic Studies and Arabic Language (ISAL), is marked by a variety of challenges that ISAL teachers must navigate to deliver effective teaching. Among these challenges, the effectiveness of implementation, that refers to the extent to which Madrasah education programs and curricula are effectively translated into practice, is often compromised by inadequate training and resources for ISAL teachers. According to Doe (2021), ISAL teachers' competence is the key for effective education, yet many educational settings still face significant deficiencies in this area. ISAL teachers lacking in subject matter expertise, pedagogical skills, or classroom management struggle to cater to diverse learning styles and cultural differences among students, ultimately hindering student engagement and learning experiences (Balayanan and Lumapenet, 2024). Several studies indicate that insufficient resources and inadequate classroom materials adversely impact the effectiveness of curriculum implementation (Pagalanan, 2023; Balayanan and Lumapenet, 2024). To address the challenges perceived by Madrasah education, Ali et al, (2020) investigated the socio – economic factors affecting access and participation among Muslim communities in Mindanao. The study identified significant barriers to enrollment and retention, including poverty, inadequate infrastructure, and increasing obstacles. To enhance Madrasah accessibility and effectiveness, the researchers recommended targeted interventions aimed at improving infrastructure, increasing financial support, and promoting community engagement (Andang-Alaiden et al., 2025).

Additionally, support systems had necessary function in facilitating successful implementation. The work of Cetin (2016) emphasizes that professional development and administrative supports are essential factor for empowering teachers (Nevenglosky, Cale, & Aguilar, 2019). According to Marasigan (2019), teacher pedagogical content knowledge (PCK) and attitude towards teaching play significantly impact learners. Effective implementation of the curriculum relies through preparation, training, and skills to facilitate learning. Additionally, it is essential to establish balanced support systems between that fosters collaboration between learners and teachers. Amri et al., (2024), found the emphasize of critical interrelationship between peer collaboration, classroom management, and assessment strategies among ISAL teachers, demonstrating influenced student motivation, engagement, learning experiences and academic outcome.

Furthermore, research suggests a significant relationship between challenges faced y the ISAL teachers and the effectiveness of the interventions they implement. For instance, Qornain (2023) illustrate that ISAL teachers that foster connections and collaborate with various educational institutions to share knowledge and best practices, ultimately enhancing education quality. This collaboration provides students with opportunities to engage in a roader network, equipping them to confront global challenges. The goal is to positively influence Madrasah education, cultivating students who are knowledgeable, critical thinkers, tolerant, and capable of contributing meaningfully to an interconnected global society.

Objectives of the study

This research study aimed to investigate the challenges and interventions associated with ISAL teachers in the implementation of the Madrasah Education Program in elementary school. Specifically, the researchers aimed to answer the following research questions:

1. What is the level of challenges encountered by the ISAL Teachers in implementing the Madrasah Education program in terms of the following dimensions:
 1. Implementation Effectiveness,
 2. Challenges Perceived,
 3. Teachers Support & Professional Development, and

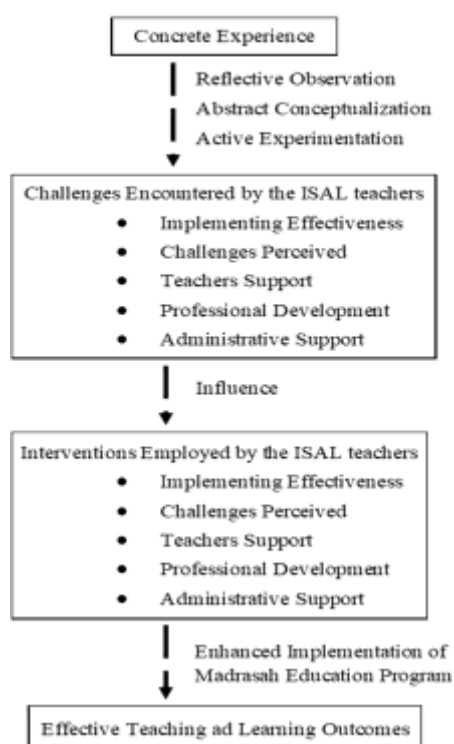
4. Administrative Support?

2. What is the extent of interventions have ISAL teachers employed to overcome challenges in implementing the Madrasah Education Program in terms of the following dimensions:
 1. Implementation Effectiveness,
 2. Challenges Perceived,
 3. Teachers Support & Professional Development, and
 4. Administrative Support?
3. Is there a significant relationship between the challenges encountered and the interventions perceived by the ISAL teachers in the implementations of the Madrasah Education Program?
4. Is there a significance differences between Madrasah Education Program implementation across the demographic profile of the ISAL teachers in terms of:
 1. Age;
 2. Length of Teaching Experience/Service;
 3. Educational Background,
 4. Secular Education, and
 5. Islamic Education?

The challenges encountered by ISAL teachers such as implementation effectiveness, challenges perceived, and levels of support are directly influence the interventions they employ in their teaching practice. Grounded in Kolb's Experiential Learning Theory, this process involves a cyclical progression: teachers reflect on their classroom experiences, analyze challenges, develop solutions, and actively test interventions. This iterative learning and adaptation cycle enhances the Madrasah Education Program's delivery, ultimately improving teaching outcomes. The theoretical – conceptual framework as shown in figure 1, provides a structured approach to understanding ISAL teachers experiences and identifying effective strategies for program enhancement.

Figure 1 Schematic Presentation of the Theoretical –Conceptual Framework of the Study

Kolb's Experiential Learning Theory (1984)



METHODOLOGY

This study employed a quantitative descriptive – correlational research design. This involved in gathering data to describe the challenges and interventions, and subsequently analyzing the relationships between variables (Creswell, 2014). to explore the challenges faced by Islamic Studies and Arabic Language (ISAL) teachers in implementing Madrasah Education Program (MEP) in elementary schools. This aimed to quantify the perceptions of ISAL teachers regarding these challenges and the effectiveness of potential interventions.

A purposive sampling technique utilized to select participants with relevant experience in implementing the Madrasah Education Program. A total of forty – two (42) ISAL teachers had been selected from three districts: seven (7) from Tubig – Indangan District, twenty – three (23) from West Simunul District, and twelve (12) from Panglima Sugala District to ensure geographic diversity and the representation of different contexts in the implementation of the program. This sample size was determined to be statistically adequate for the analysis purpose.

The researcher developed a 5 – point Likert scale structured questionnaire as an instrument for the collection of data needed for analysis. The instrument had been reviewed and validated by the expert in education and Islamic studies to ensure content validity. Feedback from the expert used to revised and improved the questionnaire for clarity, content relevance, and appropriateness for the target population.

To ensure the reliability and clarity of the questionnaire, a pilot test conducted prior to administering it to the target participants. It involved a sample size of thirty (30) participants: 20 ISAL teachers from Bongao Central District, 5 from one of the Integrated Madrasah School in Bongao, Tawi-Tawi and 5 ISAL municipal focal person. These participants had been selected from similar educational backgrounds but in different schools to prevent contamination of responses. The researchers asked permission from the school principals and Mudarris Division Head in conducting the pilot – testing. An orientation and explanation of the purpose of the study was discussed to the Mudarris Division Head, school heads, and the ISAL teachers. After retrieving the questionnaire, reliability had been assessed using Cronbach's alpha to determine internal consistency of the questionnaire items. A minimum threshold of 0.70 used to establish adequate reliability. An overall $\alpha = 0.89$ (strong internal consistency) for challenges encountered with six (6) items in each dimension such as Implementation Effectiveness ($\alpha = 0.74$), Challenges Perceived ($\alpha = 0.74$), Professional Development ($\alpha = 0.73$) that the alpha indicates acceptable internal consistency while challenges encountered that reflects strong internal consistency in Teachers Support ($\alpha = 0.80$) and Administrative Support ($\alpha = 0.87$). An overall alpha of 0.85 for interventions perceived to overcome challenges that reflects strong internal consistency in terms of Implementation Effectiveness ($\alpha = 0.73$), Teachers Support ($\alpha = 0.75$), and Administrative Supports ($\alpha = 0.75$) indicates acceptable internal consistency while reflects strong internal consistency in terms of Challenges Perceived ($\alpha = 0.81$) and Professional Development ($\alpha = 0.86$). Table 1 shows the recommended levels of reliability according to Nunnally's guidelines.

Table 1 Reliability Levels, Cronbach's Alpha Ranges, and Their Interpretations

Reliability Level	Cronbach's Alpha Range	Interpretation
Excellent	0.90 and above	Indicates very high internal consistency.
Good	0.80 - 0.89	Reflects strong internal consistency.
Acceptable	0.70 - 0.79	Indicates acceptable internal consistency.
Questionable	0.60 - 0.69	Reflects questionable internal consistency.
Poor	Below 0.60	Indicates poor internal consistency.

This table provides a clear and concise overview of the different levels of reliability, their Cronbach's Alpha ranges, and interpretations. It serves as a valuable reference for researchers in determining the appropriateness of their measurement instruments (Nunnally, 1978, as cited by Ahmad, et al, 2024).

After the pilot-testing phase and necessary adjustment to the questionnaire, the finalized version distributed to the 42 ISAL teachers across the three districts. The data gathering process began with securing permission from the principal. Upon approval, the researchers administered the questionnaire to the target participants. Rest assured to the targeted participants of their anonymity and the confidentiality of their responses. ISAL teachers were given appropriate time to answer the questionnaire.

Both descriptive and inferential statistical tools were applied for data analysis. Descriptive statistics, calculate the means and standard deviation were used to describe the level of challenges and the extent of interventions experienced by the ISAL teachers. to identify the most common challenges and interventions, descriptive statistics had been generated for RQ 1 and 2. The general weighted average calculated to determine the overall level of challenges and effectiveness of intervention were interpreted following the scales prepared by the researcher as shown below.

Table 2 General Weighted Mean Average Interpretation Table

General Weighted Average Mean	Interpretation	
	Level of Challenges	Extent of Interventions
1.00 - 1.50	Very Low Challenges/ Effective	
1.51 – 2.50	Low Challenges/ Effective	
2.51 – 3.50	Moderate Challenges/ Effective	
3.51 – 4.50	High Challenges/ Effective	
4.51 - 5.00	Very High Challenges/ Effective	

Pearson’s correlation coefficient used for RQ 3 to determine the relationship between the level of challenges and the extent of interventions. Kruskal – Wallis test used for RQ 4 for the non-parametric data to determine the relationship between the demographic profile of the ISAL teachers and the challenges and interventions in the Madrasah education Program implementation. The relationship between two variables is described in terms of strength and direction as shown in the interpretation table below.

Table 3 Correlation coefficient interpretation

Correlation Coefficient (<i>r</i>)	Interpretation
± 0 – 0.19	Very Weak Correlation
± 0.20 – 0.39	Weak Correlation
± 0.40 – 0.59	Moderate Correlation
± 0.60 – 0.79	Strong Correlation
± 0.80 – 1.0	Very Strong Correlation

Adapted from Raagas, Arandilla (ed), and Absin, 2020

This table categorize the type of correlation by considering as one variable increase what happens to the other variable, it indicates the relationships of two variables in terms of direction (Belecina, R., Baccay, E. and Mateo, E., 2016).

RESULTS AND DISCUSSION

The purposed of this study was to assesses the challenges encountered by Islamic Studies and Arabic Language (ISAL) teachers in implementing the Madrasah Education Program (MEP) through Kolb’s Experiential Learning

Theory. The study measured how challenges faced by ISAL teachers influenced the interventions they employ and ultimately shape effective teaching and learning outcomes across five dimensions; implementation effectiveness, challenges perceived, teacher support, professional development, and administrative support.

Table 4 Level of Challenges encountered by ISAL Teachers

Variable	<i>N</i>	<i>M</i>	<i>SD</i>	Description
Implementation Effectiveness	42	4.04	0.38	High Challenges
Challenges Perceived	42	3.95	0.55	High Challenges
Teacher Support	42	4.04	0.39	High Challenges
Professional Development	42	3.99	0.51	High Challenges
Administrative Support	42	3.97	0.53	High Challenges
Overall Level	42	3.98	0.30	High Challenges

Based on the findings, the level of challenges faced by the ISAL teachers in implementing the Madrasah Education Program as shown in table 3 indicated that ISAL teachers encountered a high challenge across all measured variables with an overall mean score of 3.98 ($SD = 0.30$). Specifically, in concrete stage of Kolb's Experiential Learning Theory in implementation effectiveness ($M = 4.04$, $SD = 0.38$) was the most pronounced challenges suggesting difficulties in applying teaching strategies effectively mostly in the 21st century skills. The real – life experiences of the ISAL teachers struggling to apply teaching strategies are importance in understanding the context and the needs of the learners. Teacher Support ($M = 4.04$, $SD = 0.39$) and Professional Development ($M = 3.99$, $SD = 0.51$) were also major concerns, indicating a need for better mentorship and training programs. According to Pulvirenti and Macchia (2019), the absence of systematic monitoring mechanisms for school heads' teaching practices can result in inconsistencies in instructional leadership, potentially leading to variations in teaching quality across schools. The importance of establishing clear indicators and tools for monitoring school heads' teaching performance to ensure accountability, promote professional growth, and ultimately contribute to improved student learning outcomes Balayanan & Lumapenet, 2024). Furthermore, Administrative Support ($M = 3.97$, $SD = 0.53$) and Challenges Perceived ($M = 3.95$, $SD = 0.55$) highlighted various obstacles in the ISAL teaching environments. In the reflective observation stage, it indicates that ISAL teachers reflect on the support they receive and the systemic challenges within their teaching environments. Teachers recognize their challenges and perceived support levels as important factors influencing their teaching effectiveness and practices. These findings align with other related studies indicating that teachers in Madrasah educational settings often struggle with insufficient teaching and learning resources, administrative support and professional growth opportunities (Nevenglosky, 2018; International Seminar-Workshop on Madrasah Education 2018, 2020; Balayanan & Lumapenet, 2024). Based on the feedback of the respondents due to the allotted time given to them based on their contract that was 6 hours per week some of the ISAL teachers had struggling in teaching other subject aside from Arabic subjects that was assigned to them and lack of learning resources or books mostly in higher grade was one of the challenges they had been encountered. Additionally, most of the challenges perceived in the implementation of the Madrasah Education Program were funding constraints, lack of trained educators, and limited curriculum diversity remain significant obstacles (Sali & Marasigan, 2020). Based on the feedback of the respondents one of the factors that affect the implementation of the MEP is the delayed of their salary.

Addressing these challenges requires a multifaceted approach, including curriculum development, teacher training, community engagement , and policy support, to enhance the effectiveness of the madrasah education program implementation.

Table 5 Level of Extent of Interventions Employed by ISAL Teachers to Overcome Challenges

Variable	<i>N</i>	<i>M</i>	<i>SD</i>	Description
Implementation Effectiveness	42	4.12	0.54	High Effective

Challenges Perceived	42	3.78	0.46	High Effective
Teacher Support	42	3.87	0.58	High Effective
Professional Development	42	4.02	0.40	High Effective
Administrative Support	42	3.96	0.51	High Effective
Overall Extent	42	3.95	0.32	Considered Effective

Despite the challenges as shown in table 2, ISAL teachers demonstrated high effective interventions with an overall mean score of 3.95 ($SD = 0.32$). They engaged in abstract conceptualization by drawing on their experiences and insights to develop strategies. Implementation Effectiveness ($M = 4.12$, $SD = 0.54$) was the most effectively addressed area suggesting that ISAL teachers actively refined their instructional methods based on the needs of their learners. Some of the ISAL teachers were teaching in traditional madrasah, their experienced, teaching styles and strategies in teaching diverse learners in traditional madrasah they applied it in the implementation of the MEP. Professional Development ($M = 4.02$, $SD = 0.40$) and Administrative Support ($M = 3.96$, $SD = 0.51$) interventions were also high effective, indicating that ISAL teachers actively conceptualized the need for training and institutional assistance to improve their performance. Balayanan & Lumapenet (2024) suggested that MEP/ALIVE teachers seek continuous professional development opportunities in order to be equipped and enhance their skills, provision of the important elements which are indispensable in learning activities and construction of classroom building leading to the betterment of implementation of Madrasah Education. Some of the ISAL teachers who had graduated purely Islamic education had no idea about teaching methodologies mostly in the 21st century skills. According to Tiongzon, et.al. (2019), suggested that the DepEd Central Office shall initiate yearly in-service trainings for the Asatidz/ISAL teachers to keep them abreast on modern approaches for teaching pedagogy and integration of technology for effective teaching-learning process.

Meanwhile, Challenges Perceived ($M = 3.78$, $SD = 0.46$) and Teacher Support ($M = 3.87$, $SD = 0.58$) had slightly lower but still high effective intervention scores, implying room for improvement in peer collaboration and problem – solving strategies. While the ISAL teachers are proactive in mitigating challenges, some areas – particularly peer support and perception of difficulties – required further reinforcement. One encompassing solution set during the 1st International Seminar-Workshop on Madrasah Education 2018, the group recommended was for a teacher-parent collaboration in securing school resources including funding and general support structures from both within the government agencies and outside the agencies. They also recommended a massive campaign on professionalizing the Asatidz to improve their skills, various competencies, personality, and character. This would mean lobbying for teachers’ financial support; providing teachers’ scholarship programs; empowering Asatidz from overseas programs to impact curriculum and resource development; and developing resources that will help teachers in the areas of time management, parent-teacher relations, regular coaching and mentoring time for greater accountability and support, and an overall teacher-administrator and owner consultation (International Seminar-Workshop on Madrasah Education 2018, 2022).

Table 5 Correlation Analysis between Challenges and Interventions

Variable	N	r	p-value*	Remarks
Challenges encountered and Interventions Perceived	42	0.80	<.001	Very Strong Correlation

Legend: $p\text{-value} \leq 0.05$ = significant and $p\text{-value} > 0.05$ = Not significant

Overall level of Challenges: $M = 3.98$, $SD = 0.30$; Overall extent Interventions: $M = 3.95$, $SD = 0.32$

Table 5 illustrated a very strong relationship ($r = 0.80$, $p < .001$) between the challenges encountered ($M = 3.98$, $SD = 0.30$) and perceived interventions ($M = 3.95$, $SD = 0.32$) suggested that ISAL teachers are actively experimenting with new strategies in response to challenges. They apply learned concepts to refine their practice and address issues effectively. The strong correlation between the effectiveness of interventions and perceived challenges indicates that ISAL teacher continuously engaged in Active Experimentation (Kolb’s Experiential

Learning Theory) to improve their teaching effectiveness and navigate systemic challenges.

The study's findings indicate a need to enhance the ALIVE/MEP program's implementation, focusing on developing Madrasah teachers to create effective pedagogical programs. It strongly recommends organizing seminars and training to provide Asatidz with insights on 21st century skills, alongside additional training in Islamic education, Arabic language and Islamic values (Sali, 2020; Solaiman, 2021). Examining the demographic interactions revealed significant insights in the implementation of the MEP as shown in table 6.

Table 6 Differences Between MEP Implementation Across Demographic Profile

Demographic Profile	N	Mdn		$\chi^2(2)$		p	
		Challenges	Interventions	Challenges	Interventions	Challenges	Interventions
Age							
35_&_below	12	3.97	3.97	0.42	1.28	.93	.53
36_to_45	16	3.95	3.87				
46_&_above	13	4.00	3.97				
Year of Experience							
0_to_5	2	3.75	3.85	2.50	.13	.29	.94
6_to_10	16	3.92	3.97				
11_to_15	23	4.03	3.97				
Western Education				1.64		.44	
Highest-grade	15	4.03	3.87		.90		.64
Colagrande	25	3.90	3.97				
Master's_Deg	1	4.07	4.13				
Islamic Education						.69	
Itida-i	16	3.95	3.87	1.48*	.92*		.82
Idadi	4	4.29	4.20				
Thanawi	3	3.77	3.83				
Kulliyah	18	3.95	3.95				

Legend: p-value ≤ 0.05 = significant and p-value > 0.05 = Not significant; N = 41; * df = 3

To evaluate the differences in median scores across the demographic profile of the ISAL teachers in the implementation of the MEP as shown in table 6 using Kruskal Wallis Test. The test revealed insignificant differences in the challenges encountered ($\chi^2(2) = 0.42$, $p = .93$) or interventions perceived encountered ($\chi^2(2) = 1.28$, $p = .53$) across age categories (35 & below, 36 – 45, 46 & above). Median scores for both challenges and interventions were consistently high ($Mdn = 3.95 - 4.00$), suggesting that age does not significantly influence perceptions. Similarly, no significant differences were observed in challenges ($\chi^2(2) = 2.50$, $p = .29$) or interventions ($\chi^2(2) = 0.13$, $p = .94$) among year of experience. Median scores slightly increased with teaching experience, but this trend was not statistically significant. In the study conducted by Soeharto, Singh, & Afriyanti (2024), they found out that there are no significant differences in attitudes toward inclusive education and teaching for creativity dimensions based on gender, age, and teaching experiences.

No significant differences were found for challenges ($\chi^2(2) = 1.64$, $p = .44$) or interventions ($\chi^2(2) = 0.90$, $p = .64$) across education levels. Notably, the master's group had the highest median scores (challenges: $Mdn = 4.07$; interventions: $Mdn = 4.13$), but the small sample size ($n = 1$) limits generally. According to Darling-Hammond,

Hyler, and Gardner, (2017), suggests that implementing effective professional development well also requires responsive to the needs of educators and learners and to the contexts in which teaching and learning process took place.

The Kruskal – Wallis test indicated marginally significant differences in challenges ($*\chi^2(3) = 1.48$, $*p = .82$) across Islamic education levels. The Idadi group reported the highest medians (challenges: $Mdn = 4.29$; interventions: $Mdn = 4.120$), but lack of statistical significance ($p > .05$) suggested these differences may due to chance. Some of the ISAL teachers had been graduated from secular education and their Islamic educational background was just an elementary level. But somehow because of this program to had a back-to-back educational attainment (secular and Islamic education) some of them had continued their Islamic education.

CONCLUSIONS

ISAL teachers faced challenges in implementing the Madrasah Education Program (MEP), particularly in integrating modern teaching strategies and securing sufficient mentorship and professional development opportunities. However, the findings applying the Kolb's Experiential Learning Theory cycles where challenges prompt adaptive interventions, but deeper reflection and essential support are needed to sustain improvement. ISAL teachers learned through experience, yet structured reflection and experimentation could enhance their ability to translate challenges into effective strategies. They employed proactive strategies that the latest INSET training was given to them, with experienced teachers showing greater effectiveness. Demographic factors (age, experienced, education) had little influenced on perceptions, possibly due to sample limitations.

RECOMMENDATIONS

Based on the findings and implications of the study, the following are recommended.

1. Provide regular training, structured mentorship, and peer learning communities.
2. Integrate technology and learner – centered approaches.
3. Allocate funds for workshops, coaching, and instructional materials.
4. Further research with larger, diverse samples, utilizing mixed-method or pilot interventions, and conduct cross – cultural influences on these dynamics to assess whether ELT adaptation improves learners outcome over time.

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Appendix A

Survey Questionnaire

This survey instrument will solicit information on the implementation of the Madrasah Education Program. It elicits information on the demographic profile and the multifaceted challenges and interventions related to the implementation of the Madrasah Education Program in elementary schools. The questionnaire comprised two major parts. The first part is a statement on the demographic information. The second part is a Challenges and Interventions Scale in Madrasah Education or CIS-ME.

The responses to this questionnaire will be solely used for the purpose of the study and kept with utmost confidentiality. Further, responding to this questionnaire signifies voluntary participation in the study.

Part I. Respondent Demographic Information

1. Name: _____
2. School: _____
3. Age Profile:
 - () 35 and below
 - () 36 to 45
 - () 46 & above
4. Gender: () Male () Female
5. How many years of experience as ISAL Teachers? _____
6. Educational Background (*specify degree corresponding to the level of education*)
 - A. Western Education
 - a. High School: _____
 - b. College: _____
 - c. Master's Degree: _____
 - B. Islamic Education
 - a. Itida-i: _____
 - b. Idadi: _____
 - c. Thanawi: _____
 - d. Kuliyah: _____
 - e. Seminar Attended: _____

Part II. Challenges and Interventions Scale in Madrasah Education (CIS-ME)

Directions: The following items are statements that indicates aspects of ISAL Teachers challenges in the implementation of MEP namely: *implementation effectiveness, challenges perceived, teacher support and professional development and administrative support*. Please carefully read each statement and reflect on its challenges and intervention for effective implementation of MEP in your school. Further, you are requested to rate the extent of necessity of each statement to ensure the effective and efficient teaching - learning process of the said program. To rate, you may use the scale below:

1 – Strongly Disagree

2 – Disagree

3 – Neutral

4 – Agree

5 – Strongly Agree

A. Challenges Encountered by the ISAL Teacher

Implementation Effectiveness					
1. Technological resources are sufficient to facilitate the use of ICT in teaching and learning process.	1	2	3	4	5
2. I am effectively integrating Islamic principles with educational standard goals.	1	2	3	4	5
3. I regularly assess student understanding to inform my teaching practices	1	2	3	4	5
3. I accommodate my teaching methods based on student feedback.	1	2	3	4	5
4. My students demonstrate critical thinking as a result of my teaching approach.	1	2	3	4	5
5. I facilitate collaborative learning experiences effectively.	1	2	3	4	5
Challenges Perceived					
1. I faced difficulties in adjusting the curriculum to meet diverse student needs.	1	2	3	4	5
2. I lack adequate training in teaching strategies to developed critical thinking, creative thinking and higher – order thinking skills of the curriculum.	1	2	3	4	5
3. Lack of parental supports in student’s learning at home.	1	2	3	4	5
4. There are gaps in students’ prior knowledge in Madrasah Education	1	2	3	4	5
5. There is insufficient funding for effective implementation of the program.	1	2	3	4	5
6. I faced difficulties in aligning Madrasah curriculum with the cultural differences of the learners.	1	2	3	4	5
Teacher Support					
1. Regular feedback from my colleagues helps improved my teaching and learning process effectiveness.	1	2	3	4	5
2. I have free internet connectivity in school to access teaching resources that support my professional growth.	1	2	3	4	5
3. My school provides sufficient support for exploring innovative teaching methods.	1	2	3	4	5
4. Collaboration among ISAL teachers across different schools are facilitated in enhancing the ability to deliver madrasah curriculum effectively.	1	2	3	4	5
5. I feel confident in my ability in facing different teaching challenges with the aid from my colleagues	1	2	3	4	5
6. Continuous support from my colleagues is important to overcome challenges in program implementation.	1	2	3	4	5
Professional Development					
1. I would benefit from more workshops on Islamic education focusing on new strategies for teaching in the 21 st century skills.	1	2	3	4	5
2. Workshops focuses on current educational trends and issues.	1	2	3	4	5

3. My school provides sufficient support for exploring innovative teaching methods.	1	2	3	4	5
4. ISAL teachers are encouraging to pursue further education and certifications.	1	2	3	4	5
5. Feedback from professional development meets my needs as an ISAL teacher.	1	2	3	4	5
6. Islamic education workshops and trainings sessions are insufficient to enhance my teaching skills.	1	2	3	4	5
Administrative Support					
1. Responsive administrative processes by giving feedback facilitate effective teaching.	1	2	3	4	5
2. There is effective communication between administration and ISAL Teachers regarding program implementation.	1	2	3	4	5
3. I receive timely assistance from school administration when I faced challenges.	1	2	3	4	5
4. The school administrator encourages collaborative teaching practices among faculty.	1	2	3	4	5
5. My administrators actively seek out and addresses the challenges ISAL teachers face in implementing new methodologies.	1	2	3	4	5
6. There is a commitment from the administration to support ongoing teacher development.	1	2	3	4	5

B. Interventions perceived by the ISAL Teacher

Implementation Effectiveness					
1. I utilized hands-on activities to enhance learning outcomes	1	2	3	4	5
2. The use of differentiated instructions effectively addresses the needs of students.	1	2	3	4	5
3. The implementations of the cooperative learning strategies have enhanced student collaborations.	1	2	3	4	5
4. Technology integration in teaching and learning process has improved instructional effectiveness.	1	2	3	4	5
5. The integrations of real – life experiences in lesson improves understanding and life – long learning.	1	2	3	4	5
6. The assessment methods I used accurately reflects students understanding.	1	2	3	4	5
7. Learning activities, I had designed promote critical thinking among learners.	1	2	3	4	5
Challenges Perceived					
1. Resources limitation affect the effectiveness of my teaching and learning process.	1	2	3	4	5
2. There are challenges in integrating technology into the classroom effectively	1	2	3	4	5
3. The curriculum objectives are sometimes unclear or difficult to achieve.	1	2	3	4	5
4. The ISAL teacher's experiences obstacles in creating more engaging activities in their teaching.	1	2	3	4	5
5. I often experience limited collaboration among colleagues in improving my teaching.	1	2	3	4	5
6. Conflicts between traditional methods of teaching and new interventions create challenges.	1	2	3	4	5
7. Curriculum constraints limit my ability to effectively execute interventions.	1	2	3	4	5

Teacher Support					
1. Mentorship from experienced teachers has positively influenced my teaching practices.	1	2	3	4	5
2. I regularly engaged in reflective practices to improve my instruction.	1	2	3	4	5
3. Collaboration among colleagues encouraged and supports professional development.	1	2	3	4	5
4. Ongoing LAC training sessions among peers/colleagues are relevant and beneficial in improving my teaching skills.	1	2	3	4	5
5. I constantly receive feedback from my colleagues on my teaching practices.	1	2	3	4	5
6. Feedback from school administration is valuable and contributes to ISAL teachers' growth.	1	2	3	4	5
7. ISAL teachers receive recognition for successful implementation of best practices in teaching and learning process.	1	2	3	4	5
Professional Development					
1. The school leadership promotes a culture of continuous professional growth on content knowledge and pedagogy on Islamic Education.					
2. The ISAL teachers feel motivated to "stretch" and "grow for different teaching methodologies in differentiated learning needs of the learners.					
3. Professional learning communities effectively address challenges related to interventions in teaching and learning process.					
4. I feel confident in my ability to implement Madrasah education curriculum due to support from school administration to attend different Islamic education workshops and seminars in content knowledge and pedagogy.					
5. Mentorships program are effective in enhancing the teaching practices of the ISAL teachers.					
6. Professional learning communities effectively address challenges related to different interventions like game-based learning.					
7. Professional development programs focus on effective teaching and learning practices.					
Administrative Support					
1. The administrations actively support the initiatives of the ISAL teachers in improving their teaching and learning process.	1	2	3	4	5
2. Administrative policies facilitate the used of innovative interventions in the classroom.	1	2	3	4	5
3. The ISAL teachers' input is valued in developing intervention – related policies y creating different Islamic activities in school.	1	2	3	4	5
4. The administration recognizes and addresses the challenges ISAL teachers face in implementing interventions.	1	2	3	4	5
5. Different Islamic activities initiated effectively by the ISAL teachers that align with the school goals through regular communication by the school administrations.	1	2	3	4	5
6. Support from administration fosters a collaborative teaching environment.	1	2	3	4	5
7. I believe administration is committed to the professional development of the ISAL teachers.	1	2	3	4	5