

Implementation of the Arabic Language and Islamic Values Education (ALIVE) Program: Basis for Intervention Plan

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Abstract

The purpose of this study is to ascertain whether there is a significant difference between the Asatidz profile and the current state of the ALIVE Program's implementation. in Cagayan de Oro City for the School Year 2022-2023. The study was conducted from fourteen (14) public schools implementing the ALIVE Program in Cagayan de Oro, in which a total of thirty-three (33) Asatidz were the respondents. The questionnaire was adapted and modified from the study of Arriola and Harad (2022). The study determined the Asatidz's profiles and the challenges on the ALIVE implementation as to the three components: Resource, Process and Context Variables. The study used the statistical treatment on the frequency of distribution, mean, T-Test, F-Test and ANOVA. Findings show that the age of respondents was between 39 years to 45 years old. Majority are females with college level or degree holders and have years of experience from 10 years and above. Meanwhile, the data registered a Highly Implemented Level where three (3) out of three (3) of the variables were rated Very Highly Implemented. Furthermore, combination of variables showed that Highest Educational Attainment with Resource, Process, and Context variables registered with significant differences. Thus, the hypothesis of no significant difference is rejected. As for Age, Gender, and Length of Service, it registered no significant difference. Therefore, the hypothesis of no significant difference is accepted. Intervention Plan has been designed based on the outcome of this study.

Keywords: *ALIVE Program, Asatidz, Resource, Process, Context Variables*

1. Introduction

Madrasahs are Muslim private schools that prioritize Islamic studies and Arabic language proficiency. It is a privately owned organization that relies on donations from both domestic and international sources, primarily from Islamic or Muslim countries. The most important factor in the nation's sustained practice of Islam and Islamic culture is the Madaris, Mindanao's oldest educational institution.

Arabic Language and Islamic Values Education (ALIVE) is at the core of the Madrasah Education Program. It was developed to give children a quality education that is responsive to their needs, a good foundation for their knowledge and skills, and values anchored in the Islamic faith to prepare them for further learning and challenges in modern society. It also incorporates content and competencies that are pertinent and interesting to Muslim learners. One of the avenues for fostering interethnic harmony between Muslims and Christians is the ALIVE initiative. In an effort to improve relations with Muslim Filipinos, the Philippine government founded ALIVE under the Department of Education.

Cited by Harad and Arriola (2022), the respondents' top five issues in teaching the Arabic Language and Islamic Values Education subjects include a lack of resources for qualified ALIVE teachers, a lack of materials for visual aids, a lack of books for ALIVE, difficulties finding qualified ALIVE teachers with the necessary degrees, and a lack of training, orientation, and seminars for ALIVE teachers in ALIVE.

One of the schools that offer the ALIVE Program in Cagayan de Oro City has been facing some issues for quite some time now in terms of the number of Asatidz, the learners' class size and the infrastructure for the ALIVE classes. Since the school is located in the heart of the city, numerous Muslim

learners are enrolled in the said school. Multi-grade classes have been set up to cater to Alive learners due to insufficient Asatidz.

In addition, the lack of instructional resources is another problem that some schools face, which may impede a child's ability to build motivation. The researcher believes that the lack of necessary resources for students can result in wasting their learning capacity and causing a loss of interest in learning. The ALIVE infrastructures, such as classrooms, are also insufficient since most of the implementing schools only have one ALIVE classroom that the ALIVE students share, and there are no available prayer rooms for the Asatidz and the students as well.

Lastly, parental support is crucial for the ALIVE Program to be successfully implemented. Parents need to motivate their children to join the ALIVE classes and support the program as a whole. There are instances that a few Asatidz has cited that some of the parents are reluctant to send their children to the ALIVE classes because it is an additional burden for the children and the parents as well. Based on Đurišić and Bunijevac (2017), parental involvement provides an important opportunity for schools to enrich current school programs by bringing parents into the educational process. Increased parental involvement has been shown to result in increased student success, enhanced parent and teacher satisfaction, and improved school climate. To ensure effective parental involvement, schools may have partnership programmes in place that continually develop, implement, evaluate, and improve plans and practices

encouraging family and community involvement. Though specifics may vary, all parent involvement programs share the goal of increasing parent-school collaboration in order to promote healthy child development and safe school communities.

The researcher thought that this focus was too restricted to offer information about how the program was actually implemented. One of the cities that offers the ALIVE program in public schools is Cagayan de Oro City, Misamis Oriental. In this city, there are a considerable number of Muslim students. The researcher has, however, seen the recurring problems that ALIVE teachers and students deal with while putting the ALIVE Program into practice. While putting the ALIVE Program into practice, not only the ALIVE teachers but also the ALIVE learners and the community encounter challenges.

In consonance with this, the researcher conducted this study to determine the level of challenges on the implementation of the ALIVE Program in Cagayan de Oro City and to design an intervention plan based on the outcome of the study which will help sustain the implementation of the program.

2. Conceptual Review

The enclosed DO 41, s served as the foundation for this investigation. Basic education must be learner-oriented and relevant to the needs, cognitive and cultural capacity, circumstances, and variety of learners, schools, and communities, according to a 2017 Department of Education directive based on the 1987 Philippine Constitution and Republic Act No. 10533.

Furthermore, in accordance with Presidential Decree 1083, which provides that the State shall consider the traditions, beliefs, customs, and interests of national cultural communities in the formulation and implementation of state policies, and in support of RA 6734, which states the need to establish, maintain, and support a comprehensive and infallible system of government and of the 1996 Peace Agreement with the Moro National Liberation Front, the Department implements the Madrasah Education Program or MEP.

In light of these, the goal of this study is to understand the difficulties the Asatidz have faced in putting Arabic Language and Islamic Values Education or ALIVE into practice in Cagayan de Oro City. Age, gender, educational level, and years of experience are the characteristics of the Asatidz, while the implementation status of the three research components—resource, process, and context variables—are the independent variables.

3. Methodology

The study employed a quantitative descriptive-comparative research design to ascertain the challenges encountered by the ALIVE Asatidz from the program's status of implementation. Quantitative Descriptive-Comparative Research is a non-experimental, quantitative research design where the basic purpose of this design is to determine the relationship among variables. It is also known as casual comparative research and pre-experimental research. There are Thirty-three (33) Asatidz respondents employed in Cagayan de Oro City Public Elementary Schools and Secondary Schools. The study's respondents were taken as take all considering the few numbers of teachers. This was determined to be acceptable for this study since it sought to determine whether there were any notable differences between the Asatidz profile and the difficulties in implementing the ALIVE Program.

The Asatidz (ALIVE teachers) from ten (10) elementary schools and four (4) secondary schools in the Division of Cagayan de Oro for the School Year 2022–2023 served as the study's respondents. Data for the number of respondents were secured with the help of the Madrasah Education Program Coordinator in Cagayan de Oro City. A total of 33 ALIVE Asatidz educators from Cagayan de Oro public schools make up this group. During the course of the study, the respondents from each representative school filled out the questionnaire. All the Asatidz answered the questionnaire considering the few numbers of Asatidz throughout the City.

To collect the required data from the respondents, the study used questionnaires that have been adapted and modified from the study of Arriola and Harad (2022) entitled Implementation of Arabic Language and Islamic Values (ALIVE) Program in Basilan Schools Division: Basis for a Madrasah Education Program(MEP) – ALIVE Strategic Plan. The study used two different sets of questionnaires. The first section of the survey asked about the respondents' profiles, including their age, gender, marital status, highest educational attainment, and length of service. The second set of the questionnaire is the status implementation of ALIVE Program as to Resource, Process, and Context Variables.

This study utilized the statistics such as mean and frequency distribution to determine the profile of the respondents as well as their level of perception towards the challenges encountered in the ALIVE implementation. To determine the extent to which a variable contributes to another variable, a t-test was utilized. Furthermore, the significant difference among the variables and to test if the null hypothesis is rejected or accepted, F-Test and ANOVA were used.

The data were collected, tabulated, and analyzed using different statistical techniques. The statistical treatment of data served as the guide for the researcher to achieve the proper statistical tools to be used to determine the following statement of the problem in Chapter 1.

4. Results and Discussion

In terms of respondents' profile: One of the primary advantages of having teachers working with students aged 39 to 45 is their expertise. Teachers in this age group have often been in the industry for a number of years and have had the opportunity to hone their skills, technique, and strategies for meeting the different needs of pupils. Also, teachers in this age bracket frequently bring maturity to the classroom. Teachers recognize the significance of developing strong relationships with their students and seek to foster supportive and inclusive learning environments. It is also worth noting that instructors in this age range may be nearing the end of their careers and contemplating retirement. Schools must be aware of this and ensure that proper safeguards are in place.

The observation that most Asatidz in this city is between the ages of 39 and 45 may be due to the fact that they are all employed on a Contract of Service (COS). The majority of today's younger generations aspire to have steady, long-term employment that will support their standard of living. Therefore, there may be a significant number of local Asatidz participating in the initiative. It is likely that people in this age bracket are more eager and able to give their time and energy to promote the education of others in their community. Asatidz in this age group may also be perceived as more responsible and mature. By administering non-

formal education, these Asatidz may have exhibited a greater feeling of responsibility and dedication to the curriculum. Generally speaking, the age range of Asatidz in the ALIVE Program may result from several variables, including availability, experience, maturity, and professional preferences.

On the other hand, teachers with ages ranging from 32-38 years old have the opportunity to continue professional development and grow careers, whether that means advancing in their current positions or pursuing new opportunities. However, for those who are relatively new to teaching, the role can be challenging, especially in classroom management and effective lesson planning. In addition, many teachers in this age group may have young families and struggle to balance their personal and professional lives effectively.

Relatively, results show that age plays an important role in employees with high perceived employability; however, it has no effect on employees with low perceived employability. Younger workers with high perceived employability suffer less than older employees with high perceived employability in terms of intrinsic job satisfaction. From a theoretical point of view, perceived employability in older workers does not reduce the unfavorable consequences of job insecurity (Yeves et al., 2019).

Female Asatidz faces many challenges in balancing work and family responsibilities. However, they also bring a unique set of skills and perspectives to their jobs that can positively impact their students, colleagues, and schools. Unlike Male Asatidz, female Asatidz can often form strong relationships with their students and significantly impact their academic and personal growth. In general, it is important to support and empower female teachers to succeed in their careers and to create a work environment that values and respects their contributions.

Women may find teaching in the ALIVE Program to be a particularly appealing career choice since it gives them a chance to give back to their community and allows them to prioritize nurturing and caring for others. Because of their flexible schedules due to duties to their families, women can also be more available to work as Asatidz. However, it could be challenging to accept a full-time teaching position if you are also caring for young children or elderly relatives. Islam strongly emphasizes gender segregation and modesty, particularly in educational environments. The presence of female Asatidz can give female pupils access to a culturally enriching atmosphere.

Based on the study of Malaysia (2019), out of the total 272 responses, the group respondents revealed that 52.9 were female, the majority. The majority of Muslim organizations likewise exhibit this general pattern, with women being more engaged and eager to volunteer for Islamic dawah efforts than men. However, as the family breadwinners in the majority of Filipino families, men may find it difficult to fully engage in such religious activities as opposed to women, who are mostly housewives or mothers who are not working.

Malabanan (2022) claimed that 56.9 million people in the Philippines were female in 2022. The female population of the Philippines increased significantly during the past 50 years from 20 million to 56.9 million people, rising at an increasing yearly rate that peaked in 1978 at 2.93% and then fell to 1.46% in 2022. In the Department of Education, the female populace continues to dominate as the department continues to exercise gender equality in terms of hiring teachers as long as they do the set of qualifications and criteria used in the hiring of teachers.

Many Islamic communities place great emphasis on the study of religious texts and the development of religious knowledge and skills. In recent years, many Islamic teachers have pursued higher education, including college degrees, in order to deepen their understanding and develop the skills and knowledge necessary to teach and engage with students effectively. Having a college degree can provide Islamic teachers with a more comprehensive understanding of Islamic teachings and history, as well as the skills and knowledge necessary to teach and engage with students in a modern educational setting. It is important to note that the highest level of education for Islamic teachers will depend on the individual and their specific goals and aspirations. Ultimately, the most important factor is the individual's commitment to continued learning and growth in their religious knowledge and practice.

On the other hand, the observation that numerous Asatidz in the ALIVE Program are High School

graduates may be due to the requirements that Asatidz may have completed at least a high school education or equivalent. High School graduates may be more available to volunteer or work as Asatidz in the program, as they may not have pursued further education or full-time employment opportunities. This could make it easier for them to commit time to work as teachers in the program. Furthermore, Arabic language and Islamic values education are not typically included in the formal curriculum in Philippine schools, so Asatidz, who has received traditional Islamic education, which is often completed at the high school level, may be particularly well-suited to teach in the program.

Asatidz, with a High School diploma, may be equipped with the speaking, reading, and writing abilities needed to teach in the program. Indispensable, they are familiar with Islamic principles and the Arabic language, which are crucial for teaching the ALIVE program. It is significant to remember that the program also welcomes Asatidz with higher levels of education and that the variety of educational backgrounds among Asatidz can contribute to enhancing the educational opportunities for ALIVE students.

According to Marasigan (2019), some Asatidz is ineligible to take the LET because they have just completed secondary school. For them to succeed on the LET, their pedagogical abilities and English language fluency are essential. In addition to the fact that some of them are the heads of or primary providers for their separate families, their financial situation and academic standing may make it difficult for them to enroll in the training program right away and obtain a license. On the lighter side, some individuals with Bachelor's Degree in Islamic Studies are qualified to instruct madrasah instruction. However, due to family obligations, financial concerns, and proximity of the training programs, they could barely afford to pay for sufficient training and a license. Yet they should be taken into account for the same reasons. They may have a certificate that qualifies them to teach, but they still need adequate education and English language instruction to have received adequate education and English language instruction in to qualify for the LET.

Experienced teachers have a wealth of knowledge and experience to share with colleagues, mentees, and students. With years of experience, teachers may have a significant impact on the lives of students and can help to shape the future of education. However, long-serving teachers may find it difficult to adjust to changes in the education system and may feel resistant to new teaching methods.

. The feeling of community involvement might inspire Asatidz to keep working on the program for a very long time. Also, if Asatidz is working consistently and have integrated themselves into the program's teaching team, they may have grown accustomed to their position. This may give them a feeling of satisfaction and accomplishment, which could motivate them to continue teaching in the program. Moreover, Asatidz may have acquired extensive education and expertise in instructing ALIVE. In addition to making them more devoted to continuing to contribute their knowledge and abilities to the program, this may also make them particularly excellent teachers and leaders within the curriculum.

In contrast, teachers with 1-3 years of experience are often eager to try out new and innovative teaching methods. With little experience, new teachers are often highly motivated and energetic. Also, new teachers are open to feedback and eager to learn and grow as educators. There are also challenges that new teachers may face such as not having a full understanding of the demands of the profession and may struggle with time and workload management especially if they are also adjusting to the demand of a new job and new responsibilities.

The professional expertise, abilities, and experience in the field are crucial in determining how MEP will be sustainable. Therefore, it was suggested that a Muslim educator with sufficient experience in educational management and madrasah education such as Arabic language and Islamic Education be posted in the DepEd Central Office to address management concerns in Madrasah Education (Marasigan, 2019).

Years of classroom experience and descriptions of educational circumstances have been cited as key determinants of a teacher's capacity to successfully modify their instructional strategies. Researchers' perceptions of the significance of participants meant their descriptions to convey had a significant role in the evidence for a correlation between years of teaching experience and the descriptions of educational circumstances provided (Graham, 2022).

Table 1*Summary of the Challenges in the Implementation of the ALIVE Program*

Variables	Mean	SD	Interpretation
Resource	3.42	0.76	High
Process	3.49	0.82	High
Context	3.52	0.81	High
Overall Mean	3.48	0.79	High
Note: 4.20-5.00 Very High 3.40-4.19 High 2.60-3.39 Moderate 1.80-2.59 Low 1.00-1.79 Very Low			

Table 1 displays the summary of the challenges in the implementation of ALIVE Program. It has an Overall Mean of 3.48 with SD=0.82, which is described as High and interpreted as Highly Implemented. The Department of Education has included the Arabic Language and Islamic Values Education, or ALIVE, curriculum into its K–12 curriculum with the main objective of satisfying the needs of Muslim students nationwide, not just in religious Muslim communities. (Harad et al., 2022). Thus, this program must be properly implemented as it projects better and brighter learning opportunities for all Muslim learners.

In the same table above, the highest variable is Context. It has a mean score of 3.52 with SD=0.81, which is described as High and interpreted as Highly Implemented. The ultimate goal of the DepEd ALIVE Program is to improve student learning outcomes. This is achieved by providing students with access to quality educational resources and by supporting teachers to deliver effective and engaging teaching practices. Collaboration is an important variable in the DepEd ALIVE Program, as it promotes partnerships between teachers, schools, and the wider education community. This helps to ensure that all stakeholders are working together towards the common goal of improving the quality of education for all students.

The setting in which a written work is placed is referred to as the context. Context gives the intended message significance and clarity. Contextual clues in a literary work help the reader better understand the aim and overall direction of the writing while also fostering a relationship between author and reader. Literary context refers to information or situations that are used to set the stage for a specific event. A character's backstory may also be used as context to explain their actions and attitude (Class, 2021).

Meanwhile, the lowest rated variable is Resource. It has a Mean score of 3.42 with SD=0.76, which is described as a High and interpreted as Highly Implemented. The ALIVE Program is a component of the K to 12 Basic Education's Madrasah Education. It also incorporates information and competencies that are pertinent to and appealing to Muslim learners (Harad et al., 2022). It is just fitting that this program should be given attention and importance as it provides opportunities for Muslim learners to learn more about their culture and traditions embedded in Philippine contexts.

Problem 3. Is there a significant difference between the profile of the Asatidz and the challenges of implementation of the ALIVE Program?

Table 2 presents the test significance on respondents' profile and implementation of ALIVE Program. Age registered an f-value of 2.414 with p-value of 0.069 which is higher than the critical value of 0.05 level of significance. While age can play a role in defining teaching experience, it is not necessarily a good predictor of teaching quality. Regardless of age, teachers with more teaching experience are more effective in their duties and have higher student results. Even if some Asatidz in the ALIVE Program are older and have been teaching for a longer time, opportunities for continued professional development can improve their teaching quality and effectiveness. While the ALIVE Program is founded on Islamic teachings, personal values and beliefs can also have an impact on the program's effectiveness. Asatidz, who are committed to the program's objectives and principles, regardless of age, may have a better chance of implementing it effectively.

Relatively, results show that age plays an important role in employees with high perceived employability; however, it has no effect on employees with low perceived employability. Younger workers

with high perceived employability suffer less than older employees with high perceived employability in terms of intrinsic job satisfaction. From a theoretical point of view, perceived employability in older workers does not reduce the unfavorable consequences of job insecurity (Yeves et al., 2019).

Table 2

Test of significance on Teachers' Profile and Implementation of the ALIVE Program

Profile	Implementation of the ALIVE Program										
	Resource		Process		Context		F-value	P-value			
Age	Mean	SD	Mean	SD	Mean	SD			2.414	0.069	
	3.38	0.77	3.49	0.84	3.53	0.81					
	46 years old and above	3.54	0.80	3.50	0.84	3.48	0.82				
	39 – 45 years old	3.34	0.79	3.45	0.86	3.56	0.83				
	32 – 38 years old	3.48	0.74	3.53	0.80	3.52	0.81				
	25 – 31 years old	3.27	0.74	3.48	0.88	3.56	0.80				
Gender	Mean	SD	Mean	SD	Mean	SD	T-value	P-value			
	3.42	0.76	3.49	0.82	3.52	0.81			1.242	0.109	
	Male	3.38	0.74	3.46	0.84	3.50					0.79
	Female	3.46	0.78	3.52	0.80	3.55					0.83
Highest Educational Attainment	Mean	SD	Mean	SD	Mean	SD	F-value	P-value			
	4.20	0.63	3.98	0.65	4.16	0.56			8.496*	0.000*	
	Post-Graduate	5.00	0.00	5.00	0.00	5.00					0.00
	College	4.16	0.95	3.46	0.99	4.26					0.86
	High School	3.44	0.94	3.50	0.95	3.22					0.83
Length of Service	Mean	SD	Mean	SD	Mean	SD	F-value	P-value			
	3.42	0.76	3.49	0.82	4.24	0.92			0.710	0.548	
	10 years and above	3.43	0.85	3.40	0.86	4.35					0.96
	7 – 9 years	3.48	0.70	3.59	0.80	4.41					0.90
	4 – 6 years	3.34	0.75	3.55	0.86	4.44					0.96
	1 – 3 years	3.42	0.77	3.42	0.76	3.78					0.96

Note: * = Significant Significant if computed p-value is less than 0.05

Meanwhile, Gender got a t-value of 1.242 with a p-value of 0.109 which is higher than the critical value of 0.05 level of significance. This indicates that there is no causal link between the adoption of the ALIVE program and variable gender. The null hypothesis is therefore accepted. This suggests that the gender of respondents, and more especially the teachers, has no bearing on how the ALIVE program is carried out. The gender of the Asatidz has no bearing on whether the program is implemented successfully or unsuccessfully.

The gender of the Asatidz in the ALIVE Program may not substantially impact the program's implementation because teaching abilities and effectiveness are not dictated by gender. Diverse teaching personnel can help to promote inclusivity and provide varied perspectives in the classroom. This variety can also help students understand gender roles and expectations in Islam and in society as a whole. Asatidz, in the ALIVE Program, regardless of gender, must have the requisite skills and knowledge to offer successful instruction. As long as both men and women are given equal chances for training and development, their gender should not substantially impact program execution.

The highest degree of education registered a computed f-value of 8.496 ($p\text{-value}=0.0000$) and is significant at the 0.05 level of significance, as can be shown by carefully examining each of the variables. Also, this implies that the ALIVE Program's issues are significantly influenced by the variable highest educational attainment. As a result, the null hypothesis of no significant difference is rejected.

The highest level of education that teachers can achieve allows them to better understand, observe, and adjust to a variety of obstacles that arise throughout the delivery of the ALIVE Program in terms of resources, procedure, and context. They can apply their knowledge and skills to make sure that challenges will be properly addressed with proper handling and guidance. In terms of resources, the teachers can make adjustments like making self-learning modules and worksheets if the students need remediations. If there are problems in the implementation process, the teacher can make immediate adjustments to avoid misunderstanding and confusion. If the context of the materials has problems like clerical errors, the teachers can also provide adjustments by providing correction sheets. Thus, the highest educational attainment is a big factor in the successful and fruitful implementation of ALIVE Program therefore, it can be considered an important part of the criteria in the selection and hiring process of Asatidz.

Meanwhile, the Length of service got an f-value of 0.710 with a p-value of 0.548 which is higher than the critical value of 0.05 level of significance. This suggests that there is no meaningful connection between the implementation of the ALIVE Program and the varied length of service. The null hypothesis is therefore accepted. Thus, the length of service of respondents—more specifically, teachers—is not taken into account when implementing the ALIVE Program. As a result, the program's implementation's success or failure cannot be correlated with the Asatidz's length of service.

The success of Asatidz in putting the ALIVE Program into action is not usually determined by the length of service. Asatidz in the ALIVE Program must constantly upgrade their skills and expertise to stay up with new educational trends and best practices, regardless of length of service. Asatidz who are new to the ALIVE Program may bring new viewpoints and ideas to the program that can enrich it. They may be more open to new instructional practices and technologies, and their enthusiasm in teaching may inspire students to participate in the learning process more actively. As long as the Asatidz are fully committed to providing quality instruction and directing pupils toward Islamic beliefs, they will be successful, and their length of service may not significantly impact the program's implementation.

Rationale

The Philippines' ALIVE Program, is an effort to advance Arabic language and culture. However, the program faces a significant challenge of inadequate resources, which hinders its effective implementation. In this regard, an intervention plan is necessary to address the resource gap and ensure the program's success.

Firstly, a requirements assessment must be performed to identify the precise areas of resource deficiency in the program. This will entail identifying important resources such as qualified teachers, textbooks, audiovisual aids, and technological infrastructure. The needs assessment will serve as the foundation for establishing an action plan to address resource deficiencies.

Secondly, the recruitment and training of qualified Arabic language teachers should be prioritized in the intervention plan. One of the primary issues confronting the ALIVE program is a lack of properly trained teachers. As a result, the plan should attempt to recruit and educate more teachers in order to ensure adequate program coverage. Furthermore, the program can use technology to deliver online teacher training, which can be both cost-effective and convenient.

Thirdly, to meet the program's resource demands, the intervention plan should seek funding from the government and other partners. Lobbying for higher budget allocation to the program, collecting private-sector donations, and finding partnerships with foreign groups interested in promoting Arabic language and culture are all examples of ways to do so.

Fourthly, crowdsourcing and volunteerism are two examples of innovative approaches to resource mobilization that can be explored in the plan. Crowdsourcing entails mobilizing public resources, whereas volunteerism entails utilizing volunteers' talents and knowledge to assist program activities. These measures

can serve to complement the program's resources while also providing additional support to teachers and students.

To summarize, the Arabic Language and Islamic Values Education (ALIVE) Program is a critical endeavor that must be adequately funded to flourish. The intervention plan should prioritize the recruitment and training of qualified teachers, gain funds from the government and other stakeholders, and investigate creative approaches to resource mobilization. By solving the resource gap, the initiative may effectively promote the Arabic language and culture in the Philippines, contributing to increased cultural understanding and diversity in the country.

Intervention Plan

The objective of this intervention plan, is to address the inadequate resources in the Arabic Language and Islamic Values Education Program. The specific objectives of the intervention plan are as follows: 1. To give teachers and students in the ALIVE program enough resources, such as textbooks, teaching aids, and technology. 2. To improve the ALIVE program's instructional quality by giving teachers chances for professional growth. 3. To boost student involvement and enhance ALIVE program learning outcomes. 4. To Engage with community stakeholders and Islamic organizations to solicit support for the ALIVE program and identify potential sources of funding or in-kind donations.

The following activities and strategies will be implemented as part of the intervention plan: 1. Purchase and distribute textbooks and other teaching materials for the ALIVE program, including technology such as tablets or laptops for students and teachers. 2. Provide professional development opportunities for ALIVE program teachers. 3. Develop a system for monitoring and evaluating the effectiveness of the intervention plan, including regular assessments of student learning outcomes. 4. Invite/ Visit community stakeholders, Islamic consultants and experts for a partnership agreement for the ALIVE Program

The intervention plan will be implemented over a period of three years, with the following timeline of activities: Year 1: Purchase and distribute textbooks and teaching materials, and provide professional development opportunities for teachers. Year 2: Engage with community stakeholders and Islamic organizations to solicit support for the ALIVE Program, and develop a system for monitoring and evaluating the effectiveness of the intervention plan. Year 3: Continually monitor and assess the success of the intervention plan while making any necessary revisions in light of the evaluation's findings.

The following individuals and groups will be involved in the implementation of the intervention plan: Officials responsible for the ALIVE Program, ALIVE Program teachers, Islamic organizations and community stakeholders, and External consultants and experts in education and Arabic language instruction. The success of the intervention plan will be measured by the following indicators: 1. Improved student learning results based on assessments. 2. Improved quality of instruction, as evidenced by teacher evaluations and assessments of teaching practices. 3. Greater student involvement in the ALIVE program, as evidenced by attendance/participation rates. 4. Increased support from community stakeholders and Islamic organizations, as evidenced by the number of donations and partnerships established.

Table 3

Intervention Plan

OBJECTIVES	ACTIVITIES/ STRATEGIES	TIME FRAME	PERSONS INVOLVED	BUDGET	SUCCESS INDICATORS
1.To give teachers and students in the ALIVE program enough resources, such as textbooks, teaching aids, and technology.	1.Purchase and distribute textbooks and other teaching materials for the ALIVE program, including technology such as tablets or laptops for students and teachers.	Over a period of three (3) years with the following timeline: Year1- Purchase and distribute textbooks and teaching materials, and provide professional development opportunities for teachers. Year2 - Provide a method for tracking and assessing the success of the intervention strategy by interacting with Islamic groups and community stakeholders to gain support for the ALIVE initiative. Year3- Continually monitor and assess the success of the intervention plan while making any necessary revisions in light of the evaluation's findings.	Officials responsible for the ALIVE program	Funds for the purchase of instructional materials and technology	1. Improved student learning results based on assessments.
2. To improve the ALIVE program's instructional quality by giving teachers chances for professional growth.	2. Provide professional development opportunities for ALIVE program teachers, such as workshops and training sessions focused on improving teaching methods and incorporating technology into instruction.		Officials responsible for the ALIVE program ALIVE program teachers	Funds for professional development opportunities for teachers.	2. Improved quality of instruction, as evidenced by teacher evaluations and assessments of teaching practices.
3. To boost student involvement and enhance ALIVE program learning outcomes.	3. Develop a system for monitoring and evaluating the effectiveness of the intervention plan, including regular assessments of student learning outcomes.		ALIVE program teachers Islamic organizations and community stakeholders	Funds for evaluation and monitoring of the intervention plan. ** The needs of the ALIVE program will need to be	3.Greater student involvement in the ALIVE program, as evidenced by attendance/participation rates.
4.To Engage with community stakeholders and Islamic organizations to solicit support for the ALIVE program and identify potential sources of funding or in-kind donations.	4. Invite/ Visit community stakeholders, Islamic consultants and experts for a partnership agreement for the ALIVE Program		External consultants and experts in education and Arabic language instruction	further assessed in order to determine the precise budget amount.	4. Increased support from community stakeholders and Islamic organizations, as evidenced by the number of donations and partnerships established.

5. Conclusions and Recommendations

In conclusion to this study, the following are the highest and lowest indicators in each of the problems:

1. In general, data reveals that the age of teacher respondents was between 39 years old to 45 years old. The majority are females with college level or degree holders and have years of experience from 10 years and above.

2. Overall, the challenges in the implementation of the ALIVE Program are on a Highly Implemented Level. Particularly, the Context got the highest, and the lowest is the Resource. The teachers feel that the resources needed for the implementation of the ALIVE program are not that materialized.

3. Test significance on Teachers' Profile and Challenges in ALIVE Program where the variable Highest Educational Attainment has significant effect on the challenges of the ALIVE Program. Thus, the hypothesis of no significant difference is rejected. Meanwhile, it can also be observed that age, gender, and length of service signifies no significant difference. Thus, the null hypothesis is accepted.

The following are highly recommended for each of the problems in this study:

1. Data reveals that age, gender, and length of service should not be the basis for hiring Asatidz as long as they fit the set of qualifications and criteria used in hiring Asatidz in the department.

2. For the learning to be effective, it is recommended that the Department should hire additional Asatidz so that they can mentor students one-on-one and provide advice and assistance in ways that would be impossible in a bigger classroom. Additionally, a lower ratio will reduce teachers' workloads, allowing them to concentrate more on the caliber of their instruction. It is also highly recommended to establish and use the school facilities and to purchase Technology-based instructional materials, support the printing of teacher-made modules and worksheets, and consider additional classrooms for the ALIVE for the betterment of the program.

3. The highest educational attainment is a big factor in the successful and fruitful implementation of the ALIVE Program; therefore, it can be considered an important part of the criteria in the selection and hiring process of Asatidz.

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