

Proceedings of the Roundtable Discussion on Impact Assessment on Interventions to Issues in Muslim Education

12 October 2024

Ateneo de Zamboanga University Lantaka Campus
N. S. Velderosa St., Zamboanga City

Written by Maria Zain G. Daclis and Nashwina A. Rasul



UNIVERSITY OF THE PHILIPPINES
CENTER FOR
INTEGRATIVE AND
DEVELOPMENT
STUDIES



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Photos from the Roundtable Discussion on Impact Assessment on Interventions to Issues in Muslim Education, featuring Project Leader Assoc. Prof. Nefertari A. Arsad, resource persons, and participants.

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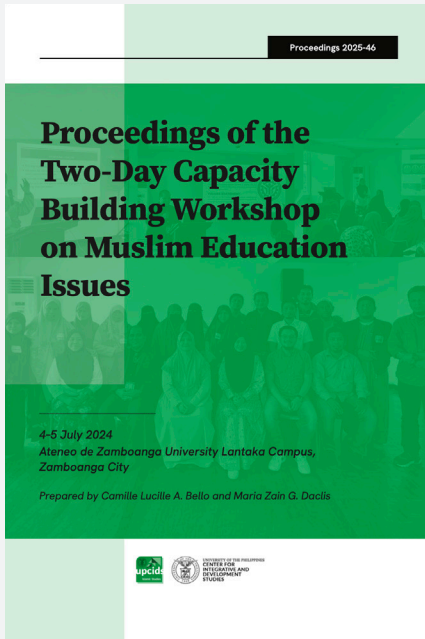
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About the Proceedings

These proceedings document the outcomes of the *Roundtable Discussion on Impact Assessment on Interventions to Issues in Muslim Education*, a program under the UP CIDS-Islamic Studies Program's Module Development on Addressing Issues in Muslim Education Project. This project intends to address a small selection of the most salient issues impacting Muslim education on a microscale, particularly at the school level, to achieve a greater facility for interventions to be carried out while their impacts are more easily observable within a shorter period.

This project's target modes of intervention involve the conceptualization, development, deployment, and impact assessment of instructional modules for school teachers, administrators, and, if possible, parents or guardians. This roundtable discussion sought the authentic impact assessment of the instructional modules and interventions provided in previous workshops and gauged how they helped the school administrators and teachers in their teaching and learning process in the classrooms. It also facilitated discussions on collaborations on how to strengthen Muslim education.

Participants included school officials and teachers of the Sarang Bangun Learning Center and High School, Taluksangay Elementary School Arabic Language and Islamic Values Education (ALIVE) teachers, and traditional Madrasah teachers.

This endeavor was organized by the Islamic Studies Program of the UP Center for Integrative and Development Studies, in collaboration with the UP Institute of Islamic Studies. The proceedings were documented and authored by Maria Zain G. Daclis and Nashwina A. Rasul, project staff, with editorial contributions from Assistant Professor Darwin J. Absari.

Preliminaries

Associate Professor Nefertari A. Arsad, the project leader of the University of the Philippines Center for Integrative and Development Studies–Islamic Studies Program (UP CIDS–ISP) and UP Institute of Islamic Studies Faculty (IIS), opened the program by thanking everyone for bringing productive outputs, which will be part of the assessment session. She explained that aside from the presentations, she would like to know the inputs of the participants and how the previous workshop and interventions impacted them. She also encouraged everyone to give an honest impact assessment so the UP CIDS–ISP team would know if the project had helped them. Associate Professor Arsad also mentioned that the design of the presentation is from top to bottom, wherein school officials will give the context of what Sarang Bangun is about and its mission and vision, and then down the line. This will be followed by the presentation of teachers on what is the impact of any of the interventions discussed during the workshops on their teaching and learning process in the classroom. She also added that in the afternoon session, Professor Vi-amor Ramirez Dayrit will talk about SPED and assessment techniques because this is one of the pressing issues encountered during the workshop session.

Impact Assessment Presentations

Sarang Bangun Foundation as an Institution

Mr. Edward Lim

SBF Trustee

Mr. Edward Lim, Sarang Bangun Foundation Trustee, presented the Sarang Bangun Learning Center and High School's history as a forerunner English Islamic School with 34 years of uninterrupted English-Islamic education in Zamboanga City. He opened his presentation by discussing the armed conflict between the government of the Republic of the Philippines (GRP) and the Moro National Liberation Front (MNLF) from the 1970s to the 1990s. This conflict displaced a generation of Muslim children and youth and prevented them from pursuing worthwhile education goals, especially in the countryside and in affected Muslim provinces. He added that the future of the education of Muslim youth was tied to the Philippine education system and orientation, wherein most private and public schools were geared more towards the teaching of non-Arabic and non-Islamic subjects in education. The sole center that teaches formal Arabic and Islamic lessons is the madaris, which are few and unattractive to many. Mr. Lim further explained that Philippine education subjects and materials are often Westernized and present a real conflict with Islamic values and principles. The challenge was for Muslim learners to be abreast with the contemporary thrust in education and global socio-political development. The challenge was to keep Islam as a driving force for the Muslims in this direction.

For the humble beginnings of the Sarang Bangun, Mr. Lim recounted how they started as a small kindergarten class in 1989. This evolved into an elementary and high school geared at making Muslim children and youth

academically prepared, in Science and Math, English and Filipino, and religiously equipped with their knowledge of Islam and the Qur'an. He also mentioned that the school aims to become the "Alma Mater of a Responsible Muslim Community."

Mr. Lim presented the school's philosophy and vision:

- Runs on the belief that moral rectitude, taught as early as the kindergarten years through six more years of elementary tutelage and additional years in high school, contributes to building better Muslim adults
- By emphasizing Islam as the basis and core principle of moral conduct and rightful decorum, the school hopes to make the learners aware of their religion as the rallying point of human direction and goals, and in the process make this institution an alma mater of responsible Muslim leaders and followers.
- Ideals of academic excellence and exemplary Islamic conduct
- Thorough understanding and promotion of the virtues we owe to Allah (swt), and the obligations we owe our fellow Muslims.
- Hence the school's motto: *Fi Sabilillah Wa Lilwatan* (In the Way of Allah and for Our Country).

As he continued to elaborate more on the history of SBLC, Mr. Lim shared photos and the following early milestones of the school:

- The pioneering kindergarten class of the school started in 1989 with only nine pupils.
- The first Tammat Qur'an ceremony was held in 1996, a completion requirement when a pupil reaches grade 5.
- The first elementary graduating class in 1996, culminating achievements of grade 6 pupils in city and regional competitions
- By the year 2000, more classrooms had been added to replace temporary structures and to accommodate enrollment from kindergarten to grade 6.

- Islamic education has become a drawing factor in increasing pupil population; families from the professional and religious sectors form the PTCA to support school programs and projects
- The clamor for the SBLC high school department began to be discussed as the next move.
- In 2012, after due consideration and deliberations, the high school department was established. The DepEd granted SBLCHS a permit to operate K–12, and the school implemented grades 7 to 10 for four consecutive years.
- The first high school graduation in 2016 highlighted the continuing strides in Islamic education, especially for students with no previous learning in Arabic and Islamic Studies.

Mr. Lim also briefly discussed the operations of SBLCHS. He explained that it is run by a governing board, with members selected and appointed by the Sarang Bangun Foundation. The board is headed by a president, and its members include the school principal and others from the Muslim community. The foundation's president sits as an ex officio member. The school governing board provides policy direction while the school principal handles the day-to-day operation and heads the teaching staff. The school administrator, on the other hand, oversees plans and implementation of campus management needs and works directly under the office of the school president. He also added the good characteristics of SBLCHS's operations, emphasizing that it has peace and dialogue dynamics through a strong and coordinated teamwork of Muslim–Christian teaching staff. This helps in attaining one of their objectives to make the students understand the real-world interaction in multi-faith, multicultural communities. In relation to their classes, Mr. Lim shared that SBLCHS classes are limited to thirty to forty pupils per classroom. They also promote more pupil–teacher interactions than any average class. They solicit the expertise of Islamic Studies graduates from local universities and graduates of Islamic Studies abroad. When it comes to curriculum development, the school contextualizes Islam through secular approaches. Mr. Lim reported that they have endeavored to integrate madrasah subject contents with modern teaching approaches and use Islamic/Arabic reference books and textbooks from local sources and abroad, notably from Malaysia, Pakistan, the Middle East, the United

Kingdom, and the United States. He also mentioned that they value the welfare of the faculty by encouraging teacher training as part of their faculty development program.

As part of planning the future of the SBLCHS, Mr. Lim acknowledges the various challenges along the way. Some of the issues that they have to keep pace with are the following:

- more liberal DepEd policies and increased financial support for English-Islamic education in non-BARMM provinces and cities, like Zamboanga City;
- the struggle of private education versus the growing government incentives for public education at all levels;
- limited career paths, job/livelihood opportunities, and employment acceptance for graduates from the Islamic studies curriculum;
- the need to strengthen subject content integration in English and Islamic/Arabic education as an approach to a wider regional and national development;
- a lack of clearer advocacies for national communities to understand the sharing of common moral and ethical values as a crucial step in nation-building; and
- the need for national policymakers and decision-makers to embrace dialogue principles as elements in national development.

Mr. Lim also emphasized that SBLCHS believes that the way to move forward is beyond the cultural and religious divide. He shared that as they overcome the trying years, the SBLCHS continues to inspire other groups to undertake similar education goals in madaris and private secular schools, and some foreign-assisted projects in Muslim provinces. He proudly shared that in its 34th year of providing quality education, graduates of SBLCHS now joined the ranks of professionals, business, and political leaders, and are expected to infuse the Islamic teachings and values in their respective fields, to work towards more inclusive, peaceful communities and homes.

Mr. Lim ended his presentation by sharing the vision of the SBLCHS for the next 15 years. The school will endeavor to establish higher levels of learning, including the possibility of senior high and tertiary level, to focus on aligning with the contemporary thrust of education worldwide, and in strengthening the fabric of community goals for general development. They also aim to establish coordinative efforts and sharing of educational experience with Islamic schools and universities in the BIMP areas, especially with Singapore and Malaysia, with due support from the Philippine state universities such as UP, the Mindanao State University (MSU), and the Western Mindanao State University (WMSU).

Integrating Islamic Studies into the Curriculum

Mrs. Zenaida T. Lim

SBF President

Mrs. Zenaida Lim, President of the Sarang Bangun Foundation was tasked to present the benefits and challenges of integrating Islamic Studies into the curriculum. As part of her report on the importance of integration, she discussed the following benefits of curriculum integration:

1. **Holistic Education.** It combines spiritual, moral, and intellectual growth. It is a comprehensive and integrated concept of Islamic education that encompasses not only the instruction and training of the mind and the transmission of knowledge (*ta'lim*), but also the nurture of the whole being (*tarbiyyah*), moral discipline (*ta'dib*), and learning from one another in the spirit of critical openness and respect for diversity (*ta'aruf*).
2. **Islamic Ethical Framework.** It instills values such as honesty, compassion, and responsibility across subjects.
3. **Reinforcing Islamic Identity.** It helps students connect their learning with their faith.

4. **Critical Thinking and Ethical Decision-Making.** It is the application of Islamic principles to real-world situations.
5. **Unified Learning Experience.** Through this, Islamic values become a consistent thread throughout academic subjects.

Mrs. Lim also identified the challenges of integrating Islamic Studies into the core curriculum and suggested solutions that could address the challenges. First is curriculum alignment. Mrs. Lim explained that there is difficulty in aligning secular curricula with Islamic studies. As a solution to this, she recommends planning the integration points, like teaching ethics in science or justice in history. She also showed a diagram of how Islamic values can be infused into teaching history, science, English, and math. For example, in history, teachers can teach about gratitude through studying past civilizations, justice by evaluating historical events, and integrity through the truth in historical accounts. In science, Islamic values can be integrated through teaching respect for creation, Khalifa stewardship, and responsibility. As for English, honesty can be taught through writing and communication, compassion through storytelling, and responsibility through expressing ideas. In math, the values of honesty can be taught through calculation and measurement, and justice through fairness in financial transactions.

The second challenge Mrs. Lim identified is teacher training, wherein she explained that teachers may lack the knowledge to integrate Islamic studies into secular subjects. As a solution, she suggests that teachers should have professional development focused on cross-curricular teaching. She presented a sample lesson plan that shows how integration can be done through a simple activity. The said lesson plan has different parts such as objectives, relevant previous knowledge, contents and skills, methodology, and follow-up activities.

The third challenge is time constraints. Mrs. Lim discussed that the packed schedule of the existing curriculum leaves little time for integration. As a solution, she recommended integrating Islamic values into existing lessons rather than adding new content. She gave the following examples:

1. **Balance between Content and Values.** Some subjects, like Science or Math, may lose valuable time on core concepts when Islamic values and

examples are integrated. Educators need to find a balance, ensuring that neither academic rigor nor Islamic teachings are compromised.

2. **Depth vs. Breadth.** Islamic integration may require in-depth discussions on specific values or Qur'anic verses, limiting the breadth of academic content that can be covered within a given timeframe.
3. **Teacher Preparedness.** Ensuring teachers are equipped to integrate Islamic values into different subjects might take extra training, limiting the time spent on preparing other materials.
4. **Student Engagement.** Younger students might need additional time to understand both the academic concept and the religious values, requiring patience and flexibility in scheduling.

The fourth challenge that she identified was the references, such as textbooks and other resources. She mentioned that there is a scarcity of textbooks that integrate Islamic studies into core subjects. To solve this, she suggested developing custom materials or adapting existing ones to include Islamic perspectives.

The fifth challenge she pointed out is maintaining academic rigor. She explained that there is a risk that incorporating Islamic studies into core subjects could dilute the academic rigor of those subjects, especially if the focus shifts too much toward religious content. As a solution, she explained that integration should enhance and complement academic learning, not replace it. For instance, in science, discussions on ethics in medical fields of the environment can reflect Islamic values without compromising scientific inquiry.

The sixth challenge is balancing secular and religious content. She explained that certain topics, like evolutionary biology, might conflict with Islamic values. To avoid this, Mrs. Lim suggested that in teaching this topic, it is important to present multiple perspectives and encourage respectful dialogue. She then proceeded to provide examples of how to do this, teaching a scientific viewpoint and an Islamic viewpoint on similar topics. One example is the theory of evolution, which pertains to biological evolution as a reason for the diversity of species through natural selection. Another perspective that should be presented with this is the Islamic viewpoint on the Creation of Allah, wherein Islam holds Allah as the Creator of all life (Surah

Al-Baqarah 2:117), and that while Islam encourages the study of life sciences, it believes that human beings were created by Allah with a purpose. Another example she provided is the topic of the Big Bang theory, which claims that the universe began with a massive explosion, expanding and evolving into its current state. She added that the story of the creation of the universe, based on Surah Al-Anbiya 21:30, can be presented alongside this, which states that the Qur'an speaks of the heavens and earth being joined together before they were split apart, which aligns with the concept of an initial cosmic event. She also provided the following summary of the comparison:

- **Science.** While the scientific method emphasizes observation and experimentation, Islamic teachings encourage reflection on creation as a way to understand Allah's wisdom. Both perspectives value the pursuit of knowledge.
- **Math.** In both views, math is about order and structure. However, Islam integrates these principles with ethical considerations, such as fairness and justice, especially in areas like inheritance and trade.
- **History.** The scientific view of history focuses on empirical evidence and documentation, while the Islamic view places more emphasis on the moral lessons derived from historical events, particularly those concerning prophets and civilizations.
- **Literature.** In secular education, literature is a medium for creativity and personal expression, while in Islam, writing and storytelling are encouraged as long as they promote moral values and truth.
- **Physical Education.** Both perspectives prioritize physical health, but Islam emphasizes the body as a trust from Allah, which must be maintained with care and responsibility.
- **Ethics.** While ethics in the scientific view focuses on social justice and rights, Islamic ethics are deeply rooted in Qur'anic teachings that govern moral and social behavior.
- **Geography.** Geography in both views encourages understanding and appreciation of the earth, but Islam adds the dimension of stewardship, where humans are seen as responsible for maintaining the balance of Allah's creations.

The seventh challenge Mrs. Lim identified is cultural and religious diversity. She shared that in some Islamic schools, students may come from diverse cultural and religious backgrounds, including different Islamic sects. Integrating Islamic studies across the core curriculum may not resonate equally with all students. To solve this, sensitivity to diverse interpretations within the Islamic tradition is necessary. The curriculum should be inclusive while promoting core Islamic values that transcend cultural differences.

The eighth challenge is parental expectations. Mrs. Lim mentioned that parents sometimes have different expectations regarding the balance of religious and academic education. Some may want more Islamic content, while others may prioritize academic achievements. As a solution, Mrs. Lim expressed that there is a need to have clear communication with the parents about the school's educational philosophy, and the approach to integrating Islamic values across the curriculum can help manage the expectations of the parents.

The ninth challenge is the assessment of Islamic knowledge in core subjects. According to Mrs. Lim, assessing how well students understand the integration of Islamic studies into core subjects can be difficult. Teachers may not know how to measure both academic performance and understanding of Islamic values simultaneously. To work this out, she recommended developing rubrics and assessment strategies that evaluate both academic learning and the application of Islamic principles in critical thinking, ethical decision-making, and personal growth. Other strategies that she shared include formative assessments, project-based learning, performance tasks, standardized assessments, feedback mechanisms, and teacher professional development.

The last challenge that she identified was maintaining global relevance. She mentioned that some fear that integrating Islamic studies too heavily might isolate students from global perspectives or make the curriculum less relevant to international standards. However, Mrs. Lim emphasized that global relevance can be maintained by ensuring that the curriculum meets international academic standards while enriching it with Islamic perspectives on universal issues like ethics, justice, and stewardship.

To conclude her presentation, Mrs. Lim maintained that integration fosters a well-rounded, value-based education and stressed that challenges can be overcome through thorough and rigorous planning and training.

SBLCHS School Policy and Programs to Attain Mission and Vision

Mr. Muhammad Nageeb T. Lim

SBLCHS School Administrator

Mr. Muhammad Nageeb Lim, SBLCHS School Administrator, was tasked to give a presentation on the school's mission and vision and how they plan to attain these. Mr. Lim opened his presentation by presenting the school's mission and vision statements and school motto:

SBLCHS Mission Statement

"Our mission is to cultivate a nurturing educational environment that harmoniously integrates Islamic values with academic excellence. We are dedicated to empowering students to become lifelong learners, critical thinkers, and responsible leaders. By fostering their intellectual, spiritual, and moral development, we prepare them to be responsible global citizens rooted in faith, who contribute positively to society while upholding their faith with integrity and a commitment to service."

SBLCHS Vision Statement

"Our vision is to be a premier Islamic-integrated academic institution that fosters holistic development and empowers students to realize their full potential. We aim to inspire generations of ethical movers and changemakers, creating a vibrant and strong community that cultivates critical thinking and a deep understanding of faith. Together, we will raise responsible future leaders committed to making a meaningful impact in the world."

School Motto

"Fi Sabilillah wa Lilwatan" - FOR GOD AND COUNTRY

For the Sake of Allah, and for Our Country

Mr. Lim then proceeded to explain that the SBLCHS had identified school policies that would help them achieve their mission and vision. These include curriculum integration policy, character development, spiritual growth policy, community service policy, inclusive environment policy, and parental engagement policy. He then explained each of the following and discussed how they plan to implement each.

1. **Curriculum Integration Policy.** Mr. Lim said that its objective is to ensure Islamic values and teachings are woven into the academic curriculum, as well as teaching the concept of Islam as a universal truth. To implement this, there is a need to develop a curriculum framework that incorporates Islamic teachings in academic subjects like science, literature, social studies, and the arts, promoting discussions on ethical reasoning, historical Islamic perspectives, and applications of faith in modern contexts.
2. **Character Development and Spiritual Growth Policy.** As explained by Mr. Lim, this policy promotes moral and ethical development alongside academic success and living the concept of Islam as the way of life. This can be done by introducing a structured character education program focusing on virtues such as honesty, respect, and responsibility, with regular activities, workshops, and discussions. Provide regular opportunities for spiritual development, including prayer, reflection, and discussions on ethical leadership based on Islamic principles.
3. **Community Service Policy.** Mr. Lim mentioned that this policy intends to foster a sense of responsibility and service among students and teach them the concept of living as one ummah. This can be through the mandated participation in community service projects as a student requirement, encouraging students to apply their learning in real-world contexts while serving those in need.
4. **Inclusive Environment Policy.** The objective of this is to create a nurturing and welcoming environment for all students where they feel valued, respected, and encouraged to realize their full potential. This is related to teaching them the concept of brotherhood in Islam and respect for others. This can be done by developing guidelines to promote respect and understanding among students from diverse backgrounds and abilities, ensuring equitable opportunities and participation.

- 5. Parental Engagement Policy.** Mr. Lim explained that this policy would foster strong partnerships with families to support student learning and growth, ensuring alignment between home and school values. He added that this would strengthen the connection between school, families, and the community as a whole. This is in relation to teaching the importance of collective consultation and action in Islam. Mr. Lim suggested implementing this by hosting regular workshops and meetings that involve parents in the educational process and community-building efforts.

The SBLCHS also has program initiatives to achieve its mission and vision, which include a faith-integrated learning program, leadership development program, global citizenship curriculum, extracurricular activities, clubs, an annual community service program, and mentorship program. He then explained each of the following initiatives and discussed how they plan to implement each.

- 1. Faith-Integrated Learning Program.** The objective of this program is to blend Islamic teachings with academic subjects. This can be achieved by developing interdisciplinary courses and modules of approaches where students can explore themes such as justice, compassion, and stewardship in both religious and secular contexts.
- 2. Leadership Development Program.** The objective of this program is to cultivate critical thinking and leadership skills. This can be implemented by offering workshops and extracurricular activities focused on leadership skills and entrepreneurship. Implement leadership training, debate clubs, and project-based learning experiences that challenge students to think critically and develop solutions to real-world problems.
- 3. Global Citizenship Curriculum.** The objective of this effort is to prepare the students to be responsible global citizens by engaging them meaningfully with global issues. This can be attained by including topics such as environmental stewardship, social justice, and intercultural understanding in the curriculum, alongside projects that connect students with global issues.

4. **Extracurricular Activities and Clubs.** The objective of this is to encourage the holistic development of students through various interests. This can be realized by establishing clubs focusing on sciences, arts, community service, and Islamic studies, promoting student engagement and development outside the classroom.
5. **Annual Community Service Program.** This program engages students in meaningful service and outreach activities. This would be possible by organizing annual events or emergency responses where students participate in community service projects and outreach, reinforcing the importance of contributing positively to society.
6. **Mentorship Program.** The objective of this mentorship program is to provide students with guidance from experienced mentors and role models from various fields to guide their personal and professional development. This can be done by pairing students with teachers, alumni, and community leaders who can provide insights, support, and encouragement in both academic and personal growth.

Mr. Lim ended his presentation by discussing the impacts of mentoring. He explained that mentoring provides holistic development, character building, and lifelong learning, personalized guidelines, empowerment, and confidence. He added that it provides opportunities for role modeling and encouragement of critical thinking, community engagement and awareness of faith and culture, and networking opportunities.

Strategies of a Principal to Manage SBLCHS

Ms. Eusberta H. Rojas
School Principal

Ms. Eusberta Rojas, the School Principal of SBLCHS, opened her presentation by sharing that being a principal or head of school involves dealing with different kinds of people, like teachers, students, and parents, having different kinds of characteristics and concerns. She added that she always

takes into consideration what the teachers expect from her as a principal, what the students' needs are, and what strategies she needs to employ to deal effectively with the school's community.

She then proceeded to discuss in detail her tasks as principal tasks. Her tasks, in particular with the teachers, involved supervisory and managerial responsibilities, ensuring that teachers were properly implementing their lessons, providing them with development training, and making sure that the teaching force of the school was capable of meeting the students' academic needs. Her responsibilities include the following:

1. Hire competent teachers every year by giving them assignments to have demo teaching on their expertise.
2. Designate tasks by organizing coordinators for Junior High and Elementary levels.
3. Assign teachers for the monthly convocation and different activities within the month, like scouting, Ramadan activities, and many others.
4. Conduct in-service training and allow teachers to attend workshops and training for the faculty's professional development.
5. Check the learner's plans every week.
6. Doing classroom observations to see if lessons are properly presented.
7. Hold meetings every Monday and Friday to address every problem that has been encountered by the teachers during the week.
8. Call an emergency meeting as needed in case of problem arises within the week.
9. Implement the K-12 Curriculum.

In line with the principal's duties to the parents, Ms. Rojas maintains open communication with the parents and fosters collaborative relationships to ensure a conducive learning environment for the students. She does this by organizing assemblies such as the General Parents-Teachers Association (GPTA) and the Human Resources Personnel Assembly (HRPA) to connect with the school administration and school affairs to create a positive and supportive environment for students. She also mentioned that she conducts

consultative meetings with parents regarding students' behavior, academic standing, and other immediate problems, and students' concerns.

In the aspect of duties with the students, Ms. Rojas discussed that as a school principal, she is tasked to encourage the holistic development of the students through the following:

- Enforce students' behavior standards using the core values for molding their character patterned to a Qur'anic way of teaching "Higher CC," which stands for Honesty, Integrity, God-fearing, Excellence, Respect, Commitment, and Compassion.
- Enforce a learner-centered base of teaching and let the students design the lesson presentation through their ideas of how the lesson can be presented, while the teachers serve as facilitators.
- Push the students to join different clubs organized by school leaders to enhance their skills and abilities, like sports, English, drama, and many others.
- Train the students to compete in various competitions that are organized by other schools, be it private or public competitions, like journalism, sports, math quiz bees, and others.

After discussing her tasks and responsibilities as a school principal, Ms. Rojas then shared her thoughts on the workshop about integration. She said that she found it interesting because she never thought it could be done. She was only accustomed to integrating values into every subject, but she did not know that other lessons could also be integrated into other subjects as well like Social Studies lessons on history could be integrated with English and MAPEH. She further explained that with the new Matatag Curriculum, subjects are trimmed down to minimize the offering of the least important subjects. She appreciates that through integration, students will still get the comprehensive education that they need. Ms. Rojas also emphasized that as an Islamic School, Islamic values must be incorporated into all subjects to strengthen the values of every student and for them to live with these life values consciously wherever they are.

Ms. Rojas ended her presentation by giving a few recommendations on how to effectively accomplish integration. This includes the utilization of technology, provision of teachers' training, engaging in activities outside the classroom, student counseling, knowing the students better, strengthening the emphasis on values, character development, and a holistic approach to education, and employing storytelling and brainstorming techniques in teaching Islamic values.

Mathematics and English

Ms. Radzma Bakil

SBLCHS Faculty Member

The first to present among the teachers is Ms. Radzma Bakil, a faculty member of SBLCHS who teaches English and Mathematics to elementary students. Before going into the discussion on how Islamic values can be integrated into teaching the subjects of English and Math, she first gives an overview of the complexity of the said subjects. She explained that the overview of the learning area in teaching Mathematics is a powerful means of identification, description, and application of patterns and relationships, generalization, and communication. She added that studying the math subject provides opportunities for challenge and the user's recognition and appreciation of the nature, beauty, and power of mathematical processes, strategies, and reasoning. Also, in the 21st century, learners need to develop mathematical knowledge, skills, and understanding to make informed decisions and solve problems in a variety of contexts relevant to their lives.

She went on by discussing the learning capacity of learners in grades 1 to 3 and 4 to 6. Ms. Bakil explained that in grades 1 to 3, learners began to develop early numeracy by focusing on the understanding of one- to four-digit numbers, measurements, basic shapes, and other simple data. At this stage, teachers guide the learners to achieve the following:

- Acquire an accurate understanding and apply concepts, operations, procedures, and relationships in solving problems related to their day-to-day lives.

- Achieve problem-solving skills and critical thinking through real-world problems and fluency in the procedures and processes of mathematics through varied, frequent practice and meaningful learning experiences.
- Be able to communicate and represent mathematical concepts and understanding using developmentally appropriate language.
- Develop appreciation, curiosity, interest, creativity, and other desirable values and attitudes in mathematics.

In grades 4 to 6, learners extend numbers and study algebra, measurements, geometry, data, and probability. The coverage has more complex properties, operations, and problems in different contexts that demand efficient written and mental methods of calculation. At this stage, teachers guide the learners to attain the following:

- Use efficient mental and written mathematical concepts, operations, procedures, relationships, and tools to solve real-life problems.
- Communicate using precise mathematical language to discuss ideas, investigate problems, and justify solutions.
- Acquire problem-solving and critical thinking skills through real-world experiences.
- Enhance appreciation, curiosity, interest, creativity, and other desirable values in mathematics.
- Exhibit willingness and confidence to explore alternative solutions, and to take risks necessary to solve real-world problems.

For Ms. Bakil, teaching the English subject is a learning process that will affect the acquisition and learning of the language. She added that teachers must help learners develop strong reading skills, fluency, and comprehension strategies, as well as make the students understand that the English language is also a dynamic social process that inextricably involves values, beliefs, and ways of thinking. She further emphasized that teachers, in the long run, should help the students acquire highly developed literacy skills that will enable them to understand the English language, as it is the most widely used medium of communication.

Ms. Bakil continued her presentation by sharing the following strategies on how to integrate Islamic values into teaching Math and English subjects:

- Emphasizing ethical principles such as honesty, fairness, and justice in math problems.
- Discuss the importance of integrity in calculations and how ethical behavior contributes to our society.
- Encourage learners to collaborate in problem-solving activities to promote teamwork and mutual respect, and the value of working together.
- Let the learners appreciate God's creation by highlighting the beauty and precision of mathematical concepts and reflecting on the ordered harmony of the universe created by Allah.
- Incorporating moral values by teaching learners the moral values that are aligned with Islamic teachings.
- Promote kindness and respect for diversity to appreciate the value emphasized in Islam.
- Promote tolerance and understanding among students.

Ms. Bakil also shared numerous strategies for ensuring the attainment of learning outcomes:

1. **Word Problems:** Incorporate story problems that require students to read and comprehend the problem.
2. **Vocabulary Building:** Introduce and discuss mathematical vocabulary words in class.
3. **Language Immersion:** Create an immersive English-language environment in the classroom.
4. **Reading Activities:** Incorporate a variety of reading materials such as books, articles, poems, and short stories to improve students' reading comprehension.

5. **Writing and Speaking Practice:** Provide opportunities for students to practice writing or speaking English through discussion, group activities, presentations, and roleplays.
6. **Problem-Based Methods:** Encourage learners to solve real-world problems or complex mathematical problems.
7. **Hands-On Activities:** Use manipulatives, games, and interactive tools to make learning math more engaging and interactive for learners.
8. **Cooperative Learning:** Hold group work and collaborative activities to promote discussions and allow students to learn from each other.
9. **Differentiate Instructions:** Adapt teaching methods based on students' abilities and learning styles can help ensure that all students can learn at their own pace.
10. **Visualizations:** Use visuals such as diagrams, graphs, and models can help students better understand abstract mathematical concepts.
11. **Hawthorne Effect:** Increase learners' performance.
12. **Learning is Meaningful:** The teacher asks the class how to show the application of what they learned and how to apply it to their daily life.
13. **Technology Integration:** Incorporate technology such as computers, tablets, and calculators, to help make mathematical concepts more accessible and enhance student engagement.
14. **Drills:** Help learners to have mastery of learning of the given topic.
15. **Fostering the love for learning**
16. **Feedback:** Provide helpful information or criticism.

In the last part of her presentation, Ms. Bakil identified challenges in teaching, which included the lack of classroom materials, resources, and time. She ended her presentation by leaving a quote that says, "Your philosophy as a person and as a teacher impacts your teaching."

High School Science

Ms. Cyndi Abdua

SBLCHS Faculty Member

Ms. Cyndi Abdua is a faculty member of SBLCHS who teaches high school Science and was tasked to report on the overview of teaching the Science subject, learning outcomes, strategies, challenges, issues in Muslim education that can impact the teaching of science, and recommendations.

In the beginning, Ms. Abdua presented an overview of teaching the Science subject. She explained that the primary goal of teaching science is to foster curiosity and critical thinking in students while equipping them with the knowledge and skills necessary to understand and engage with the natural world. Science education typically encompasses several key disciplines, including:

- Biology – Study of living organisms, ecosystems, and life processes.
- Chemistry – Exploration of matter, its properties, and the reactions that occur between different substances.
- Physics – Examination of the fundamental principles governing the universe, including forces, energy, and motion.
- Earth Science – Understanding of the Earth’s systems, including geology, meteorology, and environmental science.

She further explained that teaching science is essential for developing informed citizens capable of critical thinking and problem-solving, and by fostering a love for inquiry and exploration, educators can inspire the next generation of scientists and innovators. As for the learning outcomes of the subject, Ms. Abdua explained that she expects her students to have the following:

- **Curiosity and Engagement.** Students should approach lessons with curiosity, asking questions and seeking to understand the world around them.

- **Active Participation.** All students must participate in discussions, experiments, and group activities, fostering a collaborative learning environment.
- **Critical Thinking.** Students need to think critically about scientific concepts, analyze information, and draw their own conclusions based on evidence.
- **Responsibility and Accountability.** Students should take responsibility for their learning, complete assignments on time, and prepare for assessments.
- **Respect and Collaboration.** Students should value a respectful classroom atmosphere where students listen to each other's ideas, work together, and support one another.
- **Application of Knowledge.** Students need to connect scientific concepts to real-world situations, demonstrating their understanding through practical applications.
- **Perseverance.** Science often involves trial and error; thus, students are expected to embrace challenges, learn from mistakes, and persist in their efforts.

Ms. Abdua explained that by meeting the above-mentioned expectations, students will not only succeed in her class but will also develop skills that are vital for their future academic and personal growth. To ensure that her students will achieve the learning outcomes, Ms. Abdua employs the following strategies:

- **Inquiry-Based Learning.** She encourages students to ask questions and explore scientific concepts through hands-on experiments and investigations. This approach promotes curiosity and deeper understanding.
- **Differentiated Instruction.** She tailors the teaching methods to meet the diverse needs of my students, providing various activities and resources that cater to different learning styles and abilities.

- **Use of Technology.** She integrates technology, such as simulations, interactive apps, and online resources, which allows students to visualize complex concepts and engage with the material in innovative ways.
- **Collaborative Learning.** She facilitates group work and discussions, enabling students to share ideas, solve problems together, and learn from one another. This collaboration enhances their communication and teamwork skills.
- **Real-World Connections.** She strives to connect scientific concepts to real-world applications, helping students see the relevance of what they're learning. This might involve case studies, current events, or environmental issues.
- **Formative Assessments.** She uses regular formative assessments to gauge student understanding and provide timely feedback. This helps identify areas where students may need additional support.
- **Encouraging Reflection.** She promotes self-reflection through journals or discussions, allowing students to think critically about their learning experiences and how they can improve.
- **Creating a Safe Learning Environment.** She fosters an inclusive and respectful classroom where students feel safe to express their ideas, ask questions, and make mistakes, which is crucial for effective learning.

Ms. Abdua further explains that by implementing the above-mentioned strategies, she aimed to create a dynamic and engaging learning environment that supports all types of students in their scientific journey.

She then moved on to discussing the challenges she experienced in teaching the Science subject. First are the resource limitations to which many classrooms lack access to necessary materials, equipment, or technology, which can hinder hands-on experiments and demonstrations. The diverse learning styles can also pose difficulties because students come with varying backgrounds and learning preferences. Thus, catering to these differences while ensuring that all students grasp complex scientific concepts can be difficult for the teacher. Ms. Abdua also mentioned the challenge brought by

misconceptions because students often arrive at preconceived notions about scientific principles that can be hard to correct. She added that addressing these misconceptions requires time and patience. The curriculum demands also pose challenges and difficulties since adhering to strict curriculum standards and timeliness can limit the depth of exploration and inquiry-based learning that fosters a true understanding of science. Related to strict curriculum standards, Ms. Abdua also mentioned that assessment pressures are also a concern because balancing formative and summative assessments while preparing the students for standardized tests can create stress for both students and teachers, potentially narrowing the focus of learning. She also pointed out that there are engagement issues wherein keeping students engaged, especially in abstract and challenging topics, can be a struggle. Though making science relevant and exciting is essential, it can also be very challenging. Another challenge that Ms. Abdua identified is the limited class time that makes it difficult to cover all necessary content while also allowing for experimentation and exploration, which are crucial for effective science education. Keeping up with advances also poses difficulties because the rapid pace of scientific advancements means that teachers must continually update their knowledge and resources to stay current, which can be overwhelming. Ms. Abdua also mentioned that safety concerns can also be challenging, especially when conducting experiments often comes with safety risks, thus ensuring a safe learning environment while encouraging exploration can be a complex balancing act. Lastly, Ms. Abdua explains that parental support can also serve as a challenge because engaging parents and gaining their support for science education can be hard, particularly if they do not feel confident in their own understanding of the subject matter. Ms. Abdua emphasized that navigating these challenges requires creativity, flexibility, and a strong support system, but overcoming them can lead to a rewarding teaching experience and meaningful student learning.

Aside from discussing challenges, Ms. Abdua also presented the following insightful issues in Muslim education that can impact the teaching of Science:

- **Integration of Religious and Scientific Perspectives.** Balancing Islamic teachings with scientific principles is crucial. Educators often face challenges in helping students see that faith and science can coexist, emphasizing that many historical Muslim scholars contributed significantly to science.

- **Curriculum Development.** Science curricula in some Muslim-majority regions may not adequately incorporate Islamic perspectives or the contributions of Muslim scientists. Developing a curriculum that respects both scientific inquiry and Islamic values can enhance relevance and engagement.
- **Cultural Attitudes Towards Science.** In some communities, there might be a cultural preference for religious studies over scientific education. Encouraging a shift in mindset to value science as essential for personal and societal development is important.
- **Access to Resources.** Educational institutions in certain regions may struggle with limited access to modern teaching materials, laboratory facilities, and technology, which can impede effective science instruction.
- **Teacher Training and Support.** There may be a shortage of trained science educators who can effectively integrate Islamic values with scientific teaching. Ongoing professional development and support for teachers can help address this gap.
- **Parental Attitudes.** Parents may prioritize religious education, sometimes at the expense of science learning. Engaging parents in discussions about the importance of science for their children's future can help shift these attitudes.
- **Promoting Critical Thinking.** Many educational systems emphasize rote memorization rather than critical thinking and inquiry-based learning. Encouraging a questioning mindset and hands-on experimentation is essential for effective science education.

Ms. Abdua believes that by addressing these issues, educators can create a more holistic and relevant science education experience for Muslim students, fostering both scientific understanding and respect for their cultural and religious identities. In the latter part of her report, Ms. Abdua presented the following key recommendations for the development of Science teachers:

1. **Continuous Professional Development.** Attend workshops, conferences, and courses to stay updated on the latest science education trends, teaching methods, and technological advancements.
2. **Collaboration with Peers.** Engage with fellow educators to share resources, strategies, and best practices. Collaborating can lead to new ideas and innovative approaches in the classroom.
3. **Incorporate Inquiry-Based Learning.** Focus on inquiry-based and hands-on learning experiences. Encourage students to ask questions, conduct experiments, and explore concepts through investigation.
4. **Integrate Technology.** Utilize technology to enhance learning. Explore digital tools, simulations, and online resources that can make science more engaging and accessible for students.
5. **Foster Critical Thinking.** Develop lessons that promote critical thinking and problem-solving skills. Encourage students to analyze information, evaluate evidence, and draw their own conclusions.
6. **Adapt to Diverse Learning Styles.** Recognize and accommodate different learning styles and needs in your classroom. Use varied teaching methods and resources to reach all students effectively.
7. **Connect Science to Real Life.** Help students see the relevance of science in their everyday lives. Relate lessons to current events, environmental issues, and real-world applications to foster interest and understanding.
8. **Encourage a Growth Mindset.** Promote a classroom culture that values perseverance and learning from mistakes. Encourage students to view challenges as opportunities for growth.
9. **Reflect on Your Practice.** Regularly assess your teaching methods and their effectiveness. Seek feedback from students and colleagues, and be open to adjusting your approach based on what you learn.
10. **Build Strong Relationships with Students.** Create a supportive and inclusive classroom environment. Building rapport with students can enhance their engagement and willingness to participate in science learning.

She ended her presentation by explaining that by focusing on the above-mentioned areas of improvement, teachers can enhance their effectiveness and create a more engaging and impactful learning experience for the students.

Home Economics and Livelihood Education (Elementary)

Ms. Mudsraiza Abellanosa

SBLCHS Faculty Member

Ms. Mudsraiza Abellanosa began her presentation by introducing herself as a teacher specializing in two key areas of instruction: the Qur'an and Home Economics and Livelihood Education (HELE), or Edukasyong Pantahanan at Pangkabuhayan (EPP), for elementary students. Ms. Abellanosa explained that her work in vocational education bridges multiple domains, highlighting the distinct differences between HELE, which is tailored for elementary learners, and Technical Livelihood Education (TLE), which is designed for higher educational levels. HELE focuses on equipping students with foundational skills to manage their personal lives effectively while contributing meaningfully to their communities.

Ms. Abellanosa began by elaborating on the goals of HELE. She noted that this subject aims to impart practical life skills in various domains, including information and communication technology (ICT), entrepreneurship, agricultural arts, home economics, and industrial arts. These competencies, she explained, are designed to enhance the daily lives of students, enabling them to tackle real-world challenges with confidence. Unlike TLE, which may include specialized fields such as electrical or automotive skills, HELE places a greater emphasis on basic livelihood education suitable for younger learners.

Ms. Abellanosa discussed the expected learning outcomes of HELE, emphasizing the focus on personal development and the enhancement of personal and home management skills. She mentioned that students are taught essential household tasks such as cooking, laundry, and organizing

living spaces. These lessons are particularly relevant for students from affluent families, where such skills are often overlooked due to the presence of household helpers. Ms. Abellanosa highlighted that her role is to ensure that even these students, referred to as “rich kids,” learn how to live independently and manage their personal needs, preparing them for a future where they may need to rely on themselves.

Health and nutrition awareness is another critical area of focus in HELE. Ms. Abellanosa pointed out that many students consume processed foods, often neglecting healthy, home-cooked meals. The curriculum aims to teach students how to prepare simple, nutritious meals while emphasizing food safety and personal hygiene. She noted that this shift toward healthier habits benefits not only the students but also their families, as the lessons often extend into their home environments.

Financial literacy is a cornerstone of the HELE curriculum. Ms. Abellanosa explained that students are taught budgeting skills, helping them distinguish between needs and wants. This is particularly important for young learners who may not yet understand the value of money or the importance of prioritizing essential purchases. She also highlighted lessons on resource conservation, such as reducing waste, reusing materials, and recycling, which contribute to environmental sustainability. These practices aim to instill a sense of responsibility in students, encouraging them to become conscientious stewards of their environment.

Ms. Abellanosa discussed the importance of integrating technology into her teaching strategies. She observed that students in the current generation are more engaged when lessons involve digital tools such as apps, videos, and online resources. For instance, she recounted a lesson on Microsoft Word where students, initially distracted by writing notes, became fully attentive when technology was incorporated. This approach, she noted, not only captures their interest but also enhances their learning experience.

Entrepreneurship is a vital component of HELE. Ms. Abellanosa shared how students are introduced to basic entrepreneurial activities, such as crafting and selling simple products. These activities are designed to foster resourcefulness and problem-solving skills. She recounted an instance where students surprised her with their ambitious business ideas, such as setting up a gadget store, even though the initial exercise only involved selling small

items like candies. This, she explained, underscores the potential of young learners to develop entrepreneurial mindsets when guided appropriately.

Ms. Abellanosa emphasized that entrepreneurship lessons also focus on ethical practices, particularly in the context of Islamic values. Students are taught to differentiate between halal and haram business practices, ensuring that their activities align with cultural and religious principles.

Collaboration is another critical element of HELE. Ms. Abellanosa explained that students are often grouped for activities such as gardening, craft-making, and meal preparation. These group tasks not only teach practical skills but also promote social interaction, teamwork, and leadership. She observed that modern students are often absorbed in technology, spending less time engaging in outdoor activities or communal tasks. Through HELE, she aims to reconnect students with these valuable experiences, fostering a sense of responsibility and shared purpose.

Ms. Abellanosa identified several challenges in teaching HELE. One of the primary issues is the lack of resources and facilities. She described how the absence of a computer laboratory forced her to rely on saved videos to teach basic computer operations. Similarly, lessons on gardening and agricultural arts are often theoretical due to the unavailability of appropriate spaces for hands-on activities. Time constraints also pose a significant challenge. The standard 45-minute class period is often insufficient for conducting practical lessons, requiring her to extend activities over multiple days or assign them as homework.

Ms. Abellanosa highlighted the importance of aligning the HELE curriculum with Islamic values and cultural practices. For example, dietary guidelines are taught with a focus on halal principles, ensuring that students understand the religious implications of their food choices. Entrepreneurship lessons also emphasize ethical considerations, teaching students to engage in businesses that are permissible under Islamic law.

To address these challenges, Ms. Abellanosa recommended professional development and specialized training for HELE teachers. She stressed that teaching HELE requires technical expertise and cannot be effectively taught without adequate training. Teachers should pursue certifications in specific livelihood skills to ensure they are well-equipped to meet the diverse demands of the subject. Ms. Abellanosa also advocated for curriculum

enhancements that include more detailed theoretical content and practical applications aligned with local and cultural needs.

Technology and Living Education (High School)

Ms. Nurhaida Ladjahasan

SBLCHS Faculty Member

Ms. Nurhaida Ladjahasan, who has been teaching at SBLCHS for 27 years, delivered an insightful presentation on the fundamentals of Technology and Livelihood Education (TLE) and its integration into the lives of students. She began by outlining the primary objective of TLE, which is to equip students with practical skills and knowledge in various technological and livelihood areas. She emphasized that TLE aims to foster responsible citizenship in a rapidly changing world while preparing students for entrepreneurial opportunities and lifelong learning.

Ms. Ladjahasan outlined the four primary components of TLE, each catering to different facets of student learning and development:

1. **Technology Education.** This component focuses on teaching principles of technology, including information and communication technology (ICT), robotics, and the basics of engineering. By integrating modern technological concepts, students are prepared for advancements in the digital age.
2. **Home Economics.** This area includes essential life skills such as cooking, nutrition, sewing, and household management. The goal is to promote self-sufficiency and resourcefulness, equipping students with the ability to manage their personal and family lives effectively.
3. **Agriculture.** Agriculture in TLE emphasizes sustainable farming techniques, animal husbandry, and craft production. It highlights the importance of food security and environmental stewardship, preparing students to engage in practices that support their communities.

- 4. Entrepreneurship.** The entrepreneurship component develops students' business acumen, focusing on marketing, financial management, and product development. These skills empower students to establish their ventures and foster economic growth within their communities.

Ms. Ladjahasan shared an inspiring story about a former student, Tembron Alim, whose entrepreneurial journey began with his mother's management of their family's Dulan restaurant. Tembron, now at the helm of the business, exemplifies how entrepreneurial skills nurtured at a young age can lead to long-term success.

Ms. Ladjahasan emphasized that TLE aims to develop well-rounded, skilled, and responsible individuals. She outlined several specific learning outcomes:

- 1. Active Participation.** Students are encouraged to engage actively in class discussions, group projects, and practical activities. For example, students recently presented different types of salads, demonstrating their creativity and collaborative efforts in food preparation and presentation.
- 2. Practical Application.** Lessons in TLE emphasize applying theoretical knowledge to real-world tasks. Through hands-on projects, experiments, and simulations, students acquire skills that are immediately applicable to everyday situations.
- 3. Creativity and Innovation.** Creativity is a key focus in TLE. Ms. Ladjahasan shared an anecdote about a grade 9 student, Sarah, who created a unique dip recipe using mayonnaise and mustard, showcasing her ability to innovate and experiment.
- 4. Responsibility and Accountability.** Students are taught to complete assignments on time and take responsibility for their contributions in group settings. This fosters a sense of accountability and discipline.
- 5. Collaboration and Teamwork.** Group projects are central to TLE. Students work collaboratively, demonstrating respect and effective communication skills while accomplishing tasks.

6. **Reflection and Improvement.** Students are encouraged to reflect on their experiences, identify areas for improvement, and set goals for personal and academic growth.
7. **Respect for Resources.** The curriculum emphasizes the responsible use of materials and equipment, teaching students the importance of sustainability and resource management.
8. **Integration of Skills.** TLE integrates skills from technology, home economics, and entrepreneurship, preparing students to navigate complex real-life scenarios. Ms. Ladjahasan noted the increasing prevalence of young entrepreneurs, such as those engaging in live selling on platforms like TikTok, as an example of this integration.

To ensure the successful delivery of TLE, Ms. Ladjahasan implements the following strategies:

1. **Hands-On Activities.** Practical projects, such as cooking demonstrations and crafting, allow students to apply theoretical knowledge. Despite the lack of dedicated facilities, Ms. Ladjahasan creatively finds ways to simulate hands-on learning experiences.
2. **Project-Based Learning.** Assigning real-world problem-solving projects helps students see the relevance of their education. For example, students prepared salads at home and shared their creations in class, demonstrating their understanding of food preparation techniques.
3. **Skills Assessment.** Formative assessments evaluate students' practical abilities, with constructive feedback provided to help them improve. Tasks such as bed-making teach essential life skills, particularly for students who rely on household helpers.
4. **Curriculum Integration.** TLE lessons are connected to subjects like math, science, and Islamic values. For instance, food preparation activities incorporate mathematical measurements, while cleanliness and ethical practices align with Islamic teachings.
5. **Reflection and Peer Assessment.** Students reflect on their learning experiences and evaluate their peers' work, fostering self-improvement and collaborative learning.

Ms. Ladjahasan highlighted several challenges that hinder the effective teaching of TLE:

1. **Resource Limitations.** Many schools lack essential equipment and facilities, such as kitchens and computer laboratories, making it difficult to conduct hands-on lessons.
2. **Time Constraints.** Limited class periods are often insufficient for comprehensive practical activities.
3. **Safety Concerns.** Managing the use of tools and equipment, especially those powered by electricity, requires strict safety protocols.
4. **Stigma Toward Vocational Education.** In some communities, vocational education is undervalued, affecting student motivation.
5. **Teacher Training.** There is a need for more professional development opportunities to help TLE teachers improve their pedagogical and technical skills.

Ms. Ladjahasan proposed the following recommendations to address these challenges:

1. **Professional Development.** TLE teachers should have access to specialized training and certifications to enhance their teaching capabilities.
2. **Entrepreneurship Focus.** TLE programs should prioritize entrepreneurial skills to prepare students for future economic opportunities.
3. **Sustainability Education.** Lessons should incorporate environmentally friendly practices, teaching students to become responsible stewards of natural resources.
4. **Community Involvement.** Collaborating with local businesses and organizations can provide mentorship and real-world insights for students.

- 5. Certification Opportunities.** Offering students certifications in relevant skills can boost their employability and confidence.

Ms. Ladjahasan concluded her presentation by reiterating the transformative potential of TLE in shaping responsible, skilled, and innovative individuals. By integrating cultural relevance, sustainability, and Islamic values into the curriculum, TLE not only prepares students for personal and professional success but also empowers them to contribute meaningfully to their communities. With enhanced support, resources, and training, TLE can continue to serve as a vital foundation for lifelong learning and development.

MAPEH (High School)

Mr. Jefferson Bondiogan

SBLCHS Faculty Member

Mr. Jefferson Bondiogan began his presentation by introducing himself and providing a brief overview of his academic and professional background. A graduate of Western Mindanao University with a Bachelor of Elementary Education, he shared that his diverse teaching expertise spans multiple subjects, from science for grades 5 and 6 to MAPEH (Music, Arts, Physical Education, and Health) for grades 9 and 10.

With evident passion, Mr. Bondiogan explained his commitment to teaching MAPEH, a core subject within the K-12 curriculum that focuses on holistic education. This subject nurtures students' creativity, physical fitness, health literacy, and cultural awareness.

Mr. Bondiogan provided a detailed breakdown of MAPEH's four key components and their respective objectives:

- 1. Music.** This component enhances students' performance skills, fosters an appreciation for music, and develops a deeper understanding of musical compositions.

2. **Arts.** Arts education cultivates creativity and introduces students to various artistic techniques, enabling them to express themselves visually and emotionally.
3. **Physical Education.** Physical education promotes fitness, teaches sports skills, and encourages active participation in various physical activities, instilling lifelong healthy habits.
4. **Health.** The health component focuses on health literacy, decision-making, and personal development, addressing students' physical, mental, and social well-being.

Mr. Bondiogan highlighted the expected general outcomes of MAPEH:

1. **Disciplinary Connections.** The subject integrates concepts from music, arts, physical education, and health, demonstrating their relevance to broader learning experiences.
2. **Critical Thinking.** Students engage in analytical thinking, enabling them to connect theoretical knowledge with practical applications. MAPEH fosters holistic development, addressing intellectual, physical, and emotional growth.
3. **Cultural Awareness.** MAPEH emphasizes the appreciation of diverse cultures, fostering an understanding of cultural heritage and its importance in a globalized world.

To achieve these outcomes, Mr. Bondiogan shared several professional teaching strategies that he employs:

1. **Technology Integration.** Leveraging digital tools, he incorporates multimedia presentations, videos, and online resources to make lessons more engaging and accessible to students.
2. **Inclusive Activities.** Recognizing students' diverse personalities and preferences, he designs activities that encourage participation and help students step out of their comfort zones.

3. **Adventure Education.** He takes learning beyond the classroom, exposing students to outdoor experiences to broaden their perspectives and deepen their understanding of the world.
4. **Debate and Discussion.** Debates are used to stimulate critical thinking and active engagement, allowing students to articulate their opinions and analyze different viewpoints.
5. **Role-Playing and Collaborative Projects.** Activities like role-playing and group projects foster teamwork and practical skill development, aligning with real-world applications.

Mr. Bondiogan discussed several challenges he has encountered in teaching MAPEH:

1. **Cultural Sensitivity.** As an educator in an Islamic school, he noted the importance of respecting cultural and religious practices. For instance, certain physical education activities, such as dance, are modified to align with Islamic values. Alternative movements, such as calisthenics, are incorporated, and proper attire is emphasized for female students.
2. **Diverse Student Attitudes.** Acknowledging the varied personalities and behaviors of students, he stressed the importance of understanding and adapting to individual needs. He shared that even identical twins may exhibit different attitudes, underscoring the complexity of classroom dynamics.
3. **Parental Involvement.** Mr. Bondiogan highlighted the challenges of managing parental expectations, especially regarding culturally sensitive topics or activities like calisthenics. He emphasized the need for respectful communication to address parental concerns while maintaining professional boundaries.
4. **Gender Considerations.** Group activities in the school are conducted with sensitivity to gender dynamics, ensuring that boys and girls are grouped appropriately. He emphasized the importance of consulting with Islamic staff or teachers when addressing such matters.

5. **Health Education Sensitivities.** Topics like menstruation, which are commonly discussed openly in other schools, require careful handling in an Islamic school setting. Mr. Bondiogan shared his experience of navigating these discussions with sensitivity and respect, ensuring that students feel comfortable and included.

Mr. Bondiogan emphasized the importance of integrating core values into MAPEH lessons. He explained that values integration goes beyond academic instruction, fostering students' holistic development. The core values highlighted in his school include:

1. Honesty
2. Integrity
3. God-fearing
4. Excellence
5. Respect
6. Compassion
7. Commitment

He shared practical examples of how values integration is applied. For instance, in a lesson on African American music, he used the topic to discuss resilience, cultural heritage, and the importance of appreciating diversity. Another example involved teaching health-related topics, where students were encouraged to respect their bodies and make informed lifestyle choices.

Mr. Bondiogan proposed several recommendations to further improve values integration in the classroom:

1. **Provide Teacher Training.** Teachers should receive ongoing training on effectively incorporating values into their lessons without compromising the academic content.
2. **Involve Parents and the Community.** Parents and community leaders should be included in values integration efforts to ensure that these lessons are reinforced outside the classroom.

- Promote Real-World Application.** Students should be given tasks and projects that require them to demonstrate core values in their daily lives. This ensures that the lessons extend beyond the classroom and have a lasting impact.

In his conclusion, Mr. Bondiogan reflected on the long-term impact of teaching values alongside academic content. He emphasized that lessons in integrity, respect, and compassion prepare students not just for professional success but also for becoming well-rounded, ethical individuals. By integrating values into teaching, educators can create meaningful learning experiences that students will carry with them throughout their lives.

He ended his presentation by expressing gratitude for the opportunity to share his insights and affirmed his commitment to fostering both academic and personal growth in his students.

Arabic Language

Mr. Abdullah Muluk

SBLCHS Faculty Member

Mr. Abdullah Muluk began by providing an overview of his presentation, focusing on teaching Arabic as a language in the context of Zamboanga. He emphasized that the concepts discussed would pertain specifically to schools in Zamboanga and not madrasas or other regions, highlighting the integration of Arabic language studies into Islamic studies for high school students.

Mr. Muluk clarified that his presentation concentrated on Arabic language education in academic schools, excluding madrasas. He used a sample lesson from a textbook titled *My Five Friends*, which appeared in Chapter 2, page 13, as the basis for his discussion. He noted that the lesson utilized a conversational approach, emphasizing dialogue as a key teaching method for Arabic.

He explained that conversational skills are crucial because they form the foundation for practical language use. Drawing from his personal experience

in Libya, where his parents taught Arabic, he shared that nonnative speakers learned Arabic effectively through conversational practice. Similarly, organizations in Zamboanga that prepare overseas Filipino workers (OFWs) prioritize teaching conversational Arabic for those planning to work abroad.

The lesson introduced five fictional friends with simple, repetitive names like Fu Fu, Li Ri, Lulu, Titi, and Shim Shim. This naming approach was intended to make learning easier and enjoyable for students, as the simplicity of the names aids memory retention. The lesson focused on basic conversational phrases, such as:

- Asking, “Who is that?” or “Who are those?”
- Responding politely with phrases like, “I know him/her,” or “I do not know.”
- Discussing physical appearances and learning descriptive adjectives.

These conversational skills were integrated with cultural norms, teaching students how to communicate respectfully and with politeness, even when discussing sensitive topics. The lesson also incorporated descriptive exercises, such as identifying body parts from head to toe, enabling students to develop vocabulary while enhancing comprehension.

Mr. Muluk outlined the pedagogical strategies employed in teaching Arabic:

1. **Active Listening and Observation.** Teachers begin lessons by reading aloud while students follow along in their textbooks. This dual-sensory approach, using both auditory and visual inputs, helps students familiarize themselves with new vocabulary and phrases.
2. **Reinforcement of Previous Lessons.** He emphasized the importance of revisiting prior lessons to strengthen memory retention. He shared challenges he encountered, such as grade 8 students struggling to recall basic Arabic phrases learned in grade 7. Regular reinforcement helps bridge gaps in learning and ensures continuity.
3. **Cognitive Skill Development.** Lessons are designed to correlate new material with previously learned content, fostering deeper understanding. For instance, students were taught the term “ibn” (son

of) and its use in forming Arabic names, yet some struggled to connect it with examples such as “Omar ibn Ali.” This highlights the need for repetitive instruction and contextual application.

4. **Cultural Integration.** Cultural awareness is embedded in the curriculum. For example, students learn respectful ways of addressing individuals and discussing physical characteristics without being offensive. This approach aligns language instruction with cultural sensitivity.

Mr. Muluk discussed several challenges in teaching Arabic, including:

1. **Perception of Arabic as a Supplementary Subject.** He noted that Arabic is often viewed as a secondary or “extra” subject, with limited instructional time. This perception undermines its importance and affects student motivation.
2. **Limited Retention of Lessons.** Many students struggle to recall previous lessons, which necessitates frequent review sessions. This issue is compounded by the limited time allocated to Arabic language instruction in schools.
3. **Misconceptions About Arabic Education.** He explained that terms like madrasa, commonly associated with weekend Islamic schools, are often misunderstood. The term simply means “school” and applies to any educational institution, but cultural and contextual misconceptions persist.
4. **Insufficient Integration.** Arabic language lessons are sometimes disconnected from other subjects, reducing opportunities for interdisciplinary learning and application.

Mr. Muluk emphasized the intellectual and practical benefits of teaching Arabic:

1. **Development of Verbal Comprehension.** Students improve their listening, speaking, and reading skills through interactive lessons that combine conversation and vocabulary-building.
2. **Cognitive Skills Enhancement.** Lessons encourage analytical thinking by connecting new material with previously learned concepts.

3. **Cultural Awareness and Respect.** By incorporating cultural norms and respectful communication into lessons, students develop a deeper appreciation for the Arabic language and its cultural context.
4. **Practical Application.** As students gain proficiency, they can engage in basic conversations, setting a foundation for further language development. This practical approach is particularly beneficial for OFWs and professionals planning to work in Arabic-speaking countries.

To enhance Arabic language education, Mr. Muluk offered several recommendations:

1. **Increase Instructional Time.** Schools should allocate more time to Arabic lessons to ensure thorough coverage and better retention of material.
2. **Integrate Arabic with Other Subjects.** Lessons should connect Arabic language concepts with other disciplines, such as history or social studies, to create a more cohesive learning experience.
3. **Provide Teacher Training.** Teachers should receive specialized training to improve their ability to deliver engaging and effective Arabic lessons.
4. **Promote Cultural Relevance.** Arabic lessons should emphasize practical communication skills and cultural norms, making the subject more relatable and valuable for students.
5. **Leverage Technology.** Incorporating digital tools and multimedia resources can make lessons more interactive and engaging, particularly for younger learners.

Mr. Muluk concluded by reiterating the importance of Arabic language education, particularly in Zamboanga, where it plays a vital role in Islamic studies and practical communication. He emphasized that teaching Arabic should go beyond rote memorization to include conversational proficiency, cultural understanding, and practical application. By addressing the challenges and implementing his recommendations, educators can foster a deeper appreciation and mastery of the Arabic language among students.

He expressed his gratitude to the audience and ended his presentation with a call to action for greater support and innovation in teaching Arabic.

Madrasa and ALIVE

Ustadz Gamar Abubakar

Taluksangay Elementary School Faculty Member

Mr. Abubakar opened his presentation by introducing his discussion on madrasa education in the Philippines. He acknowledged similarities between his topic and Mr. Muluk's presentation, particularly in terms of teaching techniques and standards aligned with Filipino Islamic education. Mr. Abubakar clarified that his focus would be on the historical development, types, challenges, and recommendations for madrasa education, specifically in the Philippine context.

Mr. Abubakar traced the origins of madrasa education to Islamic history, explaining that the concept of organized religious education did not initially include the term madrasa. Instead, early Islamic educational institutions were known as *katati*, akin to kindergartens, where students learned basic reading and writing. These informal setups, often located in small rooms, evolved into more formal institutions during the Abbasid Dynasty.

The development of the madrasa system accelerated under the Seljuk Dynasty, notably through the efforts of Nizam al-Mulk, who established large madrasas separate from mosques, such as the famous institution in Isfahan, Iraq. These institutions included dormitories and comprehensive facilities, setting a precedent for Islamic education.

In the Philippine context, early madrasa education was informal and often conducted in homes, referred to as *magpakil*. During this period, the curriculum focused on Qur'anic recitation and basic Islamic teachings. The introduction of an academic curriculum in madrasas occurred in the 1980s, influenced by Filipino Muslim scholars who studied in Egypt. These scholars, such as Mufti Abdul Ghani Yusuf, brought back structured approaches,

introducing grade-level systems (Grades 1–4) and integrating Arabic literacy with Islamic studies.

Mr. Abubakar identified four main types of madrasa institutions operating in the country:

1. **Traditional Arabic Madrasas.** These institutions adopt Arabic as the medium of instruction and primarily focus on teaching foundational Arabic literacy and Qur’anic recitation. While initially informal, many traditional madrasas now operate with structured curricula, some aligned with Middle Eastern universities like Al-Azhar University.
2. **Madrasa Toril (Memorization Schools).** These focus on the memorization of the Qur’an (tahfiz), incorporating correct pronunciation and recitation techniques. Previously, students had to travel to countries like Pakistan to specialize in Qur’anic memorization, but now this is accessible within the Philippines, including in Zamboanga, Cotabato, and Palawan.
3. **Integrated Madrasas.** Integrated madrasas combine Arabic literacy and Islamic values with academic subjects, often in private institutions. This system emerged as part of agreements between the Moro National Liberation Front (MNLF) and the Philippine government, with curricula designed to meet both academic and religious needs.
4. **Public School ALIVE Program.** The Arabic Language and Islamic Values Education (ALIVE) program operates in public schools to provide Islamic education for Muslim students. However, challenges such as limited instructional time (e.g., 45 minutes per session) and resource constraints hinder its effectiveness.

Mr. Abubakar highlighted several systemic and operational challenges faced by madrasa institutions:

1. **Limited Resources and Funding.** Madrasa teachers often work with minimal funding. Teachers’ salaries are low, and government support for instructional materials (IMs) and facilities is insufficient.

2. **Curriculum Design.** The curriculum used in many madrasas is outdated and lacks adaptation to students' learning abilities. For example, textbooks imported from Libya focus heavily on grammar, making them unsuitable for beginners.
3. **Time Constraints.** Madrasa schedules are often allocated at inconvenient times, such as lunch breaks or after regular school hours, limiting students' focus and engagement.
4. **Diverse Student Abilities.** Students entering madrasas often have varying levels of Arabic proficiency, particularly transfer students who lack foundational skills. This requires teachers to repeatedly revisit basic concepts, delaying progress for more advanced learners.
5. **Administrative Challenges.** Teachers face administrative burdens such as lesson planning, attendance tracking, and preparing materials, despite having limited instructional time.
6. **Lack of Training for Teachers.** Madrasa teachers often lack access to training programs on pedagogy and classroom management, especially for special education needs.
7. **Cultural and Social Barriers.** In some areas, madrasa education is undervalued, and support from local communities and parents is inconsistent.

Despite these challenges, Mr. Abubakar emphasized the positive impacts of madrasa education. He highlighted the mentoring role of madrasa teachers, who extend their guidance beyond the classroom, fostering strong relationships with students and reinforcing Islamic values in their daily lives. Examples included students practicing prayer and modesty, demonstrating the long-term influence of madrasa teachings.

Mr. Abubakar provided several recommendations to address the challenges in madrasa education:

1. **Muslim Regional Coordinators.** Assign Muslim coordinators with an Islamic education background to oversee madrasa programs, ensuring cultural and linguistic alignment.

2. **Updated and Contextualized Curriculum.** Develop curricula tailored to the learning needs of Filipino Muslim students, incorporating both modern pedagogical techniques and Islamic principles.
3. **Increased Funding and Resources.** Allocate sufficient funds for teachers' salaries, instructional materials, and facility improvements to enhance the quality of education.
4. **Teacher Training Programs.** Offer regular training and seminars on pedagogy, classroom management, and special education to madrasa teachers.
5. **Integration with National Education Systems.** Ensure that madrasa education aligns with the broader national curriculum while preserving its focus on Arabic literacy and Islamic values.
6. **Parent and Community Engagement.** Foster collaboration between madrasas, parents, and local communities to support students' learning and address cultural barriers.

Mr. Abubakar concluded his presentation by emphasizing the critical role of madrasa education in preserving Islamic heritage and fostering holistic development among Filipino Muslim students. He reiterated the need for structural reforms, increased support, and collaborative efforts to address existing challenges. Through these efforts, madrasa education can continue to provide meaningful and impactful learning experiences for future generations.

He expressed gratitude to the audience and ended with a call for sustained commitment to improving madrasa education in the Philippines.

Preschool SPED and ALIVE

Ustadz Om-Rayhan Abubakar

Taluksangay Elementary School Faculty Member

Ustadz Om-Rayhan Abubakar began his presentation by introducing the challenges and opportunities related to the integration of Special Education (SPED) and the Arabic Language and Islamic Values Education (ALIVE) program in schools, particularly focusing on the Taluksangay area of Zamboanga City. He highlighted the diversity of the local population, noting that Taluksangay is home to multiple indigenous groups, including the Sama Banguingui, Badjao, Yakan, and Tausug, with the Sama Banguingui forming the majority.

Ustadz Abubakar emphasized that his primary focus would be on the intersection of early childhood education, particularly for children with special educational needs, and the ALIVE program, which aims to provide Arabic and Islamic values education to Muslim students in the Philippines. He acknowledged that, much like the situation in other regions, the Taluksangay community faces a unique set of challenges when it comes to providing quality education for its diverse student population.

He further described how Taluksangay, which was historically a predominantly Badjao settlement, has become a cultural melting pot over the years. Before the 19th century, the region was primarily occupied by the Sama Banguingui and Badjao, with the introduction of other groups, such as the Yakan and Tausug, after Martial Law. The community's unique history has created educational challenges, especially for the children who, while part of this rich cultural heritage, often struggle with social and academic integration due to their diverse backgrounds.

Ustadz Abubakar explained that many children from these communities face difficulties not only due to their varied tribal backgrounds but also because of the challenges brought on by socio-economic conditions. He pointed out that the community's focus on livelihood activities—such as fishing or trading—often takes precedence over education. These economic pressures, combined with social instability, contribute to the lack of continuity in

children's education. He highlighted the situation in Taluksangay where the majority of students are from broken families, further complicating the learning process.

The presentation then shifted to the topic of Special Education (SPED), particularly focusing on the needs of students in preschool settings. Ustadz Abubakar explained that many of his students show signs of developmental delays and behavioral challenges, particularly when it comes to language acquisition and social interaction. He noted that the traditional educational methods used in public schools often fail to account for the unique needs of children from indigenous and minority groups, leaving many children without the support they require.

In terms of ALIVE, Ustadz Abubakar shared his experience of teaching both Arabic literacy and Islamic values within the context of the ALIVE program, which operates as part of the Department of Education's (DepEd) curriculum. However, he raised concerns about the limited instructional time available for Arabic language education in public schools. He explained that the ALIVE program is often limited to just 45 minutes per session, which he believes is insufficient for effectively teaching the language and values in a meaningful way. He noted that the time constraints often result in shallow coverage of Islamic teachings and Arabic literacy, making it challenging for students to gain a solid foundation in these subjects.

Further elaborating on the challenges of SPED integration, Ustadz Abubakar spoke about the difficulties of teaching a diverse group of students with varying abilities, particularly within the context of a multicultural classroom. He highlighted that students with special needs in Taluksangay often have limited exposure to formal education before entering school. Many of these students, particularly those from the Badjao community, lack basic literacy skills, which places them at a disadvantage when learning both the national curriculum and Arabic.

He stressed the importance of a culturally sensitive and individualized approach to teaching these students, emphasizing that the needs of Muslim children in the Philippines, particularly those in indigenous communities, are often overlooked by mainstream education systems. He also explained that the lack of teacher training in SPED and the absence of specialized resources for these students exacerbates the challenges faced by educators in these areas.

Ustadz Abubakar underscored the importance of mentorship in addressing these issues. He noted that in Taluksangay, teachers play a key role not only in imparting knowledge but also in guiding students beyond the classroom. He shared examples of students practicing prayer and displaying good character, demonstrating the long-term impact of mentorship on students' personal development. He emphasized that the role of the teacher goes beyond academic instruction, serving as a model for moral and spiritual guidance. Teachers, in his view, are responsible for shaping not only the intellectual capabilities of their students but also their understanding of Islamic values and their connection to their faith.

In conclusion, Ustadz Abubakar proposed several recommendations to improve the integration of SPED and the ALIVE program in the Philippines:

1. **Enhanced Teacher Training.** There is a pressing need for teachers to receive more training in SPED and inclusive teaching methods to better address the diverse needs of students. This includes specialized training in Arabic literacy and Islamic values for those teaching in ALIVE.
2. **Improved Curricula.** He recommended that the curriculum for ALIVE and SPED programs be updated to reflect the unique needs of Filipino Muslim students, incorporating culturally relevant content and pedagogical strategies.
3. **Increased Support and Resources.** He called for increased financial support and resources for Madaris and SPED programs, including funding for teaching materials, classroom resources, and professional development for teachers.
4. **Community Engagement.** He highlighted the importance of involving parents and local communities in the educational process. He suggested that stronger collaboration between schools and local leaders could help improve student attendance, behavior, and overall academic success.
5. **Sufficient Time for ALIVE Classes.** He emphasized that the current allocation of 45 minutes for Arabic and Islamic studies under the ALIVE program is inadequate. More time should be allocated to ensure that students receive proper instruction in both the Arabic language and Islamic teachings.

Ustadz Abubakar concluded his presentation by expressing optimism for the future of ALIVE and SPED education in the Philippines. He reiterated the importance of collective effort from educators, government agencies, and the community to address the challenges and provide Filipino Muslim students with the best possible educational experience.

Assessment Techniques for Learners

Ms. Vi-Amor Ramirez

Special Education (SPED) Teacher

Ms. Vi-Amor Ramirez began her presentation by addressing the critical issue of how to effectively assess students with special educational needs (SPED). She acknowledged the complexity of working with students who exhibit behaviors often associated with conditions such as Attention Deficit Hyperactivity Disorder (ADHD), autism, and sensory processing disorders. She emphasized that traditional teaching and assessment methods often do not meet the needs of these students, particularly those who struggle with attention, social interaction, and managing sensory input.

Ms. Ramirez provided a detailed explanation of the challenges teachers face when assessing students with these conditions. She described how students with ADHD, for example, can have difficulty focusing on tasks, following instructions, and remaining seated for extended periods. These behaviors can often be misunderstood as laziness or defiance, but in reality, they stem from neurological conditions that require specialized teaching strategies and assessment techniques. She emphasized that the key to successful teaching and assessment for these students lies in understanding their unique challenges and providing tailored support.

A significant portion of Ms. Ramirez's presentation focused on primitive reflexes, which are automatic movements that infants exhibit in the early stages of development. She explained that, ideally, these reflexes should disappear as the child grows and matures. However, in some children, these reflexes persist into later stages of development and can cause difficulties in

learning, behavior, and social interaction. Ms. Ramirez highlighted several types of primitive reflexes, such as the Asymmetrical Tonic Neck Reflex (ATNR) and Symmetrical Tonic Neck Reflex (STNR), which affect posture, balance, and coordination. These retained reflexes, she noted, can disrupt a child's ability to focus, sit still, and engage in classroom activities effectively.

She went on to explain that addressing and integrating these retained primitive reflexes can have a profound impact on a child's ability to succeed academically. Through targeted exercises and activities, teachers can help students integrate these reflexes, allowing them to improve their focus, behavior, and overall classroom performance. Ms. Ramirez shared examples of specific exercises designed to help children overcome the challenges posed by retained reflexes, such as balance activities and body coordination exercises.

In addition to discussing primitive reflexes, Ms. Ramirez also highlighted the importance of sensory integration in the classroom. She explained that students with sensory processing disorders often have difficulty managing sensory input, such as light, sound, touch, and movement. These difficulties can manifest as heightened sensitivity or a lack of response to certain stimuli. Students may struggle to focus on tasks, become easily distracted, or display disruptive behavior as a result. Ms. Ramirez pointed out that sensory integration activities can play a key role in helping students manage sensory overload and regulate their emotions, making it easier for them to engage with the learning process.

She introduced a variety of sensory activities that can be used in the classroom to help students with sensory processing difficulties. These activities include simple techniques such as deep pressure, fidgeting tools, and movement breaks, all designed to help students self-regulate and focus. Ms. Ramirez also emphasized that these sensory activities should be tailored to each student's individual needs, as sensory sensitivities can vary greatly from one child to another.

Ms. Ramirez then moved on to discuss the importance of individualized assessments for students with special needs. She emphasized that traditional assessment methods—such as written tests and standardized exams—are often ineffective for students with ADHD, autism, or sensory processing disorders. Instead, she advocated for dynamic assessments, which take into

account a child's progress over time and allow for a more comprehensive evaluation of their abilities. She explained that these assessments should focus not only on academic achievement but also on behavioral development, emotional regulation, and social skills.

Ms. Ramirez proposed a variety of strategies that can be used to assess students with special needs in a more holistic manner. For instance, she recommended the use of portfolio assessments, where students' work is collected over time, allowing teachers to see patterns in their learning and progress. She also suggested observational assessments, in which teachers observe students' behavior and interactions in the classroom to better understand their social and emotional development.

A major point of focus in Ms. Ramirez's presentation was the need for teacher training in SPED. She acknowledged that many teachers lack the specialized knowledge required to effectively teach and assess students with special needs, particularly those with complex conditions such as ADHD and autism. She advocated for more comprehensive training programs for teachers, including training in sensory integration, primitive reflex integration, and behavioral management. She argued that by providing teachers with the tools and knowledge they need, the education system can better support students with special needs and help them thrive in the classroom.

Ms. Ramirez also discussed the importance of collaboration between teachers, parents, and specialists in supporting students with special needs. She emphasized that teachers cannot work in isolation and that a team approach is necessary to ensure that students receive the support they need both at school and at home. This collaboration, she suggested, could include regular communication between teachers and parents, as well as consultations with specialists such as speech therapists, occupational therapists, and behavioral analysts.

In her conclusion, Ms. Ramirez underscored the significance of adopting a strengths-based approach to teaching and assessment. She explained that while students with special needs may face challenges, they also possess unique strengths and abilities that can be nurtured through the right teaching strategies and assessment techniques. She encouraged educators to focus on these strengths and use them as a foundation for building students' confidence and academic success.

Ms. Ramirez ended her presentation by reiterating the importance of continuous professional development for teachers working with students with special needs. She emphasized that teachers must stay informed about the latest research and strategies in SPED to provide the best possible education for all students. She also expressed hope that more resources and support would be allocated to SPED programs to ensure that every child has the opportunity to succeed.

Synthesis of Impact Assessment Presentations

Assoc. Prof. Nefertari Arsad

*Project Leader, UP Center for Integrative and Development Studies-
Islamic Studies Program*

Assoc. Prof. Nefertari Arsad began her closing remarks by synthesizing the key insights and observations shared during the roundtable discussions on Muslim education, with a particular focus on the challenges and opportunities arising from integrating Islamic education into the Philippine educational system. She acknowledged the varied perspectives presented by the different speakers, emphasizing the need for comprehensive reforms to address the systemic issues facing Islamic education in the country.

Prof. Arsad first addressed the discussions around the importance of curriculum integration and contextualization. She highlighted how the presenters emphasized the need to tailor the curriculum to better meet the needs of Muslim students in the Philippines. She noted that many participants raised concerns about the lack of integration between Islamic values and the national curriculum. This, she observed, results in a fragmented educational experience for Muslim students, who often feel disconnected from both their Islamic heritage and the broader national education system.

In particular, Prof. Arsad acknowledged the challenge of integrating subjects like Arabic language and Islamic values into a highly subject-specific national curriculum. She noted that the curriculum's rigid structure makes it difficult for teachers to find ways to connect Islamic education with other subjects in a meaningful and holistic manner. Drawing from the discussions

of the speakers, she pointed out that many teachers feel constrained by time limits and subject divisions, which often prevent the deepening of students' understanding of the interconnectedness between religious studies, language, and secular subjects.

Prof. Arsad also addressed the need for teacher capability building, which was a common theme in the presentations. Several speakers, particularly Ustadz Gamar Abubakar and Ms. Vi-Amor Ramirez, had highlighted the importance of providing regular training and professional development for teachers in the fields of both Islamic education and Special Education (SPED). Prof. Arsad emphasized that teachers in Muslim schools and Madaris require not only subject-specific knowledge but also specialized pedagogical skills to address the diverse needs of students, including those with special needs, such as ADHD, autism, and other learning disabilities. She also noted that many teachers lack formal training in classroom management, assessment techniques, and pedagogy, which makes it harder for them to address the complex needs of their students.

In her synthesis, Prof. Arsad pointed out the importance of recognizing the community context and culture of Muslim students. She observed that many of the challenges discussed during the roundtable stemmed from a lack of cultural sensitivity within the broader Philippine education system. She explained that the traditional classroom model, which often assumes a homogeneous student body, is ill-suited to the diverse cultural backgrounds of Muslim students, particularly those from indigenous communities such as the Badjao and Yakan. She emphasized that a one-size-fits-all approach to education does not work for Muslim students and called for greater recognition of their unique cultural needs within the national educational framework.

Prof. Arsad then focused on the impact of national policies on Islamic education, particularly the ALIVE program (Arabic Language and Islamic Values Education) in public schools. She observed that while the government has made strides in incorporating Islamic education into public schools, many challenges remain. The allocation of just 45 minutes per session for Arabic language and Islamic values instruction was one of the most frequently cited issues. She acknowledged that while the government has made efforts to integrate these subjects, there is still a significant gap between the policy's intentions and its implementation. Prof. Arsad called for

a reevaluation of the ALIVE program, suggesting that more time should be allocated for Islamic studies to ensure that students receive a comprehensive and meaningful education in both language and values.

One of the most significant issues Prof. Arsad highlighted was the lack of government support for Madaris, or traditional Islamic schools. She pointed out that although Madaris are an integral part of the educational landscape for many Filipino Muslims, they receive minimal support from the national government. She argued that the government's approach to Islamic education tends to treat it as an "add-on" to the national curriculum rather than as an essential part of the education system. This lack of institutional recognition and support, she explained, leads to financial challenges for Madaris, which often operate with limited resources and struggle to provide adequate facilities, teaching materials, and teacher salaries.

Prof. Arsad concluded her synthesis by acknowledging the systemic issues that require national advocacy, which were brought up by the presenters. She reiterated that many of the problems faced by Islamic education in the Philippines are not isolated but are part of a broader, systemic issue that requires long-term solutions. These include policy reform, increased funding, and teacher training programs to ensure that the needs of Muslim students are met in a way that is both academically rigorous and culturally relevant. She emphasized that national advocacy is crucial to securing the future of Islamic education and to addressing the challenges that Filipino Muslim students face in accessing quality education.

In her closing remarks, Prof. Arsad expressed gratitude to all the speakers and participants for their contributions. She noted that the discussions held during the roundtable had provided valuable insights and a clearer understanding of the issues at hand. She also expressed hope that the collaborative efforts of educators, administrators, and policymakers would continue to evolve and lead to tangible improvements in the educational experience for Muslim students in the Philippines.

Prof. Arsad concluded by reaffirming her commitment to supporting the development of Islamic education in the country and emphasized the need for continued collaboration and advocacy. She expressed optimism that, with sustained effort, the challenges facing Islamic education could be overcome, ensuring that future generations of Muslim students receive the high-quality education they deserve.

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