

REPUBLIC OF THE PHILIPPINES
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August 28, 2004

**DepEd Order
No. 51, s. 2004**

**To: Undersecretaries/Assistant Secretaries
Regional Secretaries – DepEd ARMM
Regional Directors
Schools Division Superintendents
Principals/Private Madaris
School Heads/Public Schools**

**Standard Curriculum for Elementary Public Schools
and Private Madaris**

1. The global commitment of Education for all to provide access to quality education is a call that includes all forms of educational delivery systems. All children as rights-holders must be given quality education opportunity irrespective of their race, color, religion or culture.
2. For the Muslims of Mindanao and other parts of the country, the rightful and legitimate aspiration is to have an Islamic Education that is authentic and appropriate for the Bangsamoro population. They aim to establish Islamic schools that would prepare generations of learned and intellectual Muslims imbued with Islamic values and spirituality prepared to serve the people and the country as a whole.

3. In the interest of national unity and the implementation of the 1996 Peace Agreement, Madrasah Education is declared a vital component of the National Educational System.

4. The significant role of Islamic education through the Madaris to provide access to education must be recognized. It is a mechanism of teaching the unreached and providing education that is meaningful, relevant and culture-sensitive for Muslim children.

5. The crucial that confronts most Muslim educators is the unification of curriculum amongst the Madaris. There is no uniformity in the curricular offerings. Public schools do not include Arabic language and Islamic values, making the Muslims ignorant of their religion and the language of the Holy Qur'an. Private Madaris do not follow the Philippine education curriculum, thereby turning students into virtual foreigners in their own country.

6. The Department of Education, in its effort to address these concerns, facilitated the formulation of a standard and viable curriculum for the public schools and for the private madaris in Muslim communities, in consultation with concerned associations and stakeholders such as the Project Education (PME) of DepEd ARMM, Accrediting Association of Muslim Schools and Colleges, Inc. (AAMSCI) and the Bangsamoro Development Agency (BDA) in the Seminar-Workshop on Curriculum Review and Enrichment held at Cotabato City on August 20-23, 2004. This curriculum that was formulated would be acceptable and responsive to the needs of Muslim Filipino children.

7. The Curriculum for both schools would aim to:

- Establish a smooth transfer of students from public to private Madrasah or vice versa;
- Unify the long history of dichotomy among Muslims;
- Promote the Filipino national identity and at the same time preserve the Muslim's cultural heritage.

8. It is in this context that all public schools and private Madaris in Muslim communities are hereby enjoined to implement this standard curriculum provided in enclosure 1 during the pilot year SY 2005-2006.

9. Series of orientation on the implementation prior to the opening in June 2005 will be spearheaded by the DepEd Central Office in coordination with the different regions including DepEd ARMM.

10. Immediate dissemination of this order is required.

(signed) Edilberto C. De Jesus
Secretary

Enclose:

As stated

Reference:

MECS Order No. 24, s. 1985

Allotment: 1 – (D.O. 50-97)

To be indicated in the Perpetual Index

Under the following subject:

CURRICULUM POLICY SCHOOLS

Enclosure to DepEd Order No. 51, s. 2004

**GUIDELINES ON THE IMPLEMENTATION OF THE
CURRICULUM FOR PUBLIC SCHOOLS
AND PRIVATE MADRASAH**

1. Subject Nomenclature and Description

The Curriculum focuses on the following learning areas for an adequate development of competencies for learning how-to-learn.

ENGLISH

English as a subject is concerned with developing competencies in listening, speaking, reading and writing among the learners. The specific skills constituting these competencies shall be developed in communication situations using varied materials to the point of mastery.

Science and Health concepts will be used as content in English for Grades I and II but not to the extent of neglecting the content in the English books for the grade. The learners shall be taught appropriate literary materials such as jingles, rhymes, poems, dialogs, stories, etc. suited to their grade level and interest.

SCIENCE AND HEALTH

Science and Health is introduced as a separate learning area in Grade III. This learning area aims to help the Filipino child gain a functional understanding of science concepts and principles, linked with real-life situations, acquire science skills as well as scientific attitudes and values needed in solving everyday problems pertaining to health and sanitation, nutrition, the environment and conservation.

Teaching strategies that may be used in teaching Science and Health concepts are Inquiry Learning, Practical Work Approach, and Cooperative Learning.

MATHEMATICS

Mathematics provides learners with opportunities in the acquisition of skills and competencies necessary to gain understanding and appreciation of the subject.

The specific content for each grade level are as follows:

- Grade 1 and 2 include the study of whole numbers, addition and subtraction, basic facts of multiplication and division, basic concepts of geometry, fractions, metric and local measurements, the use of money, and the application of these concepts to practical problems based on real live activities.
- Grade 3 and 4 deal with the study of whole numbers, the four fundamental operations, fractions and decimals including money, angles, plane figures, measurement and graphs.
- Grade 5 and 6 learners are expected to have mastered the four fundamental operations of whole numbers, performed skills in decimals and fractions, and learned the meaning of ratio and proportion, percent, integers, simple probability, polygons, spatial figures, measurement and graphs. Simple concepts in Algebra are also introduced but will be articulated in high school.

Mathematics teaching shall encourage learners to learn through hands-on and minds-on or manipulative and interactive activities. Pupils learn on their own, explore, discover, generalize and apply what they learned in their daily lives. These activities shall be made effective by way of

using appropriate teaching strategies/approaches/ techniques and adequate instructional materials.

FILIPINO

And asignaturang ito ay lumilinanag sa mga kasanayan sa pakikinig, pagsasalita, pagbabasa, pagsusulat at pag-iisip sa Filipino.

Para sa mabisang pagtuturo, ang mga tiyak na kasanayan ay malilinanag sa pamamagitan ng mga sitwasyon at iba't ibang kagamitan tungo sa lubusang pagkatuto. Ang mga bata ay tuturuan ng angkop na kagamitang pangliteratura tulad ng kasanayan ng mga Propeta sa Islam, tugma, tula, diyalogo at iba pa.

Konsepto ng Sibika at Kultura ang nilalaman ng Filipino sa Una hanggang ikatlong baiting. Inaasahang ang mga batayang kasanayan sa pagbabasa ay matutunan nang lubusan sa unang tatlong baiting.

IJTIMAIYAH (MAKABAYAN)

Ang Makabayan para sa Una, Ikalawa at Ikatlong Baitang ay binubuo ng Sibika at Kultura na nagsisilbing batayang aralin sa Sin ing, at Edukasyon sa Pagpapalakas ng Katawan. Ang Heograpiya/Kasanayan/Sibika (H/K/S) para sa ikaapat na Baitang ay nakatuon sa Heograpiya. Naglalayon ito na mabigyan ang mga mag-aaral ng pananaw tungkol sa kapaligirang pisikal, panlipunan at pangkabuhayan; ang mga paraan ng pakikibagay/pakikiangkop at ang wastong pangangasiwa nito.

Para sa Ikalimang Baitang, ang pokus na disiplina ay Kasaysayan. Naglalahad ito ng mga suliranin, tagumpay at mga pangyayari na nakaimpluwensiya sa kasalukuyan at sa pagkakamit ng magandang kinabukasan. Para sa Ikaanim na Baitang, ang pokus ay ang Sibika. Tumatalakay ito sa ugnayan ng tao at ng pamahalaan; mga karapatang

tinatamasa, bahaging dapat gampanan, tungkulin at pananagutan bilang mamamayang Muslim.

Ang Edukasyong Pantahanan at Pangkabuhayaan (EPP) ay nakatuon sa paglinang sa pagiging responsible at karapat-dapat na kasapi ng tahanan na magiging daan sa pagpapatatag ng pamilya. Ang mga Gawain ay nagbibigay din sa paglinang ng kanais-nais na saloobin, batayang kasanayan at mga gawi sa paggawa sa pamamagitan ng mga araling may kaugnayan sa pang-araw araw na gawain sa tahanan, paaralan at sa pamayanan at ang paglikha ng mga bagay na kapaki-pakinabang na naayon sa Islam.

Sa Sining at Edukasyon sa Pagpapalakas ng Katawan (SEP), ang mga bata ay nakapagpapahayan ng kanilang damdamin, ideya at imahinasyon. Sa pamamagitan ng sinig at edukasyong pagpapalakas ng katawan, at iba pang malikhang Gawain at proyekto, malilinang ang pagpapahalaga sa mga katutubo at kontemporaring sinig. Bibigyan ng pagkakataon ang mga bata na magamit ang kanilang natutuhan sa mga gawaing nakaaaliw. Habang papataas ng baiting ang bata, ang kaangkupang pisikal at mga kasanayang panlaro (lead-up games) at pagkamalikhain sa disenyo at craft construction ay higit pang lilinangin at ang mga ito ay naayon sa katuruang Islam.

ARABIC LANGUAGE

Arabic language as a subject is concerned with developing competence in the (macro) listening, speaking, reading and writing skills.

Listening includes skills in auditory discrimination and cognitive comprehension.

Speaking includes skills in using correctly the language expressions and grammatical structure in oral communication.

Reading includes skills in vocabulary development, levels of comprehension and literary appreciation and study skills.

Writing includes writing, readiness skills, guided writing, functional and creative e writing.

Critical thinking includes higher order thinking skills.

ISLAMIC STUDIES

Islamic Studies aims to inculcate in the minds of the learners the Oneness of ALLAH (SWT) in all their endeavors to mold them as good and productive believers seeking Allah's pleasure.

- Qur'an is a word of Allah (SWT) that guards the previous books and restores the eternal truth of Allah. It guides humanity to the straight path. It deals with acquisition of knowledge and skills in reading, memorizing and analyzing ayaat (verses); understanding its meaning, practicing its teachings; interpreting and applying these beliefs, attitudes, values and its significance to others.
- Seerah and Hadith deal with the life, sayings and actions of Rasulullah (SAW). This is designed to let the learners acquire and emulate the Prophet's personalities, characteristics, teachings and ways of life and to transmit these to others.
- Aqeedah and Fiqh deal with the Islamic Laws and the development of Eeman, prepare Muslims for correct 'Ibadah (worship) to Allah (SWT) in all aspects of life, distinction between halal and haram, right and wrong actions and behavior of every Muslim to acquire, interpret and apply these teachings to real life situations and transmit these beliefs, attitudes, values and its significance to others.

ISLAMIC VALUES

These values focus on the development of Muslim personality, the self, which remains conscious of Allah (SWT) as he undergoes the process of internalizing the different value concepts or virtues.

Since it is the teacher who knows his pupils best he then is given the freedom to choose among three options (English, Filipino, Vernacular) as to the medium of instruction he will use in teaching this subject.

2. Time Allotment

Enriched Curriculum for Public Schools

Learning Area	I	II	III	IV	V	VI
English	100	100	100	80	80	80
Filipino	80	80	80	60	60	60
Arabic*	60	60	60	60	60	60
Science & Health			40	60	60	60
Mathematics	80	80	80	60	60	60
Islamic Values*	40	40	40	60	60	60
Makabayan	60	60	60			
- SK/HKS				40	40	40
- MSEP				20	20	20
- EPP				40	40	40
Grand Total	420	420	460	480	480	480

*Special schedule can be done in consultation with parents.

Standard Private Madrasah Curriculum

Learning Area	I	II	III	IV	V	VI
Islamic Studies*						
- Qur'an	40	40	40	40	40	40
- Seerah & Hadith	40	40	40	40	40	40
- Aqeedah & Fiqh	40	40	40	40	40	40
Arabic	80	80	80	80	80	80
English	80	80	80	80	80	80
Filipino	40	40	40	40	40	40
Hisab (Mathematics)	60	60	60	60	60	60
Oloom wa Sihhat (Science & Health)			40	60	60	60
Ijtimaiyah (Makabayan)*						
• Tarikh (SK/HKS)	40	40	40	40	40	40
• Muslim local culture/ Bangsamoro History						
• Reyaadah (PE), Arts, Music						
• EPP						
Grand Total	420	420	460	480	480	480

*Components will be taught in a prescribed schedule e.g. 2x a week

3. EXPECTATIONS

ENGLISH

English as a subject is concerned with developing competence in listening, speaking, reading and writing. Learning activities to develop competence in these phrases of communication should be varied, meaningful and realistic. Science and Health concepts may be used as content in English especially for Grades I and II but not to the extend of neglecting the content in English books for the grade.

Grade I

at the end of Grade I, the pupil:

is expected to recognize differences in speech sounds, words stress, intonation patterns in sentences heard; speaks clearly and use appropriate expressions in talking about one's self and Allah's creations and the immediate environment.

Grade II

At the end of Grade II, the pupil:

is expected to listen critically to 1-2 paragraphs, use appropriate expressions in varied situations, about places and Allah's bounties to His creations and topics of interest and appreciation; read critically and fluently in correct thought units, text for information and entertainment; respond properly to environmental prints like signs, posters, commands and requests; and write legibly simple sentences and messages in cursive form.

Grade III

At the end of Grade III, the pupil:

is expected to listen critically to get information from text heard; demonstrate independence in using the basic language structure in oral and written communications; and read with interest, comprehension and understanding.

Grade IV

At the end of Grade IV, the pupil:

is expected to listen critically to news reports, radio broadcasts, lectures and express ideas on the situation accurately in oral and written forms; demonstrate more independence in the use of language to meet everyday needs; and read independently for concern, Allah's pleasure and get information from various useful text types and able to distinguish good and bad, right and wrong, and halal and haram allowable and forbidden).

Grade V

At the end of Grade V, the pupil:

is expected to listen critically to different text types; express ideas, rights and aspirations logically and legally in oral and written forms; demonstrate interest and willingness in reading to meet one's various needs.

Grade VI

At the end of Grade VI, the pupil:

is expected to listen critically; communicate ones feelings and ideas orally and in writing with high level of proficiency; and read various useful text types materials including on human rights to serve one's own learning needs in meeting the welfare of the Ummah and various purposes of life.

SCIENCE AND HEALTH

Aims to help the pupils gain a functional understanding of science concept and principles linked with real life situation, acquire science

skills as well as scientific attitudes and values needed in solving everyday problems. This pertains to health and sanitation, nutrition, food production and the environment and its conservations. There is no science and health for Grade I & II. But simple science help concepts that include the child's interaction to his immediate environment are incorporated in English.

Science and Health aims to help the Filipino child to gain a functional understanding of science concepts and principles linked with real life situations, acquire science skills as well as scientific attitudes and values needed in solving everyday problems. These pertain to health and sanitation, nutrition, food production and environment and its conservation.

Teaching Science and Health will formally start in Grade III using English and Arabic as medium of instruction. In Grade IV to VI, more complex study of Science concepts will be taken up in preparation for High School work.

MATHEMATICS

Grade I & II

includes the study of whole numbers, addition and subtraction, basic facts of multiplication and division, angles, fractions, metrics and local measurements, the use of money and their application to practical problems based on real life activities.

Grade III & IV

deals with the study of whole numbers, the four fundamental operations, fractions and decimals including money, angles, plane figures, measurement and graphs.

Grade V & VI

the pupil is expected to have mastered the four fundamental operations of whole numbers, perform skills in decimals and fractions; conceptualize the meaning of ratio and proportion, percent, integers, simple probability, polygon, special figures, measurements and graphs. Simple concepts in algebra are also introduced to be articulated in the high school. Besides further development of the basic mathematical skills, the child is expected to solve problems related to business and industrial activities in the community.

FILIPINO

Unang Baitang

Pagkatapos ng Unang Baitang, Inaasahang nakakabigkas at nakababasa ang mga mag-aaral:

ng mga alpabeto at mga simpleng salita at pangalan ng mga Propeta nang may wastong tunog; nagagamit ng magagalang na pagbati at nakikita ang mga biyaya na kaloob ng Allah; naisusulat ang sariling pangalan at nakasusulat ng mga payak na pangungusap.

Ikalawang Baitang

Pagkatapos ng Ikalawang Baitang, nakapagsasabi ang mag-aaral:

ng pangunahing diwa ng napakinggan; nakapaglalarawan ng kagandahan ng mga nilikha ng Allah (SWT), mga tao, pook, nakababasa nang may wastong paglilipon ng mga salita at nakasusulat ng kabit-kabit na mga titik na gumagamit ng wastong bantas at may kaalaman sa mga pag-uugaling Islam at maikling kuwento ng mga propeta.

Ikatlong Baitang

Pagkatapos ng Ikatlong Baitang, nakapagsasalaysay ang mag-aaral:

ng buod ng napakinggan/nabasa lalo na sa mga kasaysayan ng mga Propeta; naibibigay ang sariling palagay tungkol sa isyung pinag-uusapan; nakababasa at naipapaliwanag ang kahulugan ng mga salita; natutukoy ang pagkakaiba ng opinion at nalalaman ang alin mang katotohanan; nakababasa ng may pag-unawa at naisusulat ang mga diniktang ibat-ibang anyo ng teksto.

Ikaapat na Baitang

Pagkatapos ng Ikaapat na Baitang, nakapagpapahayag ang mag-aaral:

ng sariling ideya at kaisipan tungkol sa mga naririnig; nakapgbibigay rin ng reaksiyon at nakakalahok sa iba't ibang talakayan; nakagagamit ng matatalinghagang salita at mga ekspresyong tuwiran at di-tuwiran; naitutuwid ang impormasyon at ayon sa katuruang Islam; natutukoy ang mga pangyayaring nag-uugnay sa sanhi at bunga ng mga pangyayari at napagsunod-sunod ang mga ideya at sitwasyon; nakikilaang iba't ibang bahagi ng babasahin; nakikilatis ang alin mang mali at tama; naksusulat ng maikling komposisyon.

Ikalimang Baitang

Pagkatapos ng Ikalimang Baitang, nakapagbubuod ang mag-aaral:

ng nabasa at napakinggan; nakabubuo ng iba't ibang pangungusap; nakagagamit ng iba't ibang sanggunian lalo na ang mga Hadith ng Propeta at ang Banal na Qur'an sa paghahanap ng tamang impormasyon; nakasusulat ng iba't ibang pahayag at suliranin na may 15-20 pangungusap.

Ikaanim na Baitang

Pagkatapos ng Ikaanim na Baitang, nakapag-aayos ang mag-aaral:

ng nabasa at napakinggang teksto at nalilipat ang mga impormasyon tungo sa iba pang anyo ng pagpapahayag; nagagamit ang iba't ibang pangungusap sa pagpapaliwanag, nakakapagbibigay solusyon sa mga suliranin batay sa karanasan at mga natutuhang kaalaman sa Islam at sa anumang sitwasyon at nakasusulat ng ilang uri ng salaysay o dayalogo sa tulong ng mga ideya/tala na binuo ng klase.

IJTIMAIYAH (MAKABAYAN)

Nakapagpapakita ng:

- Sapat na kaalaman at kamalayan sa mga pambansang pagkakakilanlan, kapaligiran at pagpapaunlad ng kabuhayan, agham at teknolohiya.
- Mapanuri at malikhaing pag-iisip tungo sa mapanagutang pagpapasya sa mga isyu o usaping kinakaharap.
- Pagpapahalaga sa sining, laro at iba pang bahagi ng kultura gayundin sa pagiging Pilipino at sa kanyang mga karapatan at pananagutan bilang mamamayang Muslim.
- Positibong saloobin sa paggawa upang makapamuhay nang produktibo sa isang bansang mapayapa, at
- Kakayahang makaagapay sa mabilis na pagbabagong nagaganap sa mundo.

ARABIC

Use Arabic language in effective communication, both oral and written, show proficiency in logical sequencing of different information and messages heard and read, and continuing education will make understand Muslim culture and Islam.

Grade I

At the end of Grade I, the pupil is able to:

- identify and read the alphabet and simple words with correct sounds
- use polite greetings in everyday conversation
- write own name and simple sentences

Grade II

At the end of Grade II, the pupil is able to:

- tell the main idea of what is heard
- describe persons, things and places
- read correct phrases of words
- write letters in manuscript with correct use of punctuation marks

Grade III

At the end of Grade III, the pupil is able to:

- relate the summary heard
- give his own opinion about the issue being discussed
- read and explain the meaning of words
- pinpoint the difference between opinion and truth
- read correct phrases of words
- write different forms of text from dictation

Grade IV

At the end of Grade IV, the pupil is able to:

- express his own idea and thinking based on what is heard
- give reaction and participate in the different discussions
- use figurative words and expressions, direct or indirect
- identify events that connect the stimulus to the response

Grade V

At the end of Grade V, the pupil is able to:

- summarize text or selection heard and read
- construct sentences
- use different references in looking for information
- write different expressions and write formal theme using 15-20 sentences

Grade VI

At the end of Grade VI, the pupil is able to:

- arrange logically the text heard, read and transfer the information to other forms of expressions
- use different kinds of sentences in discussion and explanations
- give solutions to problems based on experience and other learned knowledge in any situation
- write some selections or dialogues with the help of ideas or list made by the class

ISLAMIC STUDIES

Grade I

At the end of Grade I, the pupil:

is expected to have learned, understood and memorized some Ayaat (verses) from the Holy Book of Allah (SWT) (The Qur'an) such as: Al-Fatiha, An-Naas, Al-Falaq, Al-Ikhlās, Al-Masad, An-Nasr, Al-Kafiruun, Al-Kauthar, the eternal and Oneness of Allah (SWT); inculcation of Islamic identity and beliefs, characteristics, responsibilities of a Muslim; rewards to those who believe; distinction between the believer and non-believer; existence of Jannah and Naar; perform Islamic etiquettes; interpret and apply these teachings to real life situations and transmit these beliefs, attitudes, values and its significance to others.

Grade II

At the end of Grade II, the pupil:

is able to demonstrate knowledge and understanding of Islamic greetings; Islamic manners and etiquettes; the life of Prophet Muhammad (SAW) as an orphan; the division of the Qur'an in Juz, Surah and Ayah; the five pillars of Islam; earning halal living; interpret and apply these teachings to real life situations and transmit these beliefs, attitudes, values and its significance to others.

Grade III

At the end of Grade III, the pupil:

is able to identify and understand the parts of the Qur'an; chronology of revelation; memorize and understand At-Takaathur, Al-Qaari'ah, Al-'Adiat, Az-Zalzalah, Al-Bayyinah, Ad-Shams, understand and believe

the six pillars of Eeman; the Prophet's (SAW) marriage to Khadija and how he started his Da'wah; interpret, apply these teachings to real situations and transmit these beliefs, attitudes, values and the significance to others.

Grade IV

At the end of Grade IV, the pupil:

is able to demonstrate knowledge and understanding of what the Qur'an says about the five pillars of Islam; blessings and will of Allah (SWT) Al-'Alaq, At-Teen, As-Shams, Ad-Doha, Al-Lail, Al-Inshiqaq, the concept of Allah (SWT) our duties to Allah (SWT) understand and perform prayers; the first who believed on the Prophet (SAW) the attitude of the Quraysh to him and to his companions; memorize and understand some Hadith of the Prophet (SAW) acquire, interpret and apply these teachings to real life situations and transmit these beliefs, attitudes, values and its significance to others.

Grade V

At the end of Grade V, the pupil:

is able to demonstrate knowledge and understanding of the compilation of the Qur'an, sequence of Suwar, Al-Balad, Al-Fajr, Al-Gashiah, Al-A'la, At-Tariq, Al-Burooj, Al-Mutaffifeen, the concept of truthfulness, honesty or fairness, patience, moderation and justice; the Ansar and their acceptance of Islam; Isra' wa al-mi'raj and the Hijrah; understand and perform fasting; memorize and interpret some Hadith of the Prophet (SAW) interpret and apply these teachings to real life situations and transmit these beliefs, attitudes, values and its significance to others.

Grade VI

At the end of Grade VI, the pupil:

is able to demonstrate knowledge and understanding of the name of the Qur'an, the real meaning of Wahi, the study of the Suwar, Al-Infitar, At-Takwir, Abasa, An-Naziat and An-Naba. The pupils are also introduced to the teachings and significance of performing Hajj, its virtues and benefits; understand and appreciate the historical events on the life of Prophet Muhammad (SAW) in Madinah; his gazawaat (battles); the farewell Hajj and his death; memorize and understand the Hadith of the Prophet (SAW) interpret and apply these teachings to real life situations and transmit these beliefs, attitudes, values and the significance to others.

[] Kindergarten (Rawdah al-Atfal)

3. Name of Public School: _____

Location/address: _____

4. Length of Service/Teaching: _____

5. Compensation:

[] fixed monthly salary

[] equitable (correspond to number of students in a session)

[] equal (one session is equal to one pay)

[] per hour rate

Part III. The Enabling and Hindering factors in the Integration of Refined Elementary Madrasah Curriculum

Direction: Please answer the following items by putting a check (√) under one of the four columns:

SA = Strongly Agree; A = Agree; D = Disagree;

SD = Strongly Disagree

A. Program Management				
Statement	SA	A	D	SD
1. The school have an organizational structure.				
2. The organizational structure is functional in so far as the school program is concerned.				
3. The objectives of the Refined Elementary Madrasah Curriculum (REMC) like ALIVE are clearly defined.				
4. The duties and responsibilities of the ALIVE teachers are clearly defined and delineated.				
5. Proper delegation of authority is practiced so that we know the right person to whom to refer matters and problems.				

6. The administrators of the school work harmoniously with each other.				
7. The teachers work harmoniously with one another.				
8. There is a proper channels through which to give and/or receive orders and requests.				
9. The other administrators or teachers have a clear knowledge of proper channels.				
10. The personnel operate through proper channel.				
11. The implementation of the Standard Madrasah Curriculum was SY 2005-2006.				
12. Classes were conducted with normal classes.				
13. Classes were conducted every Saturday & Sunday				

B. Curriculum				
Statement	SA	A	D	SD
1. We are familiar with the requirements standards of Department of Education (DepEd) Order No. 40 series of 2011 (Standard Curriculum for Elementary Public Schools and Private Madaris)				
2. The Curriculum of Study meets the requirements and standards of Department of Education (DepEd) Order No. 40 series of 2011.				
3. The REMC promote the Filipino national identity at the same time preserve the Filipino Muslim's cultural heritage.				

4. The REMC establish a smooth transfer of Muslim pupils from recipients private Madrasah to public schools with ALIVE Program or vice versa;				
5. The REMC unify the long history of dichotomy of education among Muslims				
6. The curriculum provide for the acquisition of knowledge of theories based on the field of specialization.				
7. The curriculum provide for learning the application of the theories to real problems in the field.				
8. The subjects are logically sequenced and prerequisite courses are identified.				
9. The curriculum content responds to the needs of the professional and technical preparation required of its graduate.				
10. The curriculum integrates values, reflective of national customs, culture and tradition in cases where applicable.				
11. There is a periodic review, assessment and updating of the curriculum.				
12. Faculty and Students participated in the development and revision of the curriculum.				
13. The school offer Arabic language to develop functional literacy in the Arabic Language to enable learners to read and understand the Holy Quran a				
14. The School offer Arabic Language to enable students to read and understand the Ahadith				
15. The School offer Islamic Studies to develop knowledge and skills in reading				

the Holy Qur'an, understand the message and apply the values learned in everyday life.				
16. The school offer Seerah to demonstrate understanding of the story of the life of Prophet Muhammad (S.A.W) from early childhood to adulthood and prophet hood and emulate the values learned therein.				
17. The school offer Hadith to acquire knowledge of and apply the teaching and practices of Prophet Muhammad (s.a.w) as contained in the Ahadith				
18. The school offer Aqeedah to develop understanding of beliefs associated with the Islamic faith (Aqeedah Islamiyyah), the fundamentals of Islam and the Oneness (Tawhid) of Allah (S.W.T.).				
19. The school offer Fiqh to develop understanding of rules in observance of rituals on the performance of the 5 Pillars of Islam including rules on halal and haram (lawful and prohibited); enhance right conduct and morals, and love for peace, unity and harmony.				
20. The school offer Islamic Values Education to acquire the desired Islamic values that would guide learners to be maka-Diyos, makabayan, makakalikasan at makatao; thereby making them agents in advocating and promoting brotherhood, peace and unity, and justice and equality.				
21. The ALIVE subjects are sufficient/adequate religious knowledge				

taught to students for them to practice Islam.				
22. The ALIVE subjects are insufficient/inadequate religious knowledge taught to students for them to practice Islam				

C. Instructional Materials				
Statement	SA	A	D	SD
1. There are textbooks for Arabic Language.				
2. There are textbooks for Islamic Values.				
3. There is available teaching devices and visual aids.				
4. Have a Teacher/Student Handbook which can be used as guide for policies and procedures.				
5. The school's budget have a provision for the in-house seminar.				
6. The textbook to pupil ratio 1:1 per subject				
7. The school have a ratio of 1:45 teacher to pupil.				

D. Asatidz Training & Professional Development				
Statement	SA	A	D	SD
1. The ALIVE teachers underwent a training in English Language and Teaching methods specifically using the modules designed by BEAM before they are fielded to teach in public schools				
2. Support the travel of teachers to attend school related activities/training.				

3. The ALIVE teachers attended trainings utilizing the teacher's training modules for Azatids and the teacher trainors from their list of Master teacher and other qualifies personnel of the region and division offices funded from the training budgets and /or any savings from PS or MOOE.				
4. The teacher completed a regular, on – going professional development program to enhance his/her skills, knowledge or overall ability to deliver quality alternative learning system program.				
5. The school conducted a regular training/seminar for the Teachers.				
6. Teachers teaching Arabic Language and Islamic Values have the College graduate of an Islamic institution in Muslim countries.				
7. Teachers teaching ALIVE is only a high school graduate (sanawiyah) in madrasa but proficient in Arabic Language.				
8. Teachers teaching ALIVE is only a high school graduate but with experience teaching in weekend madrasah.				
9. Teachers teaching ALIVE have a certification on their proficiency in Arabic Language and Islamic values by a reputable Muslim organization.				
10. Training of Teachers in Arabic Language and Islamic Values undergo every weekend every summer vacation.				

E. Funding Sources				
Statement	SA	A	D	SD
1. The program support fund come from the national budget of DepEd .				
2. The school required the collection of tuition fees.				
3. The school received a government grant.				
4. The school receive from Special Education Fund of Local Government Unit (LGU).				
5. The school received donation from Local Community.				
6. The school received donation from International community.				
7. The salary of the teachers are responsive in the discharged of their duties and responsibilities.				
8. Teachers hired were paid on the honorarium funded by the Local Government Unit/local School Board.				
9. The salary of the teachers were from other outside sources.				
10. The salary of the teachers were support from the mayor and/or governor.				

F. Advocacy				
Statement	SA	A	D	SD
1. To lead mankind a knowledge about Allah (S.W.T.) and have faith in Him in order to earn taqwa (God-fearing).				
2. To transform the young and adult Muslims to become religious.				
3. To help one to be knowledgeable about				

Islam.				
4. To serve as an effective instrument in the quest for peace and unity.				
5. To serve as a venue to preserve Islamic cultures, values and practices				
6. Made students competent to speak Arabic				
7. Information dissemination of the Standard Madrasah Curriculum conducted a forum, dialogue and orientation.				
8. Information of the Standard Madrasah Curriculum were conducted through dissemination of Bulletin of information and/or Brochure.				

<p>sounds <i>Makilala at basahin ang mga alpabeto at mga simpleng salita na may tamang tunog.</i></p>							
<p>4. I use polite greetings in everyday conversation <i>Magalang na pagbati sa araw-araw na pag-uusap</i></p>							
<p>5. I can write own name and simple sentences in Arabic. <i>Maaari kong isulat sariling pangalan at simpleng mga pangungusap sa Arabik.</i></p>							
<p>6. I can tell the main idea of what is heard <i>Maaari kong sabihin ang pangunahing ideya ng kung ano ang narinig</i></p>							
<p>7. I can describe persons, things and places <i>Maaari kong ilarawan ang tao, bagay at lugar.</i></p>							
<p>8. I can read correct phrases of words <i>Maaari kong basahin</i></p>							

<i>ang tamang parirala ng mga salita.</i>							
9. I can write letters in manuscript with correct use of punctuation marks <i>Maaari kong isulat ang mga titik sa manuskrito sa tamang paggamit ng mga bantas.</i>							
10. Read and explain the meaning of words <i>Basahin at ipaliwanag ang kahulugan ng mga salita.</i>							
11. Pinpoint the difference between opinion and truth <i>Matukoy ang pagkakaiba sa pagitan ng opinyon at katotohanan</i>							
12. Write different forms of text from dictation <i>Isulat ang iba't ibang anyo ng teksto mula pagdidikta.</i>							
13. Express my own idea and thinking based on what is heard <i>Ipahayag ang aking sariling mga ideya at pag-iisip batay sa kung</i>							

<i>ano ay narinig.</i>							
14. Give reaction and participate in the different discussions <i>Magbigay reaksiyon at lumahok sa mga iba't ibang mga talakayan</i>							
15. Use figurative words and expressions, direct or indirect. <i>Gamitin figurative na salita at expression, direkta o hindi direkta</i>							
16. Identify events that connect the stimulus to the response <i>Kilalanin ang mga kaganapan na ikonekta ang pampasigla sa tugon</i>							
17. Construct sentences. <i>Bumuo ng mga pangungusap</i>							
18. Use different references in looking for information Gumamit ng iba't ibang mga sanggunian na naghahanap para sa impormasyon							
19. Write different expressions and write formal theme using 15-20 sentences							

<p><i>Isulat ang iba't ibang mga expression at isulat ang pormal na tema gamit 15-20 pangungusap.</i></p>						
<p>20. Arrange logically the text heard, read and transfer the information to other forms of expressions <i>Ayusin ang tekstong narinig, nabasa at ilipat ang impormasyon sa iba pang mga anyo ng mga expression</i></p>						
<p>21. Use different kinds of sentences in discussion and explanations <i>Gumamit ng iba't ibang uri ng mga pangungusap sa talakayan at mga paliwanag</i></p>						
<p>22. Give solutions to problems based on experience and other learned knowledge in any situation <i>Magbigay solusyon sa mga problema batay sa karanasan at iba pang mga natutunan na kaalaman sa anumang</i></p>						

<i>sitwasyon.</i>							
23. Write some selections or dialogues with the help of ideas or list made by the class <i>Sumulat ng ilang mga seleksyon o dialogues sa tulong ng mga ideya o listahan na ginawa ng klase.</i>							

Legend: **E** = Excellent **VG** = Very Good **G** = Good **F** = Fair
P = Poor

2. Islamic Studies Education

Statement	No <i>Hindi</i>	Yes <i>Oo</i>	if Yes, please tick your answer below				
			<i>E</i>	<i>VG</i>	<i>G</i>	<i>F</i>	<i>P</i>
1. I have learned, understood and memorized some ayat from the Holy Qur'an: Al-Fatihah, An-Nas, Al-Falaq, Al-Ikhlās, An-Nasr, Al-Kafirun, Al-Kauthar <i>Ako ay may natutunan, naunawaan at kabisado ilang ayat mula sa Banal na Qur'an: Al- Fatihah, An- Nas , Al- Falaq , Al- Ikhlās, An- Nasr ,</i>							

<i>Al- Kafirun , Al- Kauthar</i>							
2. There is inculcation of Islamic identity and beliefs, characteristics, responsibilities of a Muslim <i>May pagtatanim sa isip ng Islamikong pagkakakilanlan at mga paniniwala , mga katangian, mga responsibilidad ng isang Muslim.</i>							
3. Rewards to those who believe (or the believer). <i>Pabuya sa mga taong naniniwala.</i>							
4. Distinction between believer and non-believer <i>Pagkakaiba sa pagitan ng mananampalataya at di- mananampalataya</i>							
5. Existence of Jannah and Naar. <i>Pagkakaroon ng Jannah at Naar.</i>							
6. Perform Islamic etiquettes; interpret and apply these teachings to real life situations and transmit							

<p>these beliefs, attitudes, values and its significance to others. <i>Magsagawa ng kabutihang asal; kahulugan at gamitin ang mga turo sa real na sitwasyon sa buhay at ipadalang-kawad ang mga paniniwala, attitudes, mga halaga at ang kanyang kabuluhan sa iba.</i></p>							
<p>7. Demonstrate knowledge and understanding of Islamic greetings; Islamic Manners and etiquettes <i>Ipakita ang kaalaman at pang-unawa ng pagbati ayun sa Islam; at kaugalian sa Islam</i></p>							
<p>8. The life of Prophet Muhammad (SAW) as an orphan <i>Ang buhay ng Propeta Muhammad (SAW) bilang isang ulila</i></p>							
<p>9. The division of the Qur'an in Juz, Surah, and Ayah <i>Ang dibisyon ng Qur'an sa Juz , Surah , at Ayah</i></p>							

10. The five pillars of Islam. <i>Ang limang haligi ng Islam</i>							
11. Able to identify and understand the parts of the Qur'an; chronology of revelation <i>Maaaring makilala at maunawaan ang mga bahagi ng Qur'an; pagkasunod-sunod ng paghahayag</i>							
12. Memorize and understand At-Takathur, Al-Qariah, Al-Adiat, Az-Zalزالah, Al-Bayyinah, As-Shams <i>Kabisaduhin at maunawaan At-Takathur , Al- Qariah , Al- Adiat , Az - Zalزالah , Al-Bayyinah , As- Shams</i>							
13. Understand and believe in the six pillars of Eeman. <i>Unawain at naniniwala sa anim na haligi ng pananampalataya</i>							
14. The Prophet's marriage to Khadija and how he started his							

Da'wah <i>pag-aasawa ng Propeta sa kay Khadija at kung paano nagsimula ang kanyang Da'wah</i>							
15. able to demonstrate knowledge and understanding of what the Qur'an says about the five pillars of Islam <i>maaari ipakita ang kaalaman at pag-unawa sa kung ano ang sinasabi ng Qur'an tungkol sa limang haligi ng Islam.</i>							
16. blessings and will of Allah (SWT) Al-Alaq, At-Teen, As-Shams, Ad-Doha, Al-Lail, Al-Inshiqaq <i>bendisyon at kalooban ng Allah (SWT) Al-Alaq , At- Teen , As-Shams , Ad- Doha , Al-Lail , Al- Inshiqaq</i>							
17. the concept of Allah (SWT) our duties to Allah understand and perform prayers; <i>ang konsepto ng Allah (SWT) ang aming mga tungkulin sa Allah</i>							

<i>maunawaan at panalangin;</i>							
18. memorize and understand some hadith of the Prophet (SAW) <i>kabisaduhin at maunawaan ang ilang mga hadith ng Propeta (SAW)</i>							
19. able to demonstrate knowledge and understanding of the compilation of the Qur'an, sequence of suwar, Al-Balad, Al-Fajr, Al-Gashiah, Al-A'la, At-Tariq, Al-Burooj, Al-Mataffifeen <i>magagawang ipakita ang kaalaman at pag-unawa sa compilation ng Qur'an, pagkakasunod-sunod ng suwar , Al- Balad , Al- Fajr , Al- Gashiah , Al- A'la , At- Tariq , Al- Burooj , Al- Mataffifeen</i>							
20. the concept of truthfulness, honesty or fairness, patience, moderation and justice <i>Konsepto ng katotohanan ,</i>							

<i>katapatan o pagkamakatarungan, pasensya, pag-moderate at katarungan</i>							
21. the story of the Ansar and their acceptance to Islam. <i>ang Ansar at ang kanilang pagtanggap sa Islam</i>							
22. The story on Isra' wa al-Mi'raj and the Hijrah of the Prophet. <i>Isra ' wa al- Mi'raj at ang Hijrah</i>							
23. Understand and perform fasting. <i>Maunawaan at isagawa ang pag-aayuno</i>							
24. Memorize and interpret some Hadith of the Prophet <i>Kabisaduhin at bigyang-kahulugan ang ilang mga Hadith ng Propeta</i>							
25. able to demonstrate knowledge and understanding of the name of the Qur'an, the real meaning of Wahi, the study of the							

<p>Suwar <i>magagawang ipakita ang kaalaman at pag-unawa ng ang pangalan ng Qur'an, ang tunay na kahulugan ng Wahi , ang pag-aaral ng Suwar</i></p>							
<p>26. teaching and significance of Hajj, its virtues and benefits. <i>pagtuturo at kahalagahan ng Hajj , ang kanyang virtues at mga benepisyo.</i></p>							
<p>27. understand and appreciate the historical events on the life of the Prophet in Madinah <i>maunawaan at pahalagahan ang mga makasaysayang pangyayari sa buhay ng Propeta sa Madinah.</i></p>							
<p>28. memorize and understand the Hadith of the Prophet (SAW) <i>kabisaduhin at maunawaan ang mga Hadith ng Propeta (SAW)</i></p>							

Legend: **E** = Excellent **VG** = Very Good **G** = Good **F** = Fair **P** = Poor

3. Islamic Values Education

Statement	No <i>Hindi</i>	Yes <i>Oo</i>	if Yes, please tick your answer below				
			<i>E</i>	<i>VG</i>	<i>G</i>	<i>F</i>	<i>P</i>
<p>1. I can demonstrate values of maka-Diyos, makatao, makabayan and makakalikasan in relation with one's self and Allah (SWT). <i>Maaaring ipakita mga halaga ng maka-Diyos, makatao, makabayan at makakalikasan na may kaugnayan sa isang tao sa sarili at ang Allah (SWT).</i></p>							
<p>2. I can show obedience by avoiding Shirk (polytheism) kufr (disbelief) and Nifaq (hypocrisy) live out a halal (lawful) lifestyle; and practice good deeds. <i>Maaari kong ipakita sa pagtalima sa pamamagitan ng pag-iwas ng Shirk (polytheism) kufr</i></p>							

<p><i>(kawalang-paniwala) at nifaaq (pagkukunwaring banal) mamuhay sa labas ng isang halal (ayon sa batas) na pamumuhay; at pagsasanay sa mabuting gawa.</i></p>							
<p>3. I can demonstrate values of maka-Diyos, makatao, makabayan and makakalikasan in relation with parents, siblings, family members and close relatives. <i>Maaaring ipakita mga halaga ng maka-Diyos, makatao, makabayan at makakalikasan na may kaugnayan sa mga magulang, kapatid, kapamilya at malapit na kamag-anak.</i></p>							
<p>4. I can demonstrate values of maka-Diyos, makatao, makabayan and makakalikasan in relation with Teachers/elders,</p>							

<p>classmates and other persons in the school. <i>Maaaring ipakita mga halaga ng maka-Diyos, makatao, makabayan at makakalikasan na may kaugnayan sa mga guro / matatanda, mga kaklase at iba pang mga tao sa paaralan.</i></p>							
<p>5. I can demonstrate values of <i>maka-Diyos, makatao, makabayan and makakalikasan</i> in relation with one's surroundings and in the community: practice 'Ibadah and apply 'Ihsan and practice good deeds. <i>Maaari ko ipakita ang kahalagahan ng maka-Diyos, makatao, makabayan at makakalikasan na may kaugnayan sa isang tao, kapaligiran at sa komunidad: kasanayan sa 'Ibadah at ilapat' ang Ihsan at pagsasanay bilang mabuting gawa.</i></p>							

<p>6. I can demonstrate values of maka-Diyos, makatao, makabayan and makakalikasan in relation with people in the community, animals and other creations.</p> <p><i>Maaaring ipakita mga halaga ng maka-Diyos, makatao, makabayan at makakalikasan na may kaugnayan sa mga tao sa komunidad, mga hayop at iba pang mga nilikha.</i></p>							
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Legend: **E** = Excellent **VG** = Very Good **G** = Good **F** = Fair
P = Poor

INFORMED CONSENT

This is to seek the consent/participation of _____ in the research study conducted by Kamarodin Abas Abdulkarim of Muhammadiyah University Yogyakarta, Indonesia.

This informed consent is sought as part of the research entitled:
“EVALUATION ON THE INTEGRATION OF MADARIS CURRICULUM FOR MUSLIM BASIC EDUCATION IN MINDANAO, PHILIPPINES: ASSESSING THE PSYCHOLOGICAL EFFECT”

The respondents will be interviewed using the guide questionnaire that will help in the understanding the factors, issues and concerns in this research.

This informed consent involves the following rights of the respondents:

1. You have the right not to divulge any information that can cause you any form of discomfort.
2. You have the right to terminate the conduct of the interview at any given time.
3. You have the right to have your name withheld in the documentation and in the research output itself.
4. You have the right to refuse any photo, voice recording or video documentation requested from you by the researcher.

Personal information that you might reveal in the conduct of the interview shall strictly be held confidential.

Printed Name of Informant

Signature of Informant

Date

Kamarodin Abas Abdulkarim
Researcher

**PSYCHOLOGICAL EFFECT ON THE INTEGRATION OF ARABIC
LANGUAGE AND ISLAMIC VALUES EDUCATION (ALIVE)
TO TEACHERS**

Direction: Please put a check (\checkmark) on the following items which is applicable answer for you:

Arabic Language

Statement	No	Yes	if Yes, please tick your answer below						
			E	VG	G	F	P	WM	VD
1. I developed competence in the listening, speaking, reading and writing skills									
2. As a teacher my listening that includes skills in auditory discrimination and cognitive comprehension was improved.									
3. As a teacher, my speaking of Arabic Language includes skills in using correctly the language expressions and grammatical structure in oral communication was improved.									
4. Reading includes skills in vocabulary development, levels of comprehension									

and literary appreciation and study skills.									
5. Writing includes writing, readiness skills, guided writing, functional and creative writing.									
6. I can use the Arabic language in effective communication orally.									
7. I can use the Arabic language in effective communication in writing									
8. I can show proficiency in logical sequencing of different information and messages heard and read.									
9. I can serve as Interpreter of English to Arabic and vice versa both orally and written.									
10. Feeling confident as speaker in Arabic language									
11. I don't have skills in writing modules for Arabic language subject.									
12. I cannot write and speak Arabic language fluently.									

Legend: Excellent (E) = 4.21-5.00
 Very Good (VG) = 3.41-4.20
 Good (G) = 2.61-3.40
 Fair (F) = 1.81-2.60
 Poor (P) = 1.0-1.80
 Weighted Mean = WM
 Percentage = %
 Frequency = F
 Verbal Description = VD

Islamic Studies

Statement	No	Yes	if Yes, please tick your answer below						
			E	VG	G	F	P	WM	VD
1. As a teacher, I was able to inculcate to the minds of the learners the oneness of ALLAH in all their endeavors to mold them as good and productive believers seeking Allah's pleasure.									
2. I have learned, understood and memorized some ayat from the Holy Qur'an: Al-Fatihah, An-Nas, Al-Falaq, Al-Ikhlās, An-Nasr, Al-Kafirun, Al-Kauthar									
3. There is inculcation of Islamic identity and beliefs, characteristics,									

responsibilities of a Muslim									
4. Rewards to those who believe (or the believer).									
5. Distinction between believer and non-believer									
6. Existence of Jannah and Naar.									
7. Perform Islamic etiquettes; interpret and apply these teachings to real life situations and transmit these beliefs, attitudes, values and its significance to others.									
8. Demonstrate knowledge and understanding of Islamic greetings; Islamic Manners and etiquettes.									
9. The life of Prophet Muhammad (SAW) as an orphan.									
10. The division of the Qur'an in Juz, Surah, and Ayah.									
11. The five pillars of Islam.									
12. Able to identify and understand the parts of the Qur'an; chronology of revelation									
13. Memorize and understand At-Takathur, Al-Qariah,									

Al-Adiat, Az-Zalzalalah, Al-Bayyinah, As-Shams.									
14. Understand and believe in the six pillars of Eeman.									
15. The Prophet's marriage to Khadija and how he started his Da'wah.									
16. able to demonstrate knowledge and understanding of what the Qur'an says about the five pillars of Islam.									
17. blessings and will of Allah (SWT) Al-Alaq, At-Teen, As-Shams, Ad-Doha, Al-Lail, Al-Inshiqaq									
18. the concept of Allah (SWT) our duties to Allah understand and perform prayers;									
19. memorize and understand some hadith of the Prophet (SAW)									
20. able to demonstrate knowledge and understanding of the compilation of the Qur'an, sequence of suwar, Al-Balad, Al-Fajr, Al-Gashiah, Al-A'la, At-Tariq, Al-Burooj, Al-Mataffifeen									

21. The concept of truthfulness, honesty or fairness, patience, moderation and justice.									
22. the story of the Ansar and their acceptance to Islam.									
23. The story on Isra' wa al-Mi'raj and the Hijrah of the Prophet.									
24. Understand and perform fasting.									
25. Memorize and interpret some Hadith of the Prophet.									
26. able to demonstrate knowledge and understanding of the name of the Qur'an, the real meaning of Wahi, the study of the Suwar.									
27. teaching and significance of Hajj, its virtues and benefits.									
28. understand and appreciate the historical events on the life of the Prophet in Madinah.									
29. memorize and understand the Hadith of the Prophet (SAW) .									

Legend: Excellent (E) = 4.21-5.00
 Very Good (VG) = 3.41-4.20
 Good (G) = 2.61-3.40
 Fair (F) = 1.81-2.60
 Poor (P) = 1.0-1.80
 Weighted Mean = WM
 Percentage = %

Frequency = F
 Verbal Description = VD

ISLAMIC VALUES

Statement	No	Yes	if Yes, please tick your answer below						
			E	VG	G	F	P	WM	VD
1. As a teacher, I can focus on the development of Muslim personality, the self which remains conscious of ALLAH (swt) as he undergoes the process of internalizing the different value concept or virtues.									
2. I can demonstrate values of maka-Diyos, makatao, makabayan and makakalikasan in relation with one's self and Allah (SWT).									
3. I can show obedience by avoiding Shirk (polytheism) kufr (disbelief) and Nifaq (hypocrisy) live out a halal (lawful) lifestyle; and practice good deeds.									
4. I can demonstrate values of maka-Diyos, makatao,									

makabayan and makakalikasan in relation with parents, siblings, family members and close relatives.									
5. I can demonstrate values of maka-Diyos, makatao, makabayan and makakalikasan in relation with Teachers/elders, classmates and other persons in the school.									
6. I can demonstrate values of <i>maka-Diyos, makatao, makabayan and makakalikasan</i> in relation with one's surroundings and in the community: practice 'Ibadah and apply 'Ihsan and practice good deeds.									
7. I can demonstrate values of maka-Diyos, makatao, makabayan and makakalikasan in relation with people in the community, animals and other creations.									

Legend: Excellent (E) = 4.21-5.00 Weighted Mean = WM
Very Good (VG) = 3.41-4.20 Percentage = %
Good (G) = 2.61-3.40 Frequency = F
Fair (F) = 1.81-2.60 Verbal Description = VD
Poor (P) = 1.0-1.80

CURRICULUM VITAE



A. PERSONAL IDENTITY

Name : **KAMARODIN ABAS ABDULKARIM**
Date of Birth : July 9, 1964
Place of Birth : Datu Odin Sinsuat (DOS) Municipality,
Maguindanao Province ARMM, Philippines
Home Address: Lot 18, Blk 6, Doña Felisa Subd., Mercedes,
7000 Zamboanga City, Philippines
Academic Rank: Associate Professor I
Office Address: College of Asian and Islamic Studies (CAIS)
Western Mindanao State University (WMSU)
7000 Zamboanga City, Philippines
Tel. Office : (062) 992-0323
Fax : (062) 9913065 / 9924238
Mobile phone : 09365482504
Email address : kamarodin@yahoo.com
Civil Status : Married
Citizenship : Muslim Filipino
Religion : Islam
Sex : Male
Height : 168 cm.
Weight : 140 lbs.
Father's Name : Hadji Abdulkarim Omar
Mother's Name : Hadja Fatima Abas-Omar
Name of Spouse: Prof. Dr. Bagian Aleyssa Acmad-Abdulkarim, RSW,
Ph.D. in Sociology
Children' Name
1. Bai Reena Jameela
2. Jamil
3. Jabeer
4. Bai Jannah

B. EDUCATION HISTORY

1. ENGLISH EDUCATION

Degree	Name & Address of School	Year Graduated
a. Elementary	: Kurintem Elementary School Kurintem, D.O.S. Maguindanao	1979
b. Secondary	: Ma'had Kutawato Al-Islamie (now Darussalam College) English Department Campo Muslim, Cotabato City Philippines	1986
c. Tertiary Education Bachelor of Arts in Islamic Studies	: Ma'had Kutawato Al-Islamie (now Darussalam College) English Department Campo Muslim, Cotabato City Philippines	1991
d. Post Graduate Master of Arts in Islamic Studies	: Institute of Islamic Studies University of the Philippines Diliman, Quezon City, Philippines	1993
e. Post Graduate Doctor of Philosophy (PhD.) Major in Islamic Education Psychology	: Universitas Muhammadiyah Yogyakarta (UMY) Indonesia 2018	

2. ARABIC EDUCATION

a. Elementary	: Madrasato Al-Nahdato Al-Islamie Campo Muslim, Cotabato City	1984
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b. Secondary : Ma'had Kutawato Al-Islamie 1987
 (now Darussalam College)
 Arabic Department
 Campo Muslim, Cotabato City

C. EMPLOYMENT HISTORY

<u>DATE</u>	<u>POSITION</u> and <u>OFFICE</u>
June 1998 to present	Professor/ Lecturer College of Asian and Islamic Studies WMSU, Zamboanga City, Philippines
October 16, 2007 to Feb. 2014	Department Head, Islamic Studies College of Asian and Islamic Studies WMSU, Zamboanga City
May 17, 2004 to Oct. 15, 2007	Dean Institute of Asian and Islamic Studies WMSU, Zamboanga City
June 1998 To May 16, 2004	College Secretary Institute of Asian and Islamic Studies WMSU, Zamboanga City Concurrent Dept. Head, Islamic Studies
April 25, 1994 to May 1995	Executive Secretary Fian Trading Inc., Riyadh, Saudi Arabia
Oct.-Dec. 1993	Graduate Assistant Publication Department University Registrar's Office, University of the Philippines Diliman, Quezon City, Philippines
Aug.-Oct. 1992	Graduate Assist. Graduate Study Reading Program U.P. Diliman, Quezon City, Philippines

D. AS RESOURCE SPEAKER/LECTURER

- 2014 Speaker:** Training on Reproductive Health among Muslim/Indigenous Women. Sponsored by: Gender and Development (GAD) City Government of Zamboanga, at Garden Orchid Hotel. August 20, 2014.
- 2014 Speaker:** “History of the Bangsamoro Struggle”. College of Liberal Arts, WMSU, Zamboanga City. August, 2014.
- 2014 Sponsor.** “Forum on Indonesian Society and Culture”. College of Asian and Islamic Studies, Western Mindanao State University, Zamboanga City, Philippines. 3rd Floor College of Law Building. 9 August 2014.
- 2012 Resource Person/Lecturer:** “Ulum Al-Qur’an: the Sciences of the Holy Qur’an,” Summer Course on Muslim-Christian Dialogue of the Silsilah Dialogue Movement, Harmony Village, Pitogo, Sinunuc, Zamboanga City. Every summer - Since 19th summer course to 2012.
- 2011 Resource Person/Lecturer:** “Arabic Terminologies and Expressions.” Summer Course on Muslim-Christian Dialogue of the Silsilah Dialogue Movement, Harmony Village, Pitogo, Sinunuc, Zamboanga City. 2003 to 2011.
- 2010 Speaker:** "Islam and Higher Education in Post-Marcos Philippines", International Conference on Islam and Higher Education: Contemporary Higher Education Needs in Muslim Countries. Institute of Advance Islamic Studies (IAIS), Kuala Lumpur, Malaysia. November 8-9, 2010.

E. TRAININGS, SEMINARS AND WORKSHOPS ATTENDED

2014 Participant. “The 3rd Mahathir Global Peace School: Migration, Border and Global Peace”. MGPS-UMY, and Perdana Global Peace – Malaysia. 01-10 December 2014.

2014 Participant. “Diseminasi Alih Media Pembelajaran Bahasa Indonesia Untuk Penutur Asing.” Pusat Pembinaan Dan Pemasyarakatan Badan Pengembangan Dan Pembinaan Bahasa Kementerian Pendidikan Dan Kebudayaan. Yogyakarta, Indonesia. 22-23 October 2014.

2014 Participant. Kuliah Ummum. “Religion, Globalization and Global Human Responsibilities”. UMY 17 June 2014.

2014 Participant. Kuliah Umum. “Arah Kebijakan dan Peluang Pascasarjana Perguruan Tinggi Islam Dalam Pengembangan SDM dan Keilmuan Islam. Universitas Muhammadiyah Yogyakarta, Indonesia. March 29, 2014.

2005 4th Leadership Course on Gender, Sexuality and Health”, Saphir Hotel, Yogyakarta, Indonesia, August 29 to September 17, 2005

2003 “South Exchange Program.” March 24-30, 2003, at **Dhaka, Bangladesh.**

Sponsored by: Institute of Democratic Rights (IDR)

1998 “Islam, Reproductive Health and Women’s Rights”

August 20-23, 1998, Concord Hotel, Kuala Lumpur, Malaysia

Sponsored by: Sisters in Islam (SIS), Malaysia

F. AWARD RECEIVED

- Outstanding Alumnus of the Institute of Islamic Studies, UP Diliman, on April 21, 2006 at IIS, Romulo Hall, UP Diliman, Quezon City.

G. PUBLIC SERVICE

- Khatib Member at Tumaga Mosque, Tumaga Road, Sta. Maria, Zamboanga City 2008 to present
- As Imam at Blue Mosque, Blue Homes, Mercedes, Zamboanga City, 2012 to present
- As Imam at Salam Mosque, Salam Drive, Tumaga Road, Sta. Maria, Zamboanga City, 2003 to 2008
- As Mudarris (Arabic Teacher) at Ma'had Madinah Zamboanga Al-Islamie, Tumaga, Zamboanga City, every Saturday and Sunday, January 2005 to 2007
- Conducted Janaza (ways to handle dead person) Training-Seminar to Youths in Zamboanga City, October, 2004
- Conducted Community Service in Sinunuc, Zamboanga City – (Environmental Sanitation and Relief Goods Distribution among the poor families). Every September of the year since 2002 to 2010.
- As an Adviser of Muslim Student Association (MSA) WMSU Chapter, Zamboanga City, 2002 to 2007.

H. MEMBERSHIP IN ORGANIZATIONS:

- Member Technical Working Group (TWG) to draft the Constitution and by-Laws of the National Ulama Council of the Philippines (NUCP) – 2007 to 2013
- Member TWG of the NUCP ZamBaSulTa Regional Chapter – 2010
- Board Member – WMSU Muslim Professionals Association Inc.,
- Board of Director (BOD) – Interfaith Council of Leaders (IFCL), Silsilah Dialogue Movements, Pitogo, Zamboanga City - 2004-present
- Member – SALAM Peace Foundation, Zamboanga City - 2000 to 2012
- Member – Asian Muslim Action Network (AMAN Phil.) - 2001- 2012
- Member – Faculty Union, WMSU, Zamboanga City – 1998 to present

- President – Local Faculty Club, IAIS – WMSU, Zamboanga City – 1998 to 2004
- Alumni Coordinator – Alumni Affairs and Placement Office, WMSU – 1998 to 2004

KAMARODIN A. ABDULKARIM