CHAPTER III

PRESENTATION ON THE TRADITIONAL MADRASAH EDUCATION
(WEKEEND CLASS) IN DAVAO CITY, PHILIPPINES


A. Madrasah Comprehensive Development and Promotion Program (Davao City) number of the asataidz and students of all madaris.

At present, Madrasah Comprehensive Development and Promotion Program under weekend classes has 45 number of Ustadz (Teacher) as an example in the first congressional district it has 1,212 students this includes Bosinas Madrasah Center (New) 1 teacher with 32 students, Maahad, Assalafie Al- Islamie 6 teachers with 131 students, Maahad Piapi Al- Ismaie 3 teacher with 102 students, Maahad Salmonan Al- Islamie 10 teachers with 263 students, Madrasah Bacaca Norol Islamia I teacher with 41 students, Madrasa Buisan Al-Arabie 5 teachers with 135 students, Madrasah Ecoland Center 2 teachers with 85 students, Madrasah Islamic Center I teacher with 25 students, Madrasah Kabacan Bucana Al-Islamie 2 teachers with 75 students, Madrasah Nurol Iyman Al-Islamie 1 teacher with 21 students, Madrasah Padaman Al- Islamie 3 teachers with 54 students, Madrasah Sarafa Al-Islamie 1 teacher with 54 students, Madrasatol Arabia Al-Islamia 1 teacher
with 33 students, Madrasato Salam Al-islamie 5 teachers with 86 students, Madrasatol Intishar Al-Islamia 1 teacher with 25 students and Madrasatol Khairia Al-Islamia 2 teachers with 50 students.\textsuperscript{77}

In the second congressional district of the city there are 38 teachers with 1,052 students while in the 3\textsuperscript{rd} congressional district they have 23 teachers with 599 students.\textsuperscript{78}

1. Organizational Profile of Madrasah Comprehensive Development and Promotion Program- The information was taken from the office of the Madrasah Comprehensive at Magallanes St. Davao City Philippines headed by Alem Jamal Munib. The establishment of a Madrasah Development and coordinating council is necessary and of vital importance for the centralization and unification of the standards in the implementation of the Madrasah Comprehensive Development and Promotion Program. Since education is the bedrock of the future and the heart and soul of Islam, The standardization of Madrasah System of Education uplifts not only Islamic knowledge but also the quality of lives of Muslims in Davao City.

2. Thus through suitable financial allotment- the proper management of the implementation of the comprehensive Madrasah Education Development and promotion Program will be attained. To continually develop the programs and rules of the office of madrasah the vision, mission and objectives were determined as a guide in the implementation of policies.

\textsuperscript{77} Office of Madrasah Comprehensive Development and Promotion Program Files p.1 2013.
\textsuperscript{78} Ibid., 2.
a. Vision

In developing a comprehensive vision for education for the Filipino Muslim youth of Davao City, there must be conceived a dream that shall embody the need to nurture “assiduous, committed Muslims”. The madrasah, through the joint efforts of the parents and the community at large, must play a critical and important role in this process, which is primarily to invest in the social, moral, intellectual and religious education of the Muslim youth of Davao. An effective, efficient and quality madrasah education can therefore serve as an instrument for the propagation of:

1) A peaceful and well-developed society, populated and inhabited by God fearing constituents, being submissive and obedient to Allah’s will; and

2) Societies and people that co–exist in accordance with the doctrines as provided by Allah. 79

b. Mission

The city government of Davao seeks to unify, synchronize and direct the madrasah program and activities and to centralize and consolidate proper standards in the implementation of Madrasah System of Education. The Davao City Madrasah Comprehensive Development and Promotion Program hereto seek to define the characteristics of a student who graduates from the madrasah

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program as the objective précis of a madrasah graduate of Davao city. By equipping the graduate with the core knowledge and analytical tools, the intended outcomes are:

1) To develop a sense of identity with his/her beliefs and values to better meet the present social challenges; and

2) To provide the intellectual framework and controlled judgment to enable him/her to make the considered an informed choice consistent with the spiritual and moral norms of Islam.

c. **Objectives**

1) To facilitate and consolidate programs, activities efforts and initiative for the development, promotion and strengthening of madrasah education;

2) To formulate, design and implement plans and programs for the promotion, growth and development of madrasah education;

3) To coordinate with some agencies concerned for the implementation of the program for madaris development;

4) To assist and facilitate madrasah administrators in the proper administration and management of madrasah operation in respective madrasah centers.\(^{80}\)

B. **Composition and Functions**

Relative to having comprehensive and relevant curricula, able and caring, engaging the proper and scientific teaching methods, the fundamental

\(^{80}\)Ibid., 4.
factor in ensuring the success of any madrasah is the harmonious working relationship of all involve. Therefore the role of each key player in the office is defined.\textsuperscript{81}

1. The Local School Board: This is the institution that enact as the policy making body who will formulate plans, programs, policies, rules and regulations of the center in accordance with the executive order of the City Mayor.\textsuperscript{82}

2. The Executive Program Director: The Executive Program Director shall pass the application requirement of the HRMO and be hired by the City Mayor in accordance with his authority as mandated in the Local Government Code. He shall be the manager of the operational and functional work in the implementation of the madrasah programs including curricular development.

3. Executive Assistant: The Executive Assistant shall pass the application requirement of HRMO and be hired by the City Mayor to assist the executive Program Director and at the same time act as the Administrative

4. The Secretariat: The secretariat which includes the staff of the center shall be hired by the City Mayor under the same process. They shall be under the control and supervision of the Executive Assistant whose main functions will be records management, payroll preparation, monitoring, reproduction and other administrative function.

\textsuperscript{81} Ibid., 5.
\textsuperscript{82} Ibid., 5.
5. **District Supervisors**

   There should be three (3) District Supervisors to be hired by City Mayor for the three (3) political districts of Davao whose functions are as follows:

   a. Monitor the activities of different madrasah centers in each political district of the city where they are assigned.
   
   b. Check, evaluate and improve classroom instructions, program implementation, teacher preparation and curricular development.
   
   c. Other functions as assigned by the Executive Program Director.\(^{83}\)

6. **Cluster Head Teachers**

   There should be three (3) Cluster Head Teachers for each of the three (3) political districts of the city to be hired by City Mayor who will be supervising the different madrasah centers within their cluster. In emergency cases, they will act as classroom teachers of the centers.

7. **Mudarresin/Teachers**

   They should be teaching in the madrasah centers where they are assigned performing the actual classroom work while the ulamaa shall help the district supervisors in preparing the curriculum development program.\(^{84}\)

8. **Priority Programs**

   a. Construction of Madrasah Classrooms: Some of madrasah classrooms are located inside sacred places such as masajid.

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\(^{83}\) Ibid., 6.

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b. Renovation of Accredited Centers: For better learning development, students with their respective asatidz must have better place where to conduct their lessons. A center of which environment is conducive for both teachers and students. So for the first few months, those accredited centers that are dilapidated must be renovated immediately.

c. Provision of Classroom Facilities: Each center must be provided with teaching and learning facilities necessary in the conduct of madrasah sessions such as tables and chairs, blackboards, chalk, erasers, instructional materials, book and other reading materials, etc.

d. Conduct of Capability Building Training/Seminars: It is necessary for madrasah teachers to improve their teaching capabilities by giving them the opportunity to attend trainings and seminars as may be determined. These can be done quarterly or as the need arises.

e. Educational Tour (Lakbay Aral): An annual madrasah educational tour can be organized for the benefit of the students as well as the asatidz. Madrasah students must also be exposed to different tourist spots, cultural and educational places and not just be confined to the four walls of their classrooms.

f. Academic and Sports Competitions (Musabakah): Intellectual and Physical development is also geared towards the total development of the person regardless of their race. As part of madrasah development, an annual musabakah will be conducted. Students can put to good use in the spirit of fun the things they have learned in school through different
academic and sports competition with other students. It is an inter-madrasah meet, wherein students and asatidz of different madrasah centers can participate in intellectual and physical activities for them to appreciate the value of sportsmanship.\textsuperscript{85}

g. Additional buildings for madrasah: The Madrasah Comprehensive Development and Promotion Program Proposed to construct separate building where asatidz and students can properly hold classes, for better learning development, students with their respected asatidz must have better place where to conduct their lessons. A center of which environment is conducive for both teachers and students. Each center must be provided with teaching and learning facilities necessary in the conduct of madrasah sessions such as tables and chairs, blackboards, chalk, erasers, instructional materials, books and other reading materials, it is also necessary for madrasah teachers to improve their teaching capabilities by giving them the opportunity to attend trainings and seminars as may be determined. These can be done quarterly or as the needs arises. An annual madrasah educational tour can be organized for the benefit of the students as well as the asatidz. Madrasah students must also be exposed to different tourist spots, cultural and educational places and not just be confined to the four walls of their classrooms.

Furthermore, intellectual and physical development is also geared towards the total development of a person regardless of their race. As part of

\textsuperscript{85} Ibid., 7.
Madrasah development, an annual Musabakah should be proposed. Students can put to good use in the spirit of fun the things they have learned in school through different academic and sport competitions with other students. It is an Inter-Madrasah meet wherein, students and asatidz of different madrasah centers can participate in intellectual and physical activities for them to appreciate the value of camaraderie and sportsmanship. These activities have corresponding prizes to be awarded for those students who excel both in academic and in sports. Such as: Qira-atol Qur’an (Qur’anic Reading), Inter-Madrasah Ramadan Quiz, Inter Madrasah Oratorical Contest, Basketball, Volleyball, and Badminton.

h. Budget: The financial support budget for comprehensive office was taken from the Local School Board (LSB). Wherein the implementing agency are the city Mayor’s office and the Dep-Ed Division Office with an annual budget of approximately 10 million 777 thousand one hundred four. This goes to the construction of buildings, school facilities and instructional materials renovation of classrooms, academic and sports competition, maintenance, textbooks, seminars and trainings and office equipments.\(^{51}\)

i. Curriculum and Design: School Days (Saturdays and Sundays- 8:00 a.m to 5:00 pm)

\(^{51}\)Ibid., 10.
Kinder

Subjects:
1. Kitaba - Writing 2 Hours
2. Quira’a - Reading 2 Hours
3. Hisab - Mathematics 2 Hours
4. Rasm - Drawing 2 Hours

Grade I-II

1. Tawhid - Islamic Faith 1 hour
2. Akhlak - GMRC 1 hour
3. Ulom - Science 1 hour
4. Imla - Spelling 1 hour
5. Hadith - Sayings of Prophet Muhammad (SAW) 45 minutes
6. Qur’an - Holy Qur’an Study 1 hour

Grade III-VI

1. Tawhid - Islamic Faith 1 hour
2. Akhlaq - GMRC 1 hour
3. Ulom - Science 1 hour
4. Imla - Spelling 1 hour
5. Hadith - Sayings of Prophet Muhammad (SAW) 45 minutes
6. Kawaid Allogah - Grammar for Arabik Language & Composition 45 minutes
7. Fiqhi - Spiritual Worship 1 hour
8. Serah - History 1 hour
9. Qur’an - Holy Qur’an Study 1 hour

Based on the curriculum and design of the Madrasah weekend classes in Davao City, Philippines the subjects are limited only for 1-2 hours for 2 days in a week therefore teaching learning process in these days should be productive. Students should learn something new from the topic on values, Islamic belief, Arabic language and the good deeds of the Prophet Muhammad (SAW).

j. Qualifications of Supervisor, Cluster Head and Ustadz

According to the record of the Comprehensive office Supervisor must have 2 years supervising experience, graduate in highest level of Arabic course study, has undergone leadership and management training and at least 10 years experience in Arabic teaching. Since they will be monitoring on the performance of the teachers in the teaching process they should posses the qualifications above. Both cluster head and ustadz must be a graduate of Arabic course and at least 2 years of relevant experience in Arabic Teaching.86

86 Ibid., 9.