CHAPTER IV

FINDINGS, INTERPRETATION AND ANALYSIS OF THE DATA

This chapter is focusing to present the findings and discussions in the study. It explains the discourse of the development and nature of Madrasah education in Tawi-Tawi, Philippines. It is specifically includes the results and the interpretation of the data that determine the nature of the implementation of Madrasah and the factors affecting its development. As such, it also highlights the instructional techniques, availability of facilities, capability of Guru, and to gauge the contribution of madrasah education system.

The development and nature of Madrasah implementation in Tawi-Tawi, Philippines. Madrasah is an educational institution offering instruction in Islamic subjects including, but not limited to, the Qurʾan, the sayings (hadith) of the Prophet Muhammad (PBUH), jurisprudence (fiqh), and law. Historically, madrasas were distinguished as institutions of higher studies and existed in contrast to more rudimentary schools called kuttab that taught only the Qurʾan. Recently, “madrasa” has been used as a catch all by many Western observers to denote any school — primary, secondary, or advanced — that promotes an Islamic-based curriculum.

It is commonly known that the implementation of Madrasah education in Tawi-Tawi, Philippines had been done through the support coming from the indigenous people. The madrasah education system operated on the principles of volunteerism. It is usually manage by an organization or family who sincerely willing to provide Islamic education.
if only to discharge the responsibility and disseminate the message of the Qur’an and hadith of Prophet Muhammad (May the blessings and peace of Allah be upon him). Madrasah education system operates independently and may not be registered at the Department of Education (DepEd). The education system lacks uniformity of standardized curriculum and scarcity of effective supervision, effective teachers, books and references, school buildings, and other needed materials.

In spite of some problems and flaws existing to the recent days, the madrasah education continues to thrive to realize that every Muslim child may receive an Islamic education. Profit is not the main motive in the operation of madrasah education in Tawi-Tawi, Philippines, there is no compulsory payment of fees. Parents may pay on voluntary basis depending on what they can afford. Teachers are rendering voluntary services and receiving minimum salary. Madrasah education operates without source of budget and other needed materials, however, the affortioned shortages and problems could never hampered the operation of madrasah education in Tawi-Tawi, Philippines.

The result on the extent of the nature of Madrasah implementation in terms teaching Islamic education and disciplining students as perceived by the respondents shows the level of effectiveness of Madrasah teachers in which the informants perceived that teachers exhibit caring relationships with students, maintains harmony in the classroom and relates well with the students that shows a high description weight. This means that the efficacies of its implementation are observable on the behavior of the students. This is the main factor wherein students
participate in the class activity because they believe that their teachers are approachable and can able to enhance their skills intellectually, spiritually and morally. Furthermore, many of the students were able to read the Qur’an and understand and even put into practice in the sense that able to perform Islamic obligations such as prayer five times a day and fasting during the month of Ramadhan as well as optional fasting and etc. The teachers use question for critical thinking and states the questions clearly and allows students to think critically and analytically which resulted fairly observed by the teachers with a low description. Critical questions must be used in the teaching learning process because this will help the student’s in the development of their skills in terms of communication and in solving analytical questions. This will also ensure the effectiveness of the classroom learning process. Institutions of higher learning across the nation are responding to political, economic, social and technological pressures to be more responsive to students’ needs and more concerned about how well students are prepared to assume future societal roles. Faculty members are already feeling the pressure to lecture less, to make learning environments more interactive, to integrate technology into the learning experience, and to use collaborative learning strategies when appropriate.

Used in conjunction with active learning teaching strategies, the traditional lecture can be an effective way to achieve instructional goals. The advantages of the lecture approach are that, it provides a way to communicate a large amount of information to many listeners maximizes instructor control and is non-threatening to students. The disadvantages
are that lecturing minimizes feedback from students, assumes an unrealistic level of student understanding and comprehension, and often disengages students from the learning process causing information to be quickly forgotten.

The result on the extent of the implementation of madrasah education program in disciplining the students as perceived by the administrators in terms of management information system was high. On the item of maintaining to hold learners’ interest, inspecting instructional activities such as class observation and teaching demonstration, participation in the organizational planning to attain the academic year plan and program, implementing management rules, standard and procedures and inspecting management skills and competence of the madaris management and teachers obtained.

The result on the extent of implementation of madrasah education as perceived by the administrators in terms of instructional techniques showed that the average description of items was moderate. It utilizes learning strategies, approaches and teaching styles to develop high thinking skills and providing adequate skills/exercises to supplement the lesson taught by using appropriate varied activities to meet individual differences and needs were moderate in description. In this item applying more role learning and less emphasis on mental processes instruction and selecting appropriate methods and techniques of teaching got moderate.

The result on the extent of implementation of madrasah education as perceived by the school administrators in terms of infrastructure and
facilities showed that the average description was low. Providing adequate facilities like chairs, chalkboards, tables, faculty rooms for the asatiz and Musallah (prayer room) for the teachers and students at the madrasah centers obtained the description of very low. Providing audio visual room for Islamic values purposes got a media and computers for the production of instructional materials obtained a description of very low.

The extent result on the implementation of madrasah education as perceived by the administrators and teachers in terms of budget allocation obtained the average description is very low. There is no budget allocated for the traditional madrasah in Tawi-Tawi, Philippines. The madrasah education in Tawi-Tawi operated on the principle of volunteerism and largely dependent on the donations coming from the pious Muslims and religious young natives who are especially working abroad particularly in the Arab or Muslim countries. The money collected and donated usually utilize for the needed materials during graduation exercises and thy remnants will be divided equally and be given to the guru as their allowance throughout the school year. Madrasah has been an important institution in the area that provide Islamic education and aimed at educating the Muslim children in order to understand basically their religion and to know their Islamic obligations.

The result on the implementation of madrasah education as perceived by the administrators in terms of curriculum is very poor. The madrasah education system in Tawi-Tawi, Philippines has no standard curriculum to observe that is why the masrasah education system is still applying the tradition system of education and does not follow the national
Accordingly, although the system of education falls under traditional type but there are observable effectiveness of their teaching from among students. They were able to read Noble Qur’an and understand some texts of its verse and understand their religious obligations and most of all, students were influenced by their spiritual values and aware of the ethical values of Islam.

The result on the study of the development of madrasah education showed in the implementation of principles and methods of teaching employed by the guru or teachers as perceived by the administrators is moderate. The guru are mostly do not applying any authentic principles and methods of teaching but rather they are teaching according to their level of understanding on the process of delivering the topics for the day. Some were just getting knowledge and skills from their fellow guru who had background and skills in the principles of teaching and strategies. However, despite of the lack of the skills in some cases there were effectiveness of their efforts in teaching as apparent in the performance of the students which they were able to grasp the lessons being taught.

**Availability of the Facilities**

Facilities are one of the main problems of the Madrasah educational system in Tawi-Tawi since at the very beginning of its establishment and even to the recent days. As I have observed personally that lacking of facilities had a huge impact on the learning conditions of every learner in the class. Facility contributes an important role to the learning capabilities
of the students and visibly affect their learning outcome, as a result most of them do not meet the objectives of the day. Physical environment affected their teaching the most, and these teachers pointed to the availability and quality of classroom equipment and furnishings, as well as ambient features such as climate control and acoustics as the most important environmental factors. In particular, the teachers emphasized that the ability to control classroom temperature is crucial to the effective performance of both students and teachers.

Obviously observable that Islamic schools or Traditional Madrasah in Tawi-Tawi continuously using decaying school buildings. Teachers are holding classes in a decaying school buildings in which that plagued students. Studies have shown that many school systems, particularly those in urban and high-poverty areas, are plagued by decaying buildings that threaten the health, safety, and learning opportunities of students. Good facilities appear to be an important precondition for student learning, provided that other conditions are present that support a strong academic program in the school. A growing body of research has linked student achievement and behavior to the physical building conditions and over crowding.


Teachers play an integral role in the teaching-learning process. So teachers should be aware of how their performance is perceived within the school and be offered lots of opportunities and training to improve Signs of poor teaching might be concerns raised at performance reviews, an
increased level of parental complaints and declining results. He identified three reasons why teachers fail. Sometimes it is to do with outside circumstances, sometimes it is to with teachers who struggle to cope in challenging schools, he believes.

In both of these cases he believes a good head can offer training and support to help a teacher become more effective.

However, he says: "Some have been poor for a long period and for these teachers, change is often not always while a teacher is "in capability" he or she will be under considerable scrutiny with lessons observed, meetings with the head teacher and training sessions.

Sometimes teachers bring in their unions for support and advice at these meetings. Possible."

Signs of poor teaching might be concerns raised at performance reviews, an increased level of parental complaints and declining results. It is therefore important that all teachers possess the appropriate skills, knowledge, competence and aptitude to undertake their roles effectively.

In some circumstances, individual teachers will experience difficulties for a range of reasons and may not perform their job effectively. Foundational Knowledge plus high-quality teacher induction that includes 2-years of mentoring by talented experienced teachers guided by a Formative Assessment and Support (FAS) system results in new teachers who demonstrate the skills and traits of great teachers and of
future teacher leaders; the seven core capabilities and three dispositions of highly effective teachers.

7  CORE CAPABILITIES:

1. ESTABLISHES and maintains a culture of safety, respect and rapport

2. KNOWS: Knows how to make content accessible to all learners

3. PLANS: Plans standards based instruction and formative assessments for transfer and independence

4. DIFFERENTIATES: Uses a variety of instructional strategies to meet different student needs, develop student competencies and achieve instructional purposes

5. CHALLENGES: Engages and challenges and deepens conceptual understanding through critical thinking, complex problem solving, academic discussions and student reflection

6. ANALYZES: Analyzes student performance to determine the impact of instruction on student learning, provide feedback, and plan instructional next steps

7. COLLABORATES: Collaborates with colleagues, resource personnel and families to support student learning

3 DISPOSITIONS OF HIGHLY EFFECTIVE TEACHERS:

1. CURIOSITY: Teachers ask questions, inquire, and experiment in an effort to reach every student. They are willing to take risks and try out new ideas or strategies if they think it will help their students.

2. PERSISTENCE: Teachers hold high expectations and believe that all students can learn. They persevere in solving complex issues of practice, care deeply, and are committed to their students.
3. REFLECTION: Teachers are open to feedback from colleagues, students, and families, seek opportunities to grow professionally, and take responsibility for their students' learning.

B. The Contribution of Madrasah Education in Tawi-Tawi, Philippines.

The Madrassah Education in Tawi-Tawi, Philippines has contributed a lot to the people in the community as such, it has transformed many leaders in the field of education as god-fearing individuals, religious (scholars), statesman and even propagators of good things, so it cannot be denied the role and contributions of Madrasah education to the character with establishment of the nation. Children are precious gifts from Allah (SWT) and parents have been given the responsibility by attending Madrasa on a regular basis, children are taught how to read the Holy Qur'an at an early age so that they develop love for it when they are older. Such children also receive the basic guidance to be a good Muslim. This includes the basics of cleanliness, good morals, good manners and basic knowledge relating to beliefs to make sure that they are educated according to Islam.

If the parents of a child bring him up in righteousness, he will live happily in this world and the next and the parents will be rewarded by Allah for their good deed. But, if the parents neglect the child's upbringing and education, he will lead a life of unhappiness in both worlds and the parents will be punished by Allah (SWT) for their neglect.
In the contemporary context, encountered symptoms of moral decline that are really worrying or disquieted, such as loss of respect, dignity, giving importance to others, and rather fight each other which not only affects most societies but also among the learners, as a generation, have tarnished the credibility of the education, it was the madrasah education that enlightened the mind of the people and prevented the deterioration of mankind in general and has also contributed greatly to progress of Islam.

The Madrasah has always played a pivotal role in developing the children of the Ummah in Tawi-Tawi. By and large it is at the Madrasah that the Muslim children are equipped with all the basics knowledge of Deen (religion), the fundamentals that enable them to live and practice as a true Mu’min (believer).

In many communities where no Madrasah education was provided, children grew up without any knowledge of even the fundamentals of Islam. They could not fulfil any of the tenets of deen (religion) nor did they have the correct “aqaaid” (beliefs). The importance of the Madrasah Education (primary Madrasah) can never be over emphasized. If the Ulama (Mulim scholars) do not pay attention to this important branch of elementary education, it could result in the retrogression of the Ummah. Deen/Religion will gradually leave the Ummah and in a few generations the only thing that may be left of Islaam will be the Muslim names as is evident in some countries and indeed in some areas.
C. Discussion of Findings

When we try to scrutinize the data of the study, different results and findings showed on the level of the effectiveness of teachers in the teaching field is fair. Hence most of the guru were college graduates in secular education but completed elementary level only in madrasah in which serve as a factor to determine and evaluate the teaching capabilities and skills of the guru as well as on the item of maintaining of administration management and to hold learners’ interest in the demonstration of the teaching learning process and the participation of the organizational planning. The scale of the infrastructure and facilities which shows an average description which is very low. Basically there are several needs on the teaching facilities in madrasah if only to come up with the needs of society and time, the budget allocation and finance obtained an average description which is very low or poor. There is none such as appropriation and allocation for madrasah as deprived from the benifits by the constitution. As in the Philippine constitution stated that there is a separation of church and state in which prohibits the state from interfering in church matters or any religious institutions and prohibits the state from having state religion and in 1987 Philippine constitution art. VI section 29 states that “No public money or property shall be appropriated, applied, paid, or employed directly or indirectly, for the use, benifit, or support of any sect, church, denomination, sectarian institution, or system of religion. The capabilities of teachers or guru in teaching learning process which represent the over all equivalent of moderate, and the equivalent result shows on the contribution of madrasah education system
in imparting Islamic knowledge and skills the result shows that madrasah education system has instilled children and adults. Apparently muslim children and even adults were able to observe their Islamic obligations and being persuaded of the spiritual values as well as became aware of the ethics and morality in Islam.

Furthermore, that findings showed that madrasah education system represents that there are many things need to be done and provided to develop and sustain madrasah education in Tawi-Tawi, Philippines. In order to develop the Madrasah education system and to sustain it in order to meet the demand of the society and time, there should be a budget allocated for madrasah. The budget will encompass to intervene a lot needed materials and other teaching facilities in order for the madrasah education can match other educational institution in the country. Unfortunately the Traditional Madrasah in Tawi-Tawi operates on the principles of volunteerism and through donations coming from Muslim organization and other pious and young Muslims who are working abroad who are aiming that interested Muslim children may acquire Islamic knowledge and aware of their Islamic obligations as incumbent in the Noble Qur’an and teachings of the Prophet Muhammad (May Allah’s peace and blessings be upon him).

The findings really awaken those researchers and readers who wanted to study and research about the development and other related characteristics of madrasah in Tawi-Tawi, Philippines. Though the Madrasah education system in Tawi-Tawi had shaped and reformed many Muslim children which enable them to perform their routinary obligations.
and social responsibilities. And beside the Madrasah Education System has not only instilled the mindset of Muslim children in terms of Islamic Education but it also shaped their character traits. Made them aware of what to be expected as Muslim Ummah and live according to the norms of the community through the practice and teaching of prophet Muhammad [May Allah’s peace and blessings be upon him.