

INSTRUCTIONAL DESIGN FOR THE TEACHING OF ARABIC AT ELEMENTARY SCHOOLS IN CARAGA REGION, PHILIPPINES:

NATURALISTIC STUDY

THESIS

**Presented to
Educational Management Department
Graduate School of Muhammadiyah University of Surakarta
in Partial Fulfilment of the Requirements Prescribed
in Masters' Degree in Educational Management**



By

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**EDUCATIONAL MANAGEMENT DEPARTMENT
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MUHAMMADIYAH UNIVERSITY OF SURAKARTA
INDONESIA
2015**

APPROVAL OF THESIS FOR SUBMISSION
INSTRUCTIONAL DESIGN FOR THE TEACHING OF ARABIC AT
ELEMENTARY SCHOOLS IN CARAGA REGION, PHILIPPINES:
NATURALISTIC STUDY

submitted by

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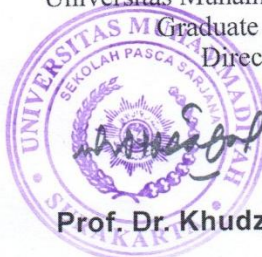
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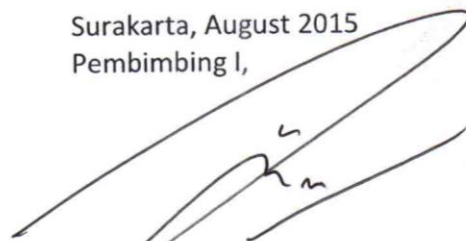
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MOTTO

أَطْلُبُوا الْعِلْمَ مِنَ الْمَهْدِ إِلَى اللَّحْدِ

MEANING IN ENGLISH LANGUAGE

“Seek knowledge from the cradle to the grave”

MEANING IN BAHASA INDONESIA

“Carilah ilmu dari buaian sampai ke liang kubur”

MEANING IN TAGALOG LANGUAGE

***“Mag-usisa ng kaalaman mula sa pagkakaduyan
hanggang sa pagkalibing”***

MEANING IN MARANAO DIALECT

***“Tontot ka sa ilmu ipoon ko kasasaluyuta reka taman sa
kikayukoten reka ko kubur ka”***

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to **the Director of Graduate School, Prof. Dr. Khudzaifah Dimyati, S.H. M.Hum.**

to **the Dean of Educational Management Department in Graduate School (Ketua Program Studi), Prof. Dr. Sutama, M.Pd.,** for his approval of this research title, for his untiring support and priceless inspiration;

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last but not the least, to **my beloved FAMILY** for their undying moral and financial support.

HAMDANIE ABEDIN PANGANDAG

DEDICATION

I lovingly dedicate the fruit of my humble work to the following:

to *the Ministry of Education of Indonesia;*

to *Muhammadiyah University of Surakarta; especially to the Dean of Educational Management Department in Graduate School (Ketua Program Studi), Prof. Dr. Sutama, M.Pd.*

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HAMDANIE ABEDIN PANGANDAG

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LIST OF ACRONYM

A.A.M.S.C.I.	:	Accrediting Association of Muslim Schools and Colleges, Inc.
A.L.I.V.E.	:	Arabic Language and Islamic Values Education
A.L.S.	:	Alternative Learning System
A.R.M.M.	:	Autonomous Region in Muslim Mindanao
A.R.M.M. R.G.	:	ARMM – Regional Governor
A.T.E.P.	:	Accelerated Teacher Education Program
B.D.A.	:	Bangsamoro Development Agency
B.E.A.M. – AusAID	:	Basic Education Assistance for Mindanao- Australian Agency for International Development
B.E.C.	:	Basic Education Curriculum

B.E.E.	:	Bureau of Elementary Education
B.E.Ed.	:	Bachelor of Science in Elementary Education
B.N.F.E.	:	Bureau of Non-formal Education
B.P.E.S.S.	:	Bureau of Physical Education and School Sports
B.S.E.	:	Bureau of Secondary Education
B.S.Ed.	:	Bachelor of Secondary Education
C.H.E.D.	:	Commission on Higher Education
D.A.Cs.	:	Division A.L.I.V.E. Coordinators
D.B.M.	:	Department of Budget and Management
D.E.C.S.	:	Department of Education, Culture and Sports
D.M.	:	Department of Education Memos
D.O.	:	Department of Education Order
D.O. W.F.P.	:	Division Office Work and Financial Plan
E.C.C.D.	:	Early Childhood Care and Development
E.D.P.I.T.A.F.	:	Educational Development Projects Implementing Task Force
E.O.	:	Executive Order
E.P.P.	:	Edukasyong Pantahanan at Pangkabuhayan
E.S.L.	:	English as a Second Language
F.A.M.E.	:	Found for Assistance to Muslim Educational
F.L.E.S.	:	Foreign Language in the Elementary Schools
G.R.P.	:	Government of Republic of the Philippines
H.K.S.	:	Heograpiya, Kasaysayan at Sibika
H.N.C.	:	Health and Nutrition Center
I.M.C.	:	Instructional Materials Council
I.M.C.S.	:	Instructional Materials Council Secretariat
I.S.D.	:	Instructional Systems Design

L.C.C.	:	Literacy Coordinating Council
L.E.a.P.	:	Language Enhancement and Pedagogy Training
L.E.T.	:	Licensure Examination for Teacher
L.O.I.	:	Letter of Instruction
M.I.L.F.	:	Moro Islamic Liberation Front
M.N.L.F.	:	Moro National Liberation Front
M.S.E.P.	:	Musika, Sining at Edukasyong Pangkabuhayan
N.E.A.P.	:	National Educators Academy of the Philippines
N.E.T.R.C.	:	National Education Testing and Research Center
N.S.T.I.C.	:	National Science Teaching Instrumentation Center
O.M.E.	:	Office of Madrasah Education
P.D.	:	Presidential Decree
P.M.E.	:	Project Madrasah Education
P.R.C.	:	Professional Regulation Commission
P.S.C.	:	Philippine Sports Commission
P.S.F.	:	Program Support Fund
P.T.O.	:	Permit to operate
Q.E.	:	Qualifying Examinations
R.A.	:	Republic Act
R.A.Cs.	:	Regional ALIVE Coordinators
R.B.E.C.	:	Revised Basic Education Curriculum
R.E.M.C.	:	Refined Elementary Madrasah Curriculum
R.O. W.F.P.	:	Regional Office Work and Financial Plan
R.S.M.C.	:	Refined Standard Madrasah Curriculum
S.D.Ss.	:	Schools Division/City Superintendents
S.K.	:	Sibika at Kultura

S.W.O.T.	:	Strength, Weakness, Opportunity and Threat
S.Y.	:	School Year
T.E.C.	:	Teacher Education Council
T.E.S.D.A.	:	Technical Education and Skills Development Authority
U.M.S.	:	Universitas Muhammadiyah Surakarta
W.I.C.S.	:	World Islamic Call Society

LIST OF ABBREVIATION

1. **Art. iii** : this means “article 3”. “Arts.” Is the plural of Articles.
2. **DepEd** : this means Department of Education
3. **e.g.** : is an abbreviation for the Latin words *exempli gratia*, which mean “for the sake of Example. It may also stand for “example given”.
4. **et al.** : this means “and others” (*et alii*)
5. **Fig. 1** : this means “Figure 1”. “Figs.” is use for figures.
6. **Ibid.** : the term *ibid.* is the abbreviation of the Latin term *ibidem* meaning “the same”. It is used in foot notes in order to avoid the repetition of the reference information immediately preceding. When referring to the same work and page it is used alone. To this abbreviation however, must be added the new page reference or the new volume number and page reference.
7. **i.e.** : is an abbreviation for the Latin words *id est*, which mean “that is”. It may also stand for “in essence”.

- 8. Loc. Cit.** : this is the abbreviation of the Latin term *loco citato*, meaning “the place cited”. It is used when a second but non – consecutive reference is made to the exact material previously cited with the same page and volume but with intervening entries.
- 9. Op. Cit.** : this is the abbreviation of the latin term *Opera Citato*, meaning “the work cited”. This is used where a footnote reference has been completely given previously and others follow closely but with some intervening citations. The author’s family name only must be given first to identify the “work cited” followed by a comma and then by the page or pages as the case may be.
- 10. p. 6** : this means “page 6.”, “pp.” stands for pages.
- 11. pp. 10 – 15** : this means “pages 10 to 15 inclusive”.
- 12. pp. 7 f.** : this means “page 7 and the following page.” This is also written “pp. 7 et seq.”
- 13. s2011** : this means series of 2011

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Abstract

Arabic language considered as one of the necessities and top priorities of a young Muslims to learn. This research seeks to discover and to explore the ethnographic study on Instructional Design for the teaching of Arabic at Elementary Schools in CARAGA Region, Philippines. More specifically, this research seeks to answer the following questions, namely: 1. what are the goals of instructions in teaching Arabic at Elementary Schools in CARAGA Region, Philippines?; 2. what are the instructional strategies used in teaching Arabic at Elementary Schools in CARAGA Region, Philippines?; 3. what are the instructional materials used in teaching Arabic at Elementary Schools in CARAGA Region, Philippines? and 4. how does teaching Arabic evaluated at Elementary Schools in CARAGA Region, Philippines? This study aimed to define the end goal of instruction in teaching Arabic; to find out the instructional strategies used in teaching Arabic; to determine the instructional materials used in teaching Arabic and to maximize the effectiveness, efficiency and appeal of instruction used in teaching Arabic at Elementary Schools in CARAGA Region, Philippines.

Based on the obtained information, the data were analyzed. It was found that the Instructional end goal of teaching Arabic Language at Elementary School concerned with developing competence in the listening, speaking, reading and writing skills of the Muslim Learners. In addition, Asatidz in Arabic Language may use any teaching strategies as long as they are appropriate for the content of the lesson, and they accomplish the purposes set for the strategies. There is no specific order or unified law on Instructional Strategies in the Philippine Education prescribing or limiting the Asatidz to use in teaching Arabic Language. Moreover, the types of instructional materials used in teaching Arabic Language in Elementary School were teacher's designed instructional materials and commercial text book. The Madrasah

Textbooks were donated by UNICEF and World Islamic Call Society (WICS), a Libyan-based International Organization. Finally, there are daily, monthly and yearly assessment and evaluation of teaching Arabic Language at Elementary School in CARAGA Region, Philippines.

Keywords: Ethnographic Study, Instructional Design, and Teaching Arabic Language.

OUTLINE OF CHAPTERS

CHAPTER I ***INTRODUCTION***

This chapter confers the background of the study, statement of the problem, research questions, objectives of the study, significance of the study – practically and theoretically and the conceptual framework of the study.

CHAPTER II ***REVIEW OF RELATED LITERATURE AND RELATED STUDIES***

This chapter presents the review of related literature and review of related studies from different studies conducted both local and international, reviews of readings gathered from books, unpublished thesis, journals, on-line sources, government documents, and other vital sources which have some bearings on the present study. They provided ideas and insights relating to the said study. They are presented and reviewed in this chapter with the hope that the reader may have sense of the concepts that surrounded this study.

CHAPTER III ***RESEARCH METHODOLOGY***

This chapter elucidates the methodology as well as the research processes that were utilized in the study. These specifically contain of research design, location of the research, data collection instruments, data analysis technique, validity of data, data and data source.

Chapter IV***Findings and Discussions***

This chapter explains the findings and discussions in this study. This specifically includes historical perspective on the Philippine educational system, the department of education, the educational process in the Philippines, today's education system curriculum of the Philippines, the structure of Philippine educational system, kinds of school in the Philippines and madrasah education.

Chapter V***Conclusions, Suggestions and Recommendation***

This chapter includes conclusions, suggestions and recommendations to this study