

# School Heads' Leadership Interventions in Support of Madrasah Education Program in Camarines Norte

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*Abstract - This study aimed to explore the leadership interventions of school heads in supporting Madrasah Education in Camarines Norte. It focused on assessing the implementation of Madrasah Education in terms of curriculum systems, support for Muslim learners, socially-oriented programs, and stakeholder engagement. It also looked at leadership interventions such as training programs, professional support for teachers, and collaborative innovations. The study further examined the relationship between leadership interventions and the implementation of Madrasah Education and identified challenges faced by school heads. Results showed that Madrasah Education was highly implemented in terms of curriculum, learner support, socially-oriented programs, and collaboration with stakeholders. Leadership interventions, including training programs, professional support, and instructional leadership, were also effectively implemented. There were significant correlations between leadership interventions and Madrasah Education implementation. The main challenges identified were the need for teacher training in pedagogies and managing multigrade classrooms. An innovation proposal was developed to address these challenges by enhancing training and leadership support and providing appropriate textbooks. The study concluded that Madrasah Education in Camarines Norte is stable and supported by strong leadership. Recommendations include promoting partnerships between Madrasah and mainstream schools, fostering collaboration, and offering more professional development programs for teachers. This study highlights the importance of addressing teacher training and classroom management to improve Madrasah Education.*

*Indexed Terms- Madrasah education, school heads, curriculum system, intellectual and educational support, socially oriented programs, collaborative programs and stakeholders'*

*engagement, leadership interventions, alive coordinators, professional support for teachers, and instructional leadership*

## I. INTRODUCTION

Education embraces the diversity of learners, recognizing differences in gender, physical attributes, ethnicity, socio-economic status, and religion (Sarchami, 2020). Madrasah, a term referring to religious schools, has a long history, originating in regions like Baghdad and Fez, and focuses on teaching Islamic values, the Qur'an, Hadith, and Fiqh (Moul, 2008). Madrasah education is supported by the Philippine government through legal frameworks such as the 1987 Philippine Constitution, Republic Act 10533, and Presidential Decree 1083, which recognize the unique needs of Muslim learners. Madrasah education aims to offer relevant educational opportunities that honor Muslim cultural contexts, focusing on subjects like Arabic and Islamic values. Established through the 1996 Peace Agreement with the Moro National Liberation Front, the Madrasah Educational Program (MEP) serves to integrate Islamic education within the mainstream education system. Despite the progress, Madrasah education in SDO Camarines Norte faces challenges, including a shortage of qualified teachers, inadequate training, limited resources, and mismatched teacher qualifications. Additionally, issues like lack of infrastructure, financial constraints, and cultural differences further hinder effective implementation. Teachers and school heads also report difficulties in engaging Muslim parents and securing community support.

These challenges align with findings from previous studies, which identified gaps in teacher competencies and the need for clearer support systems (Solaiman, 2021; Marasigan, 2022). Motivated by these issues, this study aims to explore the leadership interventions of school heads and

stakeholders in supporting Madrasah education in Camarines Norte. The study seeks to identify problems and propose solutions to strengthen Madrasah education and improve support systems for Muslim learners.

II. METHODOLOGY

The study used a quantitative, descriptive-correlational design to explore the implementation of Madrasah Education in Camarines Norte. It focused on describing the level of implementation, leadership interventions, and challenges in Madrasah schools. The correlational method measured the relationship between implementation levels, leadership interventions, and challenges using Pearson correlation.

The study was conducted in six public elementary schools implementing the Madrasah Education Program in Camarines Norte. The target population included school heads, Asatidz (teachers), ALIVE Coordinators, SPTA officers, Public Schools District Supervisors, and the Division ALIVE Coordinator. Total enumeration was used, meaning all members of these groups were included. A total of 56 respondents were selected to provide a comprehensive perspective. Data was collected using a survey questionnaire adapted from DepEd Order No. 41, s. 2017. The survey included indicators on the level of Madrasah education implementation, support for Muslim learners, socially-oriented programs, and stakeholder engagement. Respondents rated the level of implementation in their schools.

III. RESULTS AND DISCUSSIONS

Level of Implementation of Madrasah Education in Implementing Schools of Camarines Norte. The level of implementation was analyzed along the contexts of curriculum systems, intellectual and emotional support to Muslim learners, socially oriented programs, collaborative programs and stakeholders' engagement.

*Curriculum Systems.* The implementation of the Madrasah curriculum along curriculum system. The top indicator was the integration of Arabic Language, which scored the highest mean of 3.53, interpreted as highly implemented. This reflects the curriculum's strong connection to religious

relevance, cultural heritage, and literacy development, with Arabic being essential for understanding Islamic texts. Next, the curriculum's coverage of relevant competencies for Muslim learners scored 3.51, also highly implemented. This shows the Madrasah curriculum's focus on holistic development, promoting not only academic skills but also moral, ethical, and social values. However, the curriculum's coverage of socio-emotional and values development scored the lowest at 3.21, interpreted as sufficiently implemented. While it addresses personal and social development, there is room for improvement in this area. Overall, Madrasah education was found to be highly implemented in terms of curriculum systems, with a mean score of 3.39. This supports the view that the curriculum's cultural relevance and focus on holistic development are key to its success. These findings align with Sarao (2023), who noted the lack of education for Filipino Muslims that is anchored in their cultural, traditional, and religious values, and Abdul et al. (2020), who emphasized the Madrasah curriculum's role in promoting holistic development by integrating moral, ethical, and academic learning.

Table 1  
Level of Implementation of Madrasah Education along Curriculum System

Indicators	Weighted mean	Verbal Interpretation
1. The Madrasah curriculum in our school covers curriculum standards and competencies aligned with the Kindergarten curriculum implemented in all public schools.	3.38	Hi
2. The Madrasah curriculum in our school covers all relevant competencies that Muslim learners need to support their development.	3.51	Hi
3. The Madrasah curriculum in our school integrates Islamic values in the Kindergarten curriculum and succeeding grades.	3.36	Hi
4. The Madrasah curriculum in our school incorporates Arabic language with domains that cover language, literacy and communication.	3.53	Hi
5. The Madrasah curriculum in our school covers curriculum competencies on socio-emotional development and values development.	3.21	Si
6. The Madrasah curriculum in our school covers curriculum competencies on physical health and motor development and mathematics.	3.34	Hi
Overall Weighted Mean	3.39	Hi
Rating Scale	Descriptive Interpretation	
3.25 – 4.00	Highly Implemented (Hi)	
2.50 – 3.24	Sufficiently Implemented (Si)	
1.75 – 2.49	Partially Implemented (Pi)	
1.00 – 1.74	Not Implemented (Ni)	

*Intellectual and Educational Support to Muslim Learners.* The implementation level of Madrasah in terms of intellectual and emotional support to learners. The highest score of 3.60 was for the response that Madrasah education teaches learners about the physical and natural environment, showing strong implementation. This highlights the inclusion of environmental awareness and stewardship in the curriculum, reflecting Islamic teachings that encourage responsibility towards the environment. Next, the response that the curriculum promotes diverse learning activities to support intellectual development scored 3.42, indicating high implementation. This shows that the Madrasah

curriculum caters to diverse learning styles, fosters critical thinking, and supports lifelong learning beyond the school environment. The lowest score of 3.00 was for the response about providing relevant educational opportunities while considering cultural contexts. This suggests that while educational programs are culturally relevant, there is room for further improvement in aligning them with learners' cultural backgrounds. Overall, Madrasah education scored 3.33 for emotional and social support, demonstrating strong implementation. The curriculum supports the emotional and social development of learners through mentoring, community support, and conflict resolution. These findings are consistent with Maryati et al. (2023), who emphasized that socio-emotional support in Madrasah fosters a sense of belonging and community for the learners.

Table 2  
Level of Implementation of Madrasah Education along Intellectual and Educational Support to Muslim Learners

Indicators	Weighted Mean	Verbal Interpretation
1. The Madrasah education in our school teaches learners with domains related to understanding the physical and natural environment.	3.50	HI
2. The Madrasah education in our school provides Muslim learners with appropriate and relevant educational and intellectual opportunities while recognizing their unique cultural contexts.	3.00	SI
3. The Madrasah curriculum in our school pursues the use of relevant, culture-responsive and developmentally appropriate teaching-learning resources to support the educational and intellectual development of the learners.	3.34	HI
4. The Madrasah curriculum in our school promotes diverse learning activities designed to support the development of the Muslim learners along educational and intellectual domains.	3.42	HI
5. The Madrasah curriculum in our school upholds the intellectual and educational development of learners by integrating contents and competencies that are relevant and of interest to the learners.	3.30	HI
6. The Madrasah education in our school supports the intellectual and educational growth of the learners by utilizing relevant assessment tools that holistically measure the learners' current and developing competencies.	3.30	HI
Overall Weighted Mean		3.33 HI

Rating Scale: 3.25 – 4.00 - Highly implemented (HI) +  
 2.50 – 3.24 - Sufficiently implemented (SI)  
 1.75 – 2.49 - Partially implemented (PI)  
 1.00 – 1.74 - Not implemented (NI)

*Socially Oriented Programs.* The results showed that the highest weighted mean of 3.74, indicating strong implementation, was for the response that Madrasah education covers holistic social models for character education and social development. This reflects the integration of Islamic values in the curriculum and extracurricular programs, promoting values like respect, honesty, and social justice. The second highest score was 3.57, for the claim that Madrasah education supports social development through programs on values, character, and positive attitudes. This indicates that the curriculum effectively incorporates lessons from religious texts, community service, and character-building activities. The lowest score of 3.23 was for the claim that Madrasah facilitates social events to encourage collaboration among learners and stakeholders. While social collaboration is sufficiently

implemented, there is room for improvement in this area, particularly in engaging learners through social events and activities like group studies and community projects. Overall, Madrasah education scored 3.50 for socially oriented programs, demonstrating strong implementation of community engagement and collaboration initiatives. These findings align with Marasigan (2020), which highlighted that socially oriented programs in Madrasah education foster holistically supported, socially conscious learners who actively contribute to their communities.

Table 3  
Level of Implementation of Madrasah Education along Socially Oriented Programs

Indicators	Weighted Mean	Verbal Interpretation
1. The Madrasah education in our school covers holistic social models for character education and social development of Muslim learners.	3.74	HI
2. Social values are taught in every activity under the Madrasah education.	3.42	HI
3. Social development of Muslim learners is supported by programs on values and character development and positive attitude in social life and activities.	3.57	HI
4. The Madrasah education in our school nurtures instilled social values among Muslim learners in terms of religious values, independence, and responsibility.	3.55	HI
5. The Madrasah education in our school facilitates social events, affairs and programs that expose Muslim learners to social collaboration and harmonious practices of school and its stakeholders.	3.23	SI
Overall Weighted Mean		3.50 HI

Rating Scale: 3.25 – 4.00 - Highly implemented (HI)  
 2.50 – 3.24 - Sufficiently implemented (SI)  
 1.75 – 2.49 - Partially implemented (PI)  
 1.00 – 1.74 - Not implemented (NI)

*Collaborative Programs and Stakeholders' Engagement.* The study's findings on the implementation level of Madrasah in terms of collaborative programs and stakeholders' engagement showed that the highest weighted mean of 3.92, indicating high implementation, was for the response that parents, and stakeholders are actively involved in activities like clean-up drives, tree planting, and environmental advocacy. This reflects the role of parents and stakeholders in contributing to the holistic approach of Madrasah education, promoting moral, ethical, and social values. The second leading response, with a weighted mean of 3.85, highlighted that school heads and teachers facilitate home visitations to strengthen the school-home partnership. This practice allows educators to better understand the home environment of Madrasah learners and tailor support systems to meet their needs. It also promotes increased parental involvement in their child's education. The lowest weighted mean of 3.15, interpreted as sufficiently implemented, was for the response about updating parents on recent developments in Madrasah education. While home visitations are used to inform parents about their child's progress, there is room for improvement in regular communication about curriculum changes, new programs, and school

policies. Overall, collaborative programs and stakeholder engagement had an overall weighted mean of 3.48, indicating strong implementation. This is attributed to practices like inter-Madrasah events, collaboration with NGOs for professional development, and community engagement programs. These findings align with Subaidi et al. (2023), who also emphasized the sustained collaborative programs in Madrasah due to its cultural and religious significance to the learners.

Table 4  
Level of Implementation of Madrasah Education along Collaborative Programs and Stakeholders' Engagement

Indicators	Weighted Mean	Verbal Interpretation
1. School heads, teachers and learners consistently encourage stakeholders' involvement in conferences, meetings and assemblies centered on supporting Madrasah education.	3.21	SI
2. School Heads and teachers facilitate home visitation for parents and learner-beneficiaries of Madrasah.	3.85	HI
3. The school heads and teachers regularly update the parents on the recent developments of Madrasah education.	3.15	SI
4. The parents and stakeholders are welcomed to render voluntary services in clean up drive, tree planting and environmental advocates of Madrasah.	3.92	HI
<b>Overall Weighted Mean</b>	<b>3.48</b>	<b>HI</b>
<i>Rating Scale:</i>	<i>Descriptive Interpretation:</i>	
3.25 – 4.00	Highly Implemented (HI)	
2.50 – 3.24	Sufficiently Implemented (SI)	
1.75 – 2.49	Partially Implemented (PI)	
1.00 – 1.74	Not Implemented (NI)	

Leadership Interventions Implemented by the School Heads in Support of Madrasah Education. To profoundly understand the aspects that define the status of Madrasah education in SDO Camarines Norte, this study also determined and analyzed the level of leadership interventions provided by the school heads to support and sustain this program.

*Training Programs.* The study on leadership interventions in Madrasah education revealed that the highest weighted mean of 3.68, interpreted as highly implemented, was for the response that Madrasah teachers are encouraged to participate in various school-based training. This indicates that teachers are motivated to enhance their knowledge and pedagogical competencies to address modern-day teaching challenges and meet learners' needs. The second leading response, with a weighted mean of 3.53, focused on the allocation of slots for qualified teachers to attend national training. This highlights the importance of such training in improving educational standards and exposing teachers to best practices and innovations in education through collaboration with experts and peers. The lowest weighted mean of 3.47, although still highly implemented, was for the motivation of teachers to join district-based training in ALIVE and Madrasah education. This suggests that while district training opportunities are available, there may be room for improvement in their implementation. Overall, the leadership

interventions related to training programs in Madrasah education had a weighted mean of 3.54, indicating strong implementation. These training initiatives primarily focus on enhancing pedagogical competencies, subject matter expertise, and classroom management. These findings align with Sali (2022), who emphasized the importance of ethical teaching, technological integration, and professional development in Madrasah teacher training programs.

Table 5  
Leadership Interventions Implemented by the School Heads in terms of Training Programs

Indicators	Weighted Mean	Verbal Interpretation
1. The Madrasah teachers are encouraged to participate in variety of school-based training in Madrasah education.	3.68	HI
2. The Madrasah teachers are welcomed and motivated to join district-based training in ALIVE and Madrasah education.	3.47	HI
3. The teachers are given equal opportunities to take active part in division training in ALIVE and Madrasah.	3.49	HI
4. Qualified and competent teachers are given slots in national training.	3.53	HI
<b>Overall Weighted Mean</b>	<b>3.54</b>	<b>HI</b>
<i>Rating Scale:</i>	<i>Descriptive Interpretation:</i>	
3.25 – 4.00	Highly Implemented (HI)	
2.50 – 3.24	Sufficiently Implemented (SI)	
1.75 – 2.49	Partially Implemented (PI)	
1.00 – 1.74	Not Implemented (NI)	

*Professional Support to Teachers.* The study on leadership interventions for Madrasah education in terms of professional support to teachers revealed that the highest weighted mean of 3.55, interpreted as highly implemented, was for the training provided to Asatidz (Madrasah teachers) on Arabic language and related strategies. This implies that the training focuses on enhancing proficiency and mastery in Arabic, interactive pedagogies, and the use of modern digital tools to support Arabic teaching. The second leading response, with a weighted mean of 3.43, indicated that school heads organize training on Islamic values and education. This training helps Asatidz improve their professional skills through workshops on Islamic values, Islamic teaching methodologies, and personalized guidance in their educational practice. The lowest weighted mean of 3.23, still interpreted as sufficiently implemented, was for professional training on language enhancement pedagogy. It suggests that although some training in language teaching strategies is provided, there may be room for improvement in this area. Overall, the leadership interventions related to professional support for Madrasah teachers had an overall weighted mean of 3.37, indicating high implementation. This is attributed to a combination of leadership, guidance, mentoring, and resource provision, including in-service training programs on updated pedagogies, curriculum management, and continuous learning opportunities. These findings are corroborated by Khoirudin and

Muhammad (2023), who also found that Madrasah teachers receive significant professional support from school heads, including curriculum review and management assistance, one-on-one mentoring, and individualized guidance.

Table 6  
Leadership Interventions Implemented by the School Heads in terms of Professional Support to Teachers

Indicators	Weighted Mean	Verbal Interpretation
1. The Asatidz receive training on Arabic language and its related strategies.	3.55	HI
2. The school heads organize training for Asatidz on Islamic values and education and its related best practices.	3.43	HI
3. The Asatidz receive professional training on developmentally appropriate learning resource materials in Madrasah.	3.26	HI
4. The Asatidz receive professional training on language enhancement pedagogy.	3.23	SI
5. The Asatidz are provided with professional training on classroom assessment tools across learning areas.	3.38	HI
<b>Overall Weighted Mean</b>	<b>3.37</b>	<b>HI</b>

Rating Scale: Descriptive Interpretation  
 3.25 - 4.00 - Highly Implemented (HI)  
 2.50 - 3.24 - Sufficiently Implemented (SI)  
 1.75 - 2.49 - Partially Implemented (PI)  
 1.00 - 1.74 - Not Implemented (NI)

*Collaborative Innovation.* The findings indicated that the highest weighted mean of 3.49, interpreted as highly implemented, was for Madrasah teachers being given equal opportunities to pursue community-based projects and innovations. These programs include environmental protection, health and wellness initiatives, basic literacy workshops for community members, and agricultural projects, among others. Madrasah teachers also participate in youth development, conflict resolution initiatives, and school-community relations programs. The lowest weighted mean of 3.28, still interpreted as highly implemented, was for the support given to teachers in engaging in collaborative research and higher-level advocacy campaigns for education. This implies that while research-based engagement is encouraged, particularly through action research programs focused on Islamic education, there are still areas for further enhancement in terms of teacher support for research initiatives. Additionally, advocacy programs such as those related to public accountability, culturally sensitive education, and outreach initiatives for communities are also highly supported through training and workshops. The findings also show that school heads support Madrasah teachers by creating forums for knowledge-sharing, fostering collaborative curriculum development, and promoting interdisciplinary projects. These efforts align with the study by Revista (2023), which found that the high implementation of collaborative innovations in the locale is attributed to the organization of interdisciplinary projects, allowing Madrasah teachers to collaborate and create integrated learning opportunities for their students.

Table 7  
Leadership Interventions Implemented by the School Heads in terms of Collaborative Innovations

Indicators	Weighted Mean	Verbal Interpretation
1. The Madrasah teachers are encouraged and supported in their engagement in collaborative research.	3.28	HI
2. The Madrasah teachers are backed-up and guided in implementing school-based educational projects.	3.34	HI
3. The Madrasah teachers receive recognition for their achievements in the discovery and development of new and innovative teaching strategies and pedagogy.	3.38	HI
4. The Madrasah teachers are given equal opportunities to pursue community-based projects and innovations.	3.49	HI
5. Madrasah teachers are supported and encouraged to pursue accomplishments in higher level of advocacy campaigns for the education system and society.	3.28	HI
<b>Overall Weighted Mean</b>	<b>3.35</b>	<b>HI</b>

Rating Scale: Descriptive Interpretation  
 3.25 - 4.00 - Highly Implemented (HI)  
 2.50 - 3.24 - Sufficiently Implemented (SI)  
 1.75 - 2.49 - Partially Implemented (PI)  
 1.00 - 1.74 - Not Implemented (NI)

*Instructional Leadership.* The findings indicate that the highest weighted mean of 3.51, interpreted as highly implemented, is associated with the mentoring and training of Madrasah teachers on assessment strategies and practices. This suggests that school heads effectively guide teachers through workshops, collaborative planning sessions, and the modeling of assessment methods such as formative and summative assessments. These practices provide Madrasah teachers with opportunities to observe and learn practical assessment strategies. Conversely, the lowest mean of 3.32, still interpreted as highly implemented, pertains to mentoring and training teachers in educational research aligned with Madrasah. While this response received a slightly lower mean, it remains highly implemented due to the support provided by school heads. This includes workshops on research literacy, facilitating collaborative research teams, and providing access to research resources like journals and databases. Additionally, teachers are encouraged to engage with experienced educators to enhance their research skills, which supports the continuous development of Madrasah education. Overall, the leadership interventions in terms of instructional leadership are highly implemented, with a weighted mean of 3.40. These interventions include professional development programs on pedagogical and curriculum standards, promoting collaborative learning communities, and encouraging knowledge sharing among Madrasah educators. The findings align with Aglinoema and Hisbullan (2022), which concluded that school heads motivate teachers to use performance data for data-driven decision-making to improve instructional practices.

Table 8  
Leadership Interventions Implemented by the School Heads  
in terms of Instructional Leadership

Indicators	Weighted Mean	Verbal Interpretation
1. Teachers are provided with professional mentoring on pedagogy and instructional models aligned with Madrasah.	3.40	HI
2. School heads subject teachers on knowledge sharing and mentoring on learning resource management and development.	3.32	HI
3. Teachers are mentored and trained in implementing educational research in line with Madrasah.	3.45	HI
4. Madrasah teachers are trained and mentored on variety of learning interventions.	3.34	HI
5. Madrasah teachers are guided in implementing educational innovations.	3.51	HI
6. Madrasah teachers are mentored on assessment strategies and practices.	3.40	HI
Overall Weighted Mean	3.40	HI

Rating Scale - Descriptive Interpretation  
 3.25 - 4.00 - Highly Implemented (HI)  
 2.50 - 3.24 - Sufficiently Implemented (SI)  
 1.75 - 2.49 - Partially Implemented (PI)  
 1.00 - 1.74 - Not Implemented (NI)

Relationship between the Level of Implementation of Madrasah Education and the Leadership Interventions Implemented by the School Heads. The study reveals the significant impact of leadership interventions on the implementation of various educational programs. Training programs show a moderately significant positive correlation with socially oriented programs ( $r = .338, p = .013$ ) and a strong correlation with collaborative programs ( $r = .551, p = .000$ ). This suggests that when school leaders focus on professional development, teachers are better prepared to support community-driven initiatives and foster collaboration. Additionally, collaborative innovations demonstrate a moderate correlation with intellectual and educational support programs ( $r = .317, p = .021$ ) and a stronger correlation with collaborative programs ( $r = .415, p = .002$ ). These results suggest that leadership interventions focusing on innovation help create an environment that enhances collaboration and strengthens intellectual support systems. The strongest correlations are found with instructional leadership, showing a very strong positive relationship with intellectual and educational programs ( $r = .744, p = .000$ ), socially oriented programs ( $r = .709, p = .000$ ), and collaborative programs ( $r = .835, p = .000$ ). This emphasizes the crucial role of instructional leadership in guiding and supporting the effective implementation of educational programs. Leaders who are effective in instructional strategies ensure that educational initiatives address the social, intellectual, and collaborative aspects of the learning environment. These findings align with studies by Martani (2022) and Hasanah (2021), which also stress the importance of leadership in the successful implementation of programs. Martani found that engaging internal and external stakeholders in collaborative programs and training reinforces communication and support systems within Madrasahs. Hasanah's study showed that efficient

instructional leadership ensures that collaborative innovations are practically applied in classrooms. These findings emphasize the importance of leadership in fostering an environment that supports effective program implementation, helping meet the needs of learners and achieve institutional goals.

Table 9  
Test for Significant Relationship between the Level  
of Implementation and Leadership Interventions

Leadership Intervention	Level of Implementation							
	Curriculum System		Intellectual and Educational		Socially Oriented Programs		Collaborative Programs	
	r	p-value	r	p-value	r	p-value	r	p-value
Training Program	.005	.972	.224*	.075	.288*	.013	.551**	.000
Professional Support	-.062	.560	.147	.234	.294	.028	.257	.070
Collaborative Innovations	.182	.191	.317**	.021	.244	.078	.415**	.002
Instructional Leadership	.021	.880	.744**	.000	.709**	.000	.835**	.000

\*Correlation is Significant @ 0.05 level  
 \*\*Correlation is Significant @ .01 level

Challenges Encountered by the School Heads in the Implementation of Madrasah Education. This research also examined the challenges faced by school heads in implementing Madrasah education. The findings in Table 11 reveal that the biggest challenge is that teachers need more training on teaching methods and classroom management, with a mean of 3.43, indicating that it is frequently encountered. This challenge points to the need for more teacher training in various aspects of Madrasah education, including adapting to the changing needs of students, classroom management, and keeping up with educational developments, as highlighted by Ahmad (2024). Another challenge is managing multi-grade classes, where one Ustadz/Ustadah handles learners at different levels, with a mean of 3.21, often encountered. This issue arises due to teacher shortages, making it difficult to address the individual needs of students in a mixed-class setting. The least challenging issue identified was the lack of skills in preparing lesson plans and instructional materials, with a mean of 2.75, often encountered. This is considered the least of the challenges because Madrasah teachers are generally well-trained and proficient in instructional planning and resource development, making it a manageable issue. Overall, the average mean of 2.99 suggests that these challenges are often encountered in Madrasah education, driven by a mix of educational, religious, and social factors. The study also highlights the tension between the focus on religious studies and the need for a broader curriculum that addresses academic and literacy skills. Balayanan and Lumapenet (2024) further support this by noting that the heavy emphasis on religious education can limit the academic development of students, making

Madrasah education challenging in balancing both aspects.

Table 10  
Challenges Encountered by the School Heads in the Implementation of Madrasah Education

Indicators	Weighted Mean	Verbal Interpretation
<b>Training programs</b>		
1. Needs more training on teaching methodology and strategies to manage their classes appropriately.	3.43	AE
2. Asatidz needs training on the development, preparation and construction of formative and summative assessment tools and classroom management.	2.96	OE
3. Lack of training on lesson plan preparation, and do not have available textbook or resources for the ALIVE learners.	2.81	OE
<b>Professional support to teachers</b>		
4. Insecureties of Asatidz that make them hesitant to join seminars or training with regular teachers. Lack of teaching pedagogy.	2.96	OE
5. The use of English language in IMs and textbook contributes difficulty of Asatidz in understanding lesson plans.	2.77	OE
6. ALIVE teachers don't prepare their lesson plans	2.94	OE
<b>Curriculum management services</b>		
7. Classes are fused, and one Ustadz is handling multi-grade class of different levels.	3.21	OE
8. Lack of skills and competence in preparing lesson plan and instructional materials (IMs)	2.75	OE
9. Lack of training on the development, preparation, and construction of assessment tools and classroom management.	3.00	OE
<b>Collaborative innovations</b>		
10. Lack of communication between Asatidz and parents.	2.96	OE
11. ALIVE classes are fused or combined in multi-grade classes. No rooms or space specifically intended for ALIVE learners and Asatidz.	3.04	OE
12. Willingness of Asatidz to extend extra effort to provide good services to pupils that needed special attention.	2.92	OE
<b>Instructional Leadership</b>		
13. There is a need to provide the necessary textbooks suited to the level of learners.	3.15	OE
14. Asatidz does not submit their assessment tool/test papers.	3.06	OE
15. Difficulty in providing technical assistance, it is hard to review evaluation and assessment written in Arabic text.	2.92	OE
Overall Weighted Mean		
Mean Scale	2.99	OE
3.25 - 4.00	Always Encountered (AE)	
2.50 - 3.24	Often Encountered (OE)	
1.75 - 2.49	Seldom Encountered (SE)	
1.00 - 1.74	Never Encountered (NE)	

Relationship between the Leadership Interventions Implemented by the School Heads and the Challenges Encountered in Support of Madrasah Education. It reveals that significant relationships exist between challenges encountered and leadership intervention along training program ( $r=.400$ ,  $p<.01$ ) and instructional leadership ( $r=.495$ ,  $p<.01$ ) at 0.01 level, but not with professional support and collaborative innovation. The values of the coefficient  $r$  indicate moderate positive correlation. This suggests that as the challenges encountered increases, the intervention on training program also increases. This is a significant relationship that suggests effective instructional leadership and training program can help address the challenges encountered. On the other hand, the challenges encountered in support to Madrasah Education did not obtain any significant relationship with professional support and collaborative innovation. The results as to having significant relationship between the challenges encountered and leadership intervention along training program and instructional leadership imply that leadership interventions enable the madrasahs to efficiently attend to the issues and challenges faced by teachers such as teacher competence, difficulties in classroom management, resource constraints and application of modern teaching strategies and practices. These are corroborated by Zaini (2020) which found that most of the respondents expressed agreement to the observation that through the leadership interventions, the school leaders are able to create and foster a workplace environment and

system that sustains support systems to both teachers and learners, addresses educational issues and gaps and foster continuous improvement in the learning community and educational organizations.

Table 11  
Test for Significant Relationship between the Leadership Interventions and the Challenges Encountered in Support of Madrasah Education

Challenges Encountered	Training Program		Leadership Intervention Professional Support		Collaborative Innovation		Instructional Leadership	
	$r$	$p$ -value	$r$	$p$ -value	$r$	$p$ -value	$r$	$p$ -value
Challenges Encountered	.400**	.003	-.062	.657	.227	.102	.495**	.000

\*\*Correlation is Significant @ 0.01 level

#### IV. PROPOSED INTERVENTION TO ENHANCE THE LEADERSHIP SUPPORT TO THE IMPLEMENTATION OF MADRASAH EDUCATION.

The proposed intervention to improve Madrasah Education in Camarines Norte is a three-day training-workshop focused on preparing standard lesson plans and instructional materials for schools teaching Arabic Language and Islamic Values Education (ALIVE). This training aims to improve the skills of school heads and Madrasah teachers (Asatidz), aligning their teaching practices with the Refined Elementary Madrasah Curriculum (REMC). The need for this intervention was identified based on research findings that showed gaps in areas such as socio-emotional development, intellectual opportunities for Muslim learners, and the need for socially oriented programs. The study also highlighted challenges in the professional development of Asatidz, particularly in language teaching, and in the lack of standardized lesson plans and teaching materials. The objectives of the training are: (a) to improve and ensure the quality of lesson plans and materials, (b) to align them with the REMC, and (c) to introduce effective teaching strategies. The training will involve key stakeholders such as the Division Madrasah Education Program (MEP) coordinator, school heads, and Asatidz to work together in improving teaching methods. The training will cover topics like creating quality lesson plans, developing contextualized materials, and aligning resources with the REMC. The expected outcomes include the creation of high-quality lesson plans, applying the right teaching methods, and developing action plans to improve Madrasah education. In conclusion, this

training is an essential intervention to help improve Madrasah Education in Camarines Norte. By equipping school heads and Asatidz with the right tools, the program aims to enhance the quality of education for Muslim learners and create a more inclusive learning environment.

## V. RECOMMENDATIONS

Madrasah school leaders may focus on establishing partnerships with public schools, promoting collaborative academic programs, and facilitating resource sharing. School heads may foster a collaborative culture by motivating teachers, stakeholders, and leaders to share knowledge and resources. The Division ALIVE Coordinator may design and implement leadership development programs that address both administrative and instructional leadership in Madrasah. School heads may offer more professional development programs to help Madrasah teachers address classroom challenges, such as multigrade teaching. Forming specific committees to support teachers with teaching and learning challenges may also be beneficial. Finally, the researcher may validate the intervention program with school leaders and committees to ensure its effectiveness and acceptance in the Madrasah leadership support systems

## CONCLUSION

The Madrasah education program in SDO Camarines Norte is stable and sustainable, with strong support in areas such as curriculum, services for learners, socially-oriented initiatives, and collaboration with stakeholders. School leaders are highly supportive of the program, especially in terms of professional development, collaborative innovations, and instructional leadership. There are significant relationships between leadership interventions and areas like intellectual support for learners, socially-oriented programs, and collaborative efforts. The biggest challenge faced by the Madrasah education program is the need for more training in pedagogy and classroom management. These challenges are closely linked to leadership support in training programs and instructional leadership. To address these issues, an innovation project is proposed, focusing on enhanced leadership support to improve teacher

training, multi-grade class management, and the provision of appropriate textbooks for learners.

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