



AN ASSESMENT ON THE EFFECTIVENESS OF THE BACHELOR OF SCIENCE IN ISLAMIC EDUCATION PROGRAM IN COTABATO CITY STATE POLYTECHNIC COLLEGE

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Abstract

Islamic education aims to develop both the intellectual as well as the spiritual aspects of man. However, despite the considerable number of Bangsamoro (Muslim Filipinos) in this country, said the system is not observed in the Philippines since this is a secular nation whose educational system is copied from the West. Being patterned from the European style, our public-school system gives emphasis only on the human knowledge, while the Islamic (Madrasah) learning system concentrates on the divine aspect. Since these two systems of knowledge are taught separately, the present educational system in the country is not much effective in meeting the needs of the Muslims. This study sought to determine the Bachelor of Science in Islamic Education program: Its program and effectiveness for school year 2010-2011 to 2014-2015. In particular, it sought the answers to the following questions such as; what are the program's mandate as related to the following; a) Admission policy, b) Admission of students, c) Policy on hiring, d) Program requirements, and e) Faculty development program. How competent are the graduates of the program in terms of being achiever, marketable, performance in the exams? What is the level of efficiency and effectiveness of the implementation in terms of administration and instructions? What are the strengths and weaknesses of the programs? The major findings show that the study found that the policy of the Cotabato City State Polytechnic College is implemented in terms of admission of students, hiring, program requirements, faculty development program, and student services. Moreover, the passing the licensure exam is highly achieved by the graduates including the receiving of degree certificate awarded by the higher education and other related to being achiever, marketable of the graduates as well as their performance during the licensure examination. In addition, the administrator personal characteristics and administrative skills is efficient and effective. Similarly, instruction through the use of electronic, non-electronic, visual, and audio are efficient and effective. The findings conclude that the BSIE graduates are achiever and also marketable. This is with the help of the administrative and instruction efficiency and effectiveness. BSIE program has some strength and also weaknesses. Strengths includes the students are allowed to undergo internship training for actual teaching process for them to prepared when they become a teacher and also during the licensure examination for teachers. Although majority of the

respondents said that the graduates' performance in the licensure examination, the rate somehow was quite low due to lack of board examination for Islamic Education major. Does, BSIE graduates falls under the category of social sciences.

Keywords: Islamic Education Program, Madrasah, Cotabato City State Polytechnic College, Cotabato City

INTRODUCTION

The aim of education is to totally develop the human potentials of students. This is congruent with the balanced nature of education in the Islamic faith perspective which seeks to perfect the secular as well as the spiritual potentialities of man. This why Muslim like the Moros in the Philippines wants to seek both secular education and Islamic Education. In fact, Islamic Education in the Madaris can be considered as the oldest educational system in the Philippines. Islamic education as part of secular program is only found in some Islamic Countries like in middle East. However, in the Philippine, some State Colleges and Universities have also deemed it necessary to offer degree programs incline to study Islamic Education in recognition that it is a trend in the world educational system and because there are quite number of Muslim Filipino in the Philippines. Thus, the interest of the researcher was aroused to find out the effectiveness of putting up an Islamic program in a secular education.

Over the past decades, the demand for Islamic Education among the Bangsamoros has been on the rise. However, there is a long-standing problem among Muslim in the Philippines that the government is always dominated by Christian officers who assumed that whatever educational policy implemented by them will be sound and acceptable to the Muslims without considering their Islamic culture and values. The Muslim leaders had been demanding for a change of educational policy by having a relevant curriculum in Muslim areas, but the government continued to ignore it without making any move to change at all the existing scenarios. For example, the long-standing demand for the institutionalization of the Madaris as an autonomous component of the Philippine educational system was continued to ignore by the government. As a matter of fact, it was only in 1973 that the government seriously considers finding a solution to the Mindanao problem through the development of Islamic education. The government realized that used of forced can be a failure, while education may succeed in pacifying the Muslims.

The Muslim in the Philippines, just like many Muslim minorities in non-Islamic states has had a long history in asserting rights for recognition of Islamic education and cultural values. Problems on Islamic education started when the Spaniards used the school "as instruments for colonization and subjugation as well as to proselytize". With an advance civilization brought to them by Islam, the Muslim did not fall under the hands of the Spaniards. During Spanish rule, not a single Western type of school was established in the Muslim communities by the Spaniards. The pandita schools which later became the dominant educational institution in the Muslim area. Because of Spanish hatred to Islam, and their failure to subjugate the Muslims, they destroy the

Qur'an and other Arabic manuscripts they had found in the Philippines. They used the Christian Filipinos to spread terror in Muslim areas and described the Moros as barbarous born o with violence perspective. The Spaniards also succeeded in poisoning the minds of the Christian Filipinos against the Muslim Filipinos. As a result of this, a wall of misunderstanding and hatred had been created between the two groups and continue to exist anywhere even in places they have lived together for a long time.

Muslims' backwardness in secular education became the central source of the conflict. The Congressional Committee of 1954 reported that "more than any other factor involved which had given rise to the so-called Moro problem is the educational phase, for if the Muslims had been prepared and their ignorance which is the root cause of their problem had been wiped out by education and an educational policy calculated to erase and do away with all barriers between the Christian and the Muslims of the country, little, if any at all, would be such problems as economic, social, and political which now face the government".

Premised on the above existing reality, it is the purpose of this paper to correct the impression and misunderstanding created by the mindset of the Muslim that their backwardness in education can be attributed to the decades of conflict due to the demand for self-determination by the Moros. Likewise, this paper aims to provide policy maker and educators a baseline data as a basis for educational reforms in all levels and to strengthen the Islamic Education program of state colleges and Universities in the Philippines.

METHODS

The research made use of cross-sectional survey and evaluative research design. The qualitative-descriptive method of research was adopted in this study in the interpretation and analysis of data. This method is necessary because it would impel the researcher to obtain information about the study. The emphasis of this approach is on the generation of data through interviews (i.e., key informant interview and in-depth interview), and focus group discussion (FGD) to completely obtain the needed information from the informants.

This study was conducted in Cotabato City particularly at Cotabato City State Polytechnic College. The respondents of this study were the BSIE faculty, College Administrator including Dean of the department, and the graduates.

The survey questionnaires, focus group guide questions and interview schedule were the instruments to get the primary data from the respondents. However, before the instruments were administered protocol like letter of request was sent out to the Chairman of Bachelor of Arts in Islamic Studies in Cotabato City State Polytechnic College for approval in conducting a survey. The researcher personally administered the questionnaires to determine the responses or feedback of the BAIS/BSIE Faculty, Administrators, and Graduates on their views regarding the implementation and development of Bachelor of Science in Islamic Education degree program. The questionnaires were retrieved and checked before the final inclusion for data analysis.

RESULTS AND DISCUSSIONS

Strengths and Weaknesses of the Program Strengths of BSIE

The Bachelor of Science in Islamic Education is offered through B.O.T. Resolution Number 46-2006. It has faculty members who are master graduates in Islamic Studies major in Muslim Law while some faculty members are graduates of Doctor of Philosophy. The program also offers professional education subjects incorporated in the curriculum.

Moreover, the program allows the students to undergo internship in secondary schools for actual experience of teaching-learning process. The students are exposed to different academic and extra-curricular activities that allow them to explore and acquire new learning. The graduates are also allowed to take Licensure Examination for Teachers (LET) under Professional Regulations Commissions (PRC)

Finally, the program is also accredited to level two under AACUP. This denotes that being ACCUP accredited can boast their standard. Likewise, it can be deduced from the findings that the operation of Bachelor in Islamic Studies was legal and has therefore a juridical personality. As a program whose graduate were allowed to attend Licensure Examination, it is necessary that they are required to have internship in secondary level. Also, the finding indicates that faculty force were seeking advance education as some of them were already holders of Ph.D.

Weaknesses of BSIE

The Bachelor of Science in Islamic Education was duly offered through BOT Resolution Number 46-2006, however, it is not in line with the CHED Memorandum Order No. 30 s. 2008 known as the Policies and Standards for Bachelor of Arts in Islamic Studies (ABIS) Program.

Consequently, the passing rate of BSIE graduates in Licensure Examination for Teachers is quite low due to lack of board examination for Islamic Education major. Graduates who take the LET falls under Social Studies major. The curriculum of the program lacks major subjects in Social Studies which highly affects the result of passing rate of the examinees.

It can be deduced from the findings that the curriculum of the program were not complete as they lack some subject or course offerings like social studies which are Licensure exam subject, thus it compromise the passing of the graduate in the LET. Another important observation is the program has no CHED Policy Standard Guideline because it was different offerings as the CHED prescribed.

The finding on weaknesses is corroborated with the study of Hassoubah (1972), as cited in Gonsang (1996) that state that on the issue of instruction, noted that about 90 percent of the locally trained Ustadz do not possess competent teaching qualification. In this respect, it is important to be reminded of the requirements prescribed in the Republic Act No. 4670, otherwise known as The Magna Carta for Public School Teachers, which requires a formal

appropriate degree before one is recruited to teach which degree must be taken from a recognized educational institution. For the Madaaris students themselves, the common problem that crafted is their unstructured age level entry. Moreover, it is revealed on the study of Pahm (1982) regarding the issue of physical facilities, that most Madrasah buildings appeared to be very temporary structures which were made up of nipa or cogon-roofed, with light wood posts, uncemented ground floor, and walled with sarangi up to neck level only. They were built on lots verbally donated by the owners whose area-size seldom exceeds to half a hectare.

Level of efficiency and effectiveness of the implementation of BS Islamic Education Program

The following are discussions on the efficiency and effectiveness of the Implementation of BS Islamic Education program which were categorized to Administration Efficiency and effectiveness in the aspect of personnel characteristics and administrative skills, Instruction efficiency and effectiveness and students' efficiency and effectiveness.

A. Administrative Efficiency

Majority of the respondents agreed that the administrator information gathering, processing, and dissemination of information is efficient. With the overall mean of 3.60, this means that the administration information gathering, processing, and dissemination is effective. It can be deduced from the data that administration rated as efficient in terms of information gathering processing and dissemination. This denotes that those In charge of communicating information knows and is trained on the job that he/she is obligated to do. This also indicates that they can communicate with less resources but effective as it reached the target audience and may be the feedback also is past.

B. Admin Effectiveness: Personal Characteristics

The effectiveness of the administrator in terms of personal characteristics. The show that in the aspect of administrator responsibility the respondent finds the administrator of the BS Islamic Studies as responsible in the assigned task given to them which means that they could be productive. In the same vein as respondents classified the administrator as somebody with integrity, self-control, intellectual efficiency and being flexible which means that they acted following the code of ethics prescribed for a government official as trustee of the state which make them particularly effective in their job. In terms of personal relation and leadership style, majority of the respondents stated that it is effective. Lastly, for the motivation to achieve the objectives and the avoidance of problem, majority also of the respondents' states that it is effective. With an overall mean of 3.67, this indicates that the personal characteristic of the administrator is effective.

The administrator is effective in as far as their personal traits like they take their responsibility seriously, they work integrity, have self-control on their emotion intellectually efficient and is flexible. These are traits that is needed in promoting good governance. It further follows that they are officials who knows their job and strictly is following the ethical behavioral

standards for public officer. It also very clearly indicated in the findings that the administrator of the program is highly motivated, self-reliant, and sustaining who exhibit transactional and transformational leadership style. He led by example and is a role model.

C. Admin Effectiveness: Administrative Skills

The effectiveness of the administrator in terms of administrative skills from the perspective of the graduate of the program. The findings as reflected manifest that in the aspect of administrator planning ability, knowledge about the position, organization and management were all rated as effective according to most of the respondents. Similarly, the leadership, judgment, human relation, and quality of performance of the administrator were also rated as effective. This is shown by the overall mean of 3.33 which is interpreted as the administrator skills of the administrator of the program is effective. This indicates that in this component the level of the administrator skills is considered high by the respondents.

It can be deduced from the findings that the administrator of the BS Islamic Studies is remarkably skilled in human relation, technical skill, decision skill and management skill. This further indicates that the administrator is task oriented and development oriented. Likewise, it shows an administrator that is performing job with dedication is promoting excellence in his roles.

D. Instruction Efficiency

Majority of the respondents' states that instructor make frequent minor adjustment to have efficient instruction. This denotes that academic manager were given a lay way or is empowered to make some adjustment in academic matters if ever there is a need to do it. Somehow this also denotes that academic freedom is not being curtail in the Cotabato City Polytechnic College. Access to good data and thinking like a designer is efficient for instruction. This also implies that the institution is providing free access to information on data if needed by academic managers for the improvement of the program. In addition, instructor learning through feedback is also efficient including prioritizing instruction endlessly. This implies that the institution is an open system and is encouraging constructive feedback from its stakeholders. Seeing students individually is efficient. Overall, the instruction is effective with an overall mean of 3.20.

It can be deduced from the findings that in the aspect of instruction, the Cotabato City State Polytechnic College has faculty and personnel who is running the academic sector well. The personnel in the academe possessed a technical skill who is an architect in designing academic program and is said to be technically well verse with technology and can implement the academic program efficiently. Also, this indicates that CCPC is respecting the freedom of expression of its constituency and record can be access by people who needed it for the improvement of the operation and development of the institution.

E. Instruction Effectiveness

Based on results, the teaching aids both for non-electronic and electric teaching aids such as chalkboards and PowerPoint are effective with an overall mean of 3.37 and 3.44 respectively. In terms of auditory majority of the respondent's states that it is effective with an overall mean 3.07. Similarly, visual such as slides, audiovisual such as YouTube content, and audiovisual and tactile such as 3D models are effective for instruction with an overall mean of 3.53, 3.51, and 3.40 respectively.

It can be deduced from the findings that in the aspect of instruction effectiveness in using both manual and electronic gadget, the academic personnel were effective. It is then safe to assume that academic personnel like the teacher knows their job and is trained in the used of modern technology. It can be further deduced that CCPC is modernizing their equipment's and facilities. Thus, the institution is also encouraging their faculty and the entire academic sector to be technically advance.

Major Findings

The following are the major findings of the study: The study found that the policy of the Cotabato City State Polytechnic College is implemented in terms of admission of students, hiring, program requirements, faculty development program, and students' services.

Moreover, the passing of the licensure exam is highly achieved by the graduates including the receiving of degree certificate awarded by the higher education and other related to being achiever, marketable of the graduates as well as their performance during the licensure examination.

In addition, the administrator personal characteristics and administrative skills is efficient and effective. Similarly, instruction using electronic, non-electronic, visual, and audio are efficient and effective.

Lastly, the BSIE program has some strength and weaknesses. Strengths includes the students are allowed to undergo internship training for actual teaching process. The most important part is that the graduates are allowed to take licensure examination for teachers (LET) under the Professional Regulation Commissions (PRC). However, the BSIE program was not in accordance with CMO 30 s. 2008. It was offered through BOT Resolution only. In terms of licensure examination, it was quite low due to lack of board examination for Islamic Education major. Thus, BSIE graduates falls under the category of social sciences.

Implications

The current study concludes that the BSIE graduates are achiever, marketable, and is performing well. This status of the BS Islamic Studies can be attributed to the support and help of the administrative and instruction efficiency and effectiveness. BSIE program has some strength and weaknesses. Strengths includes the students are allowed to undergo internship training for actual teaching process for them to prepared when they become a teacher and during the licensure examination for teachers. Although majority of the respondents said that the

graduate's performance in the licensure examination, the rate somehow was quite low due to lack of board examination for Islamic Education major. Thus, BSIE graduates falls under the category of social sciences.

Recommendations

Guided by the findings and Implications of the study, the following are strongly recommended: First, for the administration, it is being recommended to grant the separation of the program into new college and to grant permanent plantilla to those qualified faculty members who graduated master's degree. If possible, the administration should also provide a separate building for Islamic Studies department. The administration should also help the department to call the attention of CHED to have new CMO relevant to the new trends of Islamic education especially in Islamic Banking and Finance.

For the faculty, they should engage themselves in new trends of educational technologies to prepare the graduates in the field of teaching profession. Faculty should always go into continuous upgrading of their competency such as skills, educational qualifications and change behavior. They should engage themselves with professional enhancement. They should also be engaged in productive scholarly research and linkages to improve themselves.

For students, they should be encouraged to enroll in review centres and give more emphasis on the subjects under Social Studies major. This is to assure themselves of passing the Licensure Examination for Teachers.

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