

Asatidz Competence in Early Reading Instruction and Mulids' Proficiency in Arabic Language

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Abstract—The study aimed to assess Asatidz competence in early Arabic reading instruction and Mulids' reading proficiency in Region IX during the 2023-2024 school year. Focused on eight DepED Region IX divisions, it employed a descriptive-correlational design. Asatidz, selected via purposive sampling, comprised the study's respondents. Results indicated high Asatidz competence in early Arabic reading instruction, covering pedagogical content, content knowledge, classroom management, and assessment. Mulids demonstrated strong reading proficiency in Arabic across Grades I, II, and III, showcasing independent reading ability. Surprisingly, Asatidz competence didn't significantly impact Mulids' reading proficiency, suggesting other influential factors. Additionally, the study found that Asatidz' educational attainment, length of service, and training attendance didn't significantly affect their competence in early Arabic reading instruction. These findings underscore the complex dynamics influencing Arabic reading instruction and proficiency, advocating for further research and nuanced educational strategies to optimize learning outcomes.

Keywords— Arabic Reading Instruction, Asatidz competence and Mulids reading proficiency.

I. INTRODUCTION

Madrasahs play a crucial role in providing Islamic education to students worldwide. A key component of their curriculum is Arabic language instruction, as Arabic is the language of the Quran and essential for understanding Islamic texts. However, there is growing concern about the competence of Madrasah teachers in early reading instruction and the proficiency of learners in the Arabic language.

Asatidz are teachers implementing the Madrasah Education Program in public and private schools in the Philippines. They meet the criteria and standards set by the Philippine education system for Madrasah education program teachers. Asatidz must have completed both Arabic and secular education and passed the Qualifying Examination for Arabic Language and Islamic Studies (QEALIS) to qualify to teach. Continuous professional development through training ensures the quality of education for Muslim learners.

The competence of Asatidz in the teaching-learning process is crucial for achieving the program's goals by providing appropriate and relevant educational opportunities within the context of Muslim culture, customs, traditions, and interests. This is achieved through the integration of Arabic Language and Islamic Values Education (ALIVE) in the basic education curriculum.

Muslim learners (Mulids) across grade levels must complete the curriculum standards for the Madrasah Education

Program set by the Department of Education, as embodied in Republic Act 10533 for Basic Education for inclusive education. Reading, as one of the macro skills to be developed among Mulids, is given significant emphasis. Mulids must be able to read at least consonant-vowel-consonant words in grade one and gradually increase their proficiency in reading Arabic letters and words as they advance to higher levels.

The results of the Intensive Quality Reading Arabic Assessment (IQRAA) Tool for the school year 2022-2023 were alarming. They indicated that 37% of Mulids in Grades I-III across eight school divisions implementing the Madrasah Education Program in Region IX were at a frustration level. This frustration level indicates that learners cannot read even consonant-vowel-consonant words, which is the minimum reading requirement for Mulids in Grades I-III, and they demonstrate poor comprehension.

This Arabic reading result prompted the researcher to investigate the cause of this problem. The reading loss might be caused by teacher competence or other factors affecting the Mulids' reading ability.

This study aims to determine the level of Asatidz competence in early reading instruction and Mulids' reading proficiency in the Arabic language in Region IX. Proficiency in Arabic is essential for Mulids' overall academic success and understanding of Islamic texts. However, evidence suggests that many Madrasah students struggle with reading and writing in Arabic, which can hinder their progress in other subjects. This research study aims to investigate the competence of Madrasah teachers in early reading instruction and the proficiency of learners in the Arabic language.

Statement of the Problem

The study aimed to determine the level of Asatidz Competence in Early Reading Instruction, Mulids Reading Proficiency in Arabic Language in Region IX from school year 2023-2024. Specifically, the study is sought to answer the following problem:

1. What is the level of Asatidz Competence in Early Reading Instruction in Arabic Language, in terms of:
 - 1.1. pedagogical content
 - 1.2. content knowledge
 - 1.3. classroom management
 - 1.4. assessment
2. What is the level of Mulids reading proficiency in Arabic Language?

3. Is there a significant influence of the Asatidz competence in early reading instruction on Mulids reading proficiency in Arabic language?
4. Is there a significant difference of the Asatidz competence in early reading instruction in Arabic language when data are grouped into educational attainment and length of service.
5. Based on the findings, what intervention program can be developed to improve Asatidz competence?

Scope and Delimitation

This study was limited to determining the Asatidz's competence in early reading instruction and Mulids' reading proficiency in the Arabic language for an intervention program. It included eight school divisions of DepED Region IX: Zamboanga City, Zamboanga del Norte, Zamboanga del Sur, Zamboanga Sibugay, Pagadian City, Isabela City, Dipolog City, and Dapitan City.

The delimitation of the study was that it only included Madrasah teachers from the specified regions and school divisions. Teachers from other regions or school divisions were not included. Additionally, the study focused solely on teachers' competence in early reading instruction and learners' proficiency in the Arabic language, without covering other subjects or areas of instruction.

Research Design

The study employed a descriptive-correlational design to describe the competence of the Asatidz in early reading instruction in Arabic and the reading proficiency of the Mulids in Arabic. A descriptive-correlational research design aims to describe the relationship between two or more variables without manipulating them. Researchers collect data on different variables and analyze their relationships to determine if there is a correlation or association. This design explores the extent to which variables are related and identifies patterns or trends in the data. Quantitative research design was used to ensure that each respondent was asked the same questions, allowing for a fair analysis of the entire data sample. Data collected in numerical format can be analyzed using statistical methods.

Population and Sampling Design

The respondents of the study were the Asatidz in the Department of Education. The researcher employed a non-probability sampling technique to select the respondents, specifically using purposive sampling to identify only Asatidz with regular positions and those under a contract of service. Furthermore, the researcher used Slovin's formula to determine the sample size, resulting in 229 out of 536 potential respondents being selected for the study. To obtain the actual respondents, the researcher clustered the sample by Schools Division Offices.

Data Gathering Tool

The research instrument used to gather data was a researcher-made questionnaire, based on literature, studies, the standardized IQRAA reading assessment tool for Arabic, and

DepEd policies and guidelines for the Madrasah Education Program. The questionnaire had three parts:

Part I: Collected the respondents' profiles in terms of educational qualifications, length of service, and number of trainings attended. *Part II:* Assessed Asatidz competence in early reading instruction, covering pedagogical content, content knowledge, classroom management, and assessment. Each indicator had five statements with four options on a four-point Likert scale: 4-strongly agree, 3-agree, 2-disagree, and 1-strongly disagree. *Part III:* Evaluated the reading level of Mulids (learners) in Arabic for Grades I, II, and III. Asatidz completed the survey with permission from the Division Madrasah Education Program Coordinators, adhering to the Data Privacy Act of 2012, Republic of the Philippines.

The questionnaire was developed by the researcher based on specific problems and literature, consulted with an adviser, and validated by a panel of experts for suitability, appropriateness, and relevance. The reliability of the questionnaire was tested with 30 non-respondent teachers, and the data computed using Cronbach's Alpha yielded a reliability estimate of 0.989, indicating high reliability.

Data Gathering Procedures

A letter of permission was sought from the Regional Director for the Division Madrasah Education Program Coordinators across eight school divisions: Dapitan City, Dipolog City, Isabela City, Pagadian City, Zamboanga City, Zamboanga Del Norte, Zamboanga Del Sur, and Zamboanga Sibugay. This was to oversee the administration of the survey questionnaire to the Asatidz. The data was gathered through an online Google survey.

Before administration, the instrument was validated by research experts as it was a researcher-made instrument. Pilot testing was conducted with 30 selected Madrasah teachers not included as respondents in this study. These respondents were randomly selected from the eight school divisions. The reliability result was 0.989, indicating very high reliability.

An orientation for all Madrasah Education Program Division Coordinators was conducted online to explain the purpose of the study. The instrument was then converted to a Google survey form and sent individually to the respondents' emails. Data gathering took 10 days, with 229 respondents completing the questionnaire.

After collecting the data, the researcher used SPSS to analyze and interpret the data. Based on the study's findings, the researcher will draw conclusions and make recommendations.

II. RESULTS AND DISCUSSIONS

Problem 1: What is the level of Asatidz Competence in Early Reading Instruction in Arabic Language, in terms of: pedagogical content, content knowledge, classroom management and assessment?

Table 1 presents the level of competence of Asatids in Early Instructions in Arabic Language in terms of pedagogy. Based on the provided table, the three highest means in pedagogical content are: "Personalizes learning experiences to meet Muslim learner needs" (3.34), "Engages ALIVE learners through interactive exercises and real-life simulations" (3.32),

and both "Provides instant feedback to learners in ALIVE" and "Tracks learner progress" (3.31). These high ratings suggest that the Asatidz are effective in creating personalized and engaging learning experiences, offering immediate feedback, and monitoring student progress, which are crucial for enhancing student learning and motivation.

Table 1: Level of Asatidz Competence in Early Reading Instruction in Arabic Language in terms of Pedagogical Content

Pedagogical Content	Mean	Verbal Description
1. Engages ALIVE learners through interactive exercises and real-life simulations	3.32	Very High
2. Creates dynamic lessons tailored to ALIVE learners learning styles and preferences	3.22	High
3. Integrates multimedia resources to enhance comprehension and retention of complex concepts in Arabic language	3.17	High
4. Provides instant feedback to learners in ALIVE	3.31	Very High
5. Facilitates a self-paced learning environment	3.24	High
6. Personalizes learning experiences to meet Muslim learner needs	3.34	Very High
7. Tracks learner progress	3.31	Very High
8. Incorporates real-world scenarios into the ALIVE curriculum	3.25	High
9. Promotes critical thinking and problem-solving skills	3.20	High
10. Ensures quality instruction across various subjects and disciplines	3.30	Very High
Over-all mean	3.27	Very High

Research supports the importance of these aspects. Personalized learning addresses diverse learner needs and promotes effective outcomes (Tomlinson, 2001). Interactive exercises and real-life simulations engage students and make learning more relevant (Kolb, 1984). Immediate feedback helps students correct mistakes quickly and reinforces learning (Hattie & Timperley, 2007). Tracking learner progress is essential for identifying areas where students need more support and for adjusting instruction (Black & Wiliam, 1998).

On the other hand, the two lowest means are: "Integrates multimedia resources to enhance comprehension and retention of complex concepts in the Arabic language" (3.17) and "Promotes critical thinking and problem-solving skills" (3.20). While these scores are still high, they indicate areas for improvement. Effective integration of multimedia resources enhances learning by providing diverse ways of representing information (Mayer, 2009), but this requires adequate training and resources. Promoting critical thinking and problem-solving skills is essential for applying knowledge in various contexts and developing higher-order thinking (Facione, 1990). Teachers need specific strategies and professional development to foster these skills effectively (Fisher, 2007).

Overall, the mean score is 3.27, which is very high. This reflects the strong competence of the Asatidz in most areas of pedagogical content. However, the slight discrepancies in scores suggest a need for targeted professional development in integrating multimedia resources and promoting critical

thinking. Addressing these areas can help Asatidz leverage technology more effectively and cultivate critical thinking skills, which are vital for students' long-term academic success and adaptability.

Table 2: Level of Asatidz Competence in Early Reading Instruction in Arabic Language in terms of Content Knowledge

Content Knowledge	Mean	Verbal Description
1. Introduces learners to the Arabic alphabet	3.32	Very High
2. Helps students recognize letter sounds and patterns	3.22	High
3. Utilizes engaging and interactive materials	3.17	High
4. Incorporates rhymes and chants in Arabic early reading instruction	3.31	Very High
5. Introduces Arabic sight words	3.24	High
6. Provides ample opportunities for Arabic language immersion	3.34	Very High
7. Differentiates instruction to accommodate diverse learning styles	3.31	Very High
8. Implements multisensory activities	3.25	High
9. Articulates correct fluency and prosody in teaching	3.20	High
10. Provides resources to support Arabic reading at home	3.30	Very High
Over-all mean	3.27	Very High

Table 2 presents the level of competence of Asatidz in Early Instructions in Arabic Language in terms of content knowledge. The highest-rated areas in Content Knowledge are "Provides ample opportunities for Arabic language immersion" (mean: 3.34), "Introduces learners to the Arabic alphabet," and "Differentiates instruction to accommodate diverse learning styles" (both mean: 3.32). These ratings show that Asatidz excel in creating immersive language experiences, introducing the Arabic alphabet, and adapting teaching methods to suit different learning needs, crucial for strong Arabic language learning foundations.

Research supports the importance of these practices. Language immersion programs, as emphasized by Cummins (2008), enhance language skills and cultural understanding. Similarly, Tomlinson (2001) highlights the effectiveness of differentiated instruction in meeting diverse student needs, boosting their engagement and achievement.

Conversely, the two lowest-rated areas are "Articulates correct fluency and prosody in teaching" (mean: 3.20) and "Utilizes engaging and interactive materials" (mean: 3.17). Although still high, these scores suggest room for improvement. Challenges may exist in effectively articulating fluency and prosody and consistently using engaging materials for enhanced learning experiences.

Literature underscores the importance of fluency and engaging materials. Rasinski and Padak (2008) stress fluency's role in reading comprehension and enjoyment, while Mayer (2009) highlights how engaging materials enhance active learning and information retention.

Overall, with a mean score of 3.27, rated as Very High, Asatidz show strong competency in Content Knowledge. However, slight score differences indicate areas for growth. Continued professional development in fluency, prosody, and

material utilization can further enhance Arabic language instruction quality, fostering greater language proficiency among learners.

Table 3: Level of Asatidz Competence in Early Reading Instruction in Arabic Language in terms of Classroom Management

Classroom Management	Mean	Verbal Description
1. Establishes clear routines and expectations	3.39	Very High
2. Provides a reference for students during independent reading activities	3.39	Very High
3. Uses positive reinforcement strategies	3.37	Very High
4. Incorporates movement breaks and hands-on activities	3.31	Very High
5. Employs cooperative learning strategies	3.33	Very High
6. Implements consistent behavior management techniques,	3.36	Very High
7. Provides individualized support and scaffolding for struggling readers	3.33	Very High
8. Encourages active listening during Arabic reading aloud sessions	3.31	Very High
9. Creates a positive association with literacy	3.41	Very High
10. Addresses disruption behavior promptly	3.39	Very High
Over-all mean	3.36	Very High

Table 3 presents the level of competence of Asatids in Early Instructions in Arabic Language in terms of classroom management. The highest-rated aspects of Classroom Management, such as fostering a positive learning environment, setting clear expectations, supporting independent work, and promptly managing disruptive behavior, are all marked by very high means ranging from 3.39 to 3.41. These ratings indicate the proficiency of Asatidz in crucial elements for effective classroom management.

Research validates the significance of these practices. For example, Wang, Haertel and Walberg (1993) found that clear expectations and routines positively influence student behavior and academic achievement. Similarly, positive reinforcement strategies, like those utilized by Asatidz, enhance student motivation and engagement (Skinner, 1996).

Conversely, the two lowest-rated aspects are "Incorporates movement breaks and hands-on activities" and "Encourages active listening during Arabic reading aloud sessions," each with means of 3.31. Although still high, these scores indicate areas for enhancement. Incorporating movement breaks and hands-on activities aligns with research showing the benefits of kinesthetic learning in promoting student engagement and understanding (Dunn & Dunn, 1993). Additionally, encouraging active listening during reading aloud sessions aids in the development of auditory processing skills critical for language acquisition (Goswami, 2015).

Overall, with an average mean score of 3.36, rated as Very High, Asatidz demonstrate strong competency in Classroom Management. However, slight score differences indicate opportunities for improvement. Emphasizing varied instructional strategies and fostering active engagement can further elevate classroom management practices, resulting in a

more dynamic and engaging learning environment for students.

Table 4: Level of Asatidz Competence in Early Reading Instruction in Arabic Language in terms of Assessment

Assessment	Mean	Verbal Description
1. Evaluates students' letter recognition skills	3.35	Very High
2. Uses informal assessments, such as one-on-one letter-sound identification tasks	3.55	Very High
3. Employs formative assessments, such as regular reading fluency checks	3.42	Very High
4. Utilizes authentic assessment tasks	3.40	Very High
5. Incorporates observation-based assessments during Arabic reading instruction	3.31	Very High
6. Administers standardized Arabic reading assessments,	3.34	Very High
7. Implements diagnostic assessments	3.33	Very High
8. Engages students in self-assessment and reflection activities	3.34	Very High
9. Gathers multiple perspectives on students' reading development	3.33	Very High
10. Uses a variety of assessment formats	3.36	Very High
Over-all mean	3.36	Very High

Table 4 presents the level of competence of Asatids in Early Instructions in Arabic Language in terms of assessment. The three highest-rated aspects are: "Uses informal assessments, such as one-on-one letter-sound identification tasks" with a mean of 3.55, "Employs formative assessments, such as regular reading fluency checks" with a mean of 3.42, and "Utilizes authentic assessment tasks" with a mean of 3.40. These ratings indicate the proficiency of Asatidz in employing various assessment methods to evaluate student learning effectively.

These findings align with research emphasizing the importance of diversified assessment practices. For instance, Black and Wiliam (1998) argue that formative assessments, like regular fluency checks, are crucial for providing timely feedback and guiding instruction. Similarly, Popham (2008) highlights the value of authentic assessments in capturing students' real-world application of skills and knowledge.

Conversely, the two lowest-rated aspects are "Incorporates observation-based assessments during Arabic reading instruction" with a mean of 3.31 and "Administers standardized Arabic reading assessments" with a mean of 3.34. While still very high, these scores suggest areas for potential improvement in incorporating observational assessments during Arabic reading instruction and administering standardized assessments.

While observational assessments provide valuable insights into students' progress, incorporating them effectively into instruction requires careful planning and implementation (Gallagher & O'Reilly, 2019). Additionally, while standardized assessments offer valuable data, they may not always capture the full range of students' abilities and may need to be supplemented with other assessment methods (Pellegrino, Chudowsky, & Glaser, 2001).

Overall, with an average mean score of 3.36, rated as Very High, Asatidz demonstrate strong competency in Assessment. However, slight differences in scores indicate opportunities for enhancement. By further refining observational assessment practices and considering diverse assessment formats, Asatidz can continue to improve their assessment strategies, ensuring comprehensive evaluation of student learning and progress.

Problem 2: What is the level of Mulids reading proficiency in Arabic Language?

Table 5: Level of Mulids Reading Proficiency in Arabic Language

Grade Level	Mean	Verbal Description
Grade 1	83.86	Independent
Grade 2	85.66	Independent
Grade 3	85.05	Independent
Over-all mean	84.84	Independent

Table 5 reveals the mean scores reflecting reading proficiency across Grade 1, Grade 2, and Grade 3, culminating in an overall mean of 84.84, indicating an independent reading level throughout these grades. This suggests that students in these cohorts have acquired the necessary skills to comprehend texts and engage in autonomous reading activities without substantial assistance. The consistent upward trend in mean scores from Grade 1 to Grade 3 signifies a steady progression in reading proficiency as students advance through their academic journey. This trend underscores the efficacy of implemented curriculum and instructional strategies in nurturing students' reading development over time.

Attaining an independent reading level by Grade 3 signifies a pivotal milestone, denoting the acquisition of fundamental reading skills crucial for future academic achievements. This proficiency serves as a robust foundation for ongoing learning and academic growth in subsequent grades, laying the groundwork for continued educational success.

Despite the overall independent reading ability indicated by the mean scores, there may exist variances in individual student performance within each grade level. These data afford educators the opportunity to discern students necessitating additional support or enrichment initiatives to further augment their reading competencies. Vygotsky's (1978) research underscores the significance of scaffolding instruction to facilitate students' progression from reliant to independent learners. Additionally, studies by Chall (1983) emphasize the importance of achieving reading independence by Grade 3 as a predictive factor for future academic accomplishments. These scholarly insights underscore the significance of the observed independent reading levels and their implications for students' educational trajectories.

Problem 3: Is there a significant influence of the Asatidz competence in early reading instruction on Mulids reading proficiency in Arabic language?

Table 6 presents the results examining the influence of Asatids' (teachers') competence on early reading instruction on Mulids' (students') reading proficiency in the Arabic language. The findings indicate that Asatids' competence does not

significantly influence Mulids' reading proficiency, as evidenced by an R-value of .014. This R-value is far below the threshold for statistical significance, with an alpha level of $\alpha = 0.05$. Therefore, the hypothesis stating that there is no significant influence of Asatids' competence on early reading instruction on Mulids' reading proficiency in Arabic is accepted, indicating that the variables are not statistically correlated.

Table 6: Significant Influence of the Asatidz Competence on Early Reading Instruction on Mulids Reading Proficiency in Arabic Language

X	Y	p-value	r-value	Interpretation
Asatidz Competence in Early Reading Instruction in Arabic Language	Mulids Reading Proficiency in Arabic Language	.883	.014	No Influence

The implications of these findings suggest that factors other than teacher competence in early reading instruction may play a more critical role in influencing students' reading proficiency in Arabic. This aligns with previous research which has shown that student outcomes in language acquisition can be influenced by a variety of factors including socio-economic background, parental involvement, and access to learning resources (Snow, Burns, & Griffin, 1998; Darling-Hammond, 2000).

Furthermore, the lack of significant correlation in this study could suggest that the current measures of teacher competence used may not be adequately capturing the aspects of teaching that most affect student learning outcomes. It is also possible that the sample size or the specific context of this study did not provide sufficient variability to detect a significant relationship. Previous studies have emphasized the complexity of measuring teaching effectiveness and its impact on student learning (Goe, Bell, & Little, 2008; Hattie, 2009).

In conclusion, while Asatids' competence in early reading instruction does not appear to significantly impact Mulids' reading proficiency in Arabic according to this study, further research is needed to explore other contributing factors and to refine the metrics used to assess teaching competence. Understanding the multifaceted nature of reading proficiency development is crucial for improving educational strategies and outcomes.

Problem 4: Is there a significant difference of the Asatidz competence in early reading instruction in Arabic language when data are grouped into educational attainment, length of service and number of trainings attended?

Table 7: Significant Difference of the Asatidz Competence in Early Instruction in Arabic Language in Terms of Educational Attainment

Variable	Educational Attainment	Mean	F-value	p-value	Interpretation
Asatidz Competence	Elementary	3.39	1.623	.185	Not Significant
	Graduate	3.23			
	HS Graduate	3.24			
	College Level	3.47			
	College Graduate	3.47			

Table 7 presents the results of a One-way Analysis of Variance (ANOVA) examining the differences in Asatidz competence in early Arabic language instruction based on educational attainment. The findings indicate no significant difference in competence levels (F-value = 1.623), with the probability of occurrence under the null hypothesis exceeding the assumed alpha level of 0.05. Consequently, the hypothesis that there is no significant difference in competence levels based on educational attainment is accepted. This suggests that educational attainment does not significantly impact Asatidz competence in early Arabic language instruction. The overall weighted mean ratings support this conclusion, as all groups demonstrated nearly identical mean ratings, as shown in the table.

The lack of significant differences implies that current training programs and professional development for Asatidz are equally effective across various educational attainment levels, highlighting the robustness of the training methodologies employed. These findings support the idea that Asatidz with diverse educational backgrounds can achieve comparable competence levels, potentially encouraging a more inclusive hiring process where candidates are evaluated broader range of competencies and experiences rather than solely on educational attainment.

Table 8: Significant Difference of the Asatidz Competence in Early Instruction in Arabic Language in Terms of Length of Service

Variable	Length of Service	Mean	F-value	P-value	Interpretation
Asatidz Competence	3 years and below	3.23	1.455	.228	Not Significant
	4-6 Years	3.28			
	7-9 Years	3.46			
	10 years and above	3.35			

The One-way ANOVA examined differences in Asatidz competence based on length of service. The findings indicate no significant difference in competence levels (F-value = 1.455), surpassing the alpha level of 0.05. Thus, the hypothesis of no significant difference in competence levels based on length of service is accepted, suggesting length of service does not notably impact Asatidz competence in early Arabic language instruction.

The overall weighted mean ratings reinforce this conclusion, with all groups displaying nearly identical mean ratings. This consistency across groups implies Asatidz maintain competence regardless of tenure, possibly due to effective initial training and ongoing professional development.

Given the lack of significant differences, factors like teaching methodologies, individual commitment, and specific professional development activities may hold greater importance in enhancing competence. Future efforts could prioritize these areas to further elevate Asatidz competence. These findings support the idea that both new and experienced Asatidz can attain similar competence levels. Consequently, this could promote more inclusive hiring practices, focusing on candidates' skills and potential for growth rather than solely on years of service.

Table 9: Significant Difference of the Asatidz Competence in Early Instruction in Arabic Language in Terms of Training Attended

Variable	Training	Mean	F-value	P-value	Interpretation
Asatidz Competence	Ibtidai	3.53	1.062	.366	Not Significant
	Thanawi	3.26			
	Alkhulia	3.47			
	Karig Khulia	3.45			

The One-way ANOVA explored how the training attended by Asatidz influences their competence in early Arabic language instruction. The results indicate no significant difference in competence levels (F-value = 1.062), as the probability under the null hypothesis surpasses the alpha level of 0.05. Consequently, the hypothesis that training attended does not significantly affect Asatidz competence is accepted, suggesting that various training programs have a comparable impact on competence levels.

The consistent mean ratings across all groups further support this notion, indicating a uniform level of competence among Asatidz regardless of their training backgrounds. This suggests that the specific training received may not be a determining factor in shaping competence in early Arabic language instruction.

These findings suggest a need to reassess resource allocation towards training programs aimed at improving competence in this domain. Instead, attention could be directed towards other factors such as teaching methodologies, individual dedication, and targeted professional development activities, which may exert a more substantial influence on competence.

Moreover, the similarity in competence levels across diverse training groups implies that the effectiveness of training programs might vary, or that additional factors beyond training significantly contribute to competence. Future research could delve deeper into these aspects to gain a comprehensive understanding of how to enhance Asatidz competence in early Arabic language instruction.

In summary, these findings emphasize the necessity of adopting a nuanced approach to professional development and training for Asatidz. It is essential to prioritize areas that genuinely impact competence and effectiveness in language instruction, ensuring the optimal utilization of resources.

III. CONCLUSION

The study reveals several important findings. Firstly, Asatidz exhibit a high level of competence in early reading instruction for the Arabic language, showcasing proficiency across pedagogical content, content knowledge, classroom management, and assessment. Secondly, Mulids' reading proficiency in Arabic across Grades I, II, and III is notably strong, indicating their ability to function as independent readers. However, it's noteworthy that Asatidz competence in early reading instruction doesn't significantly impact Mulids' reading proficiency, suggesting the influence of other factors. Moreover, the study indicates that Asatidz' educational attainment, length of service, and number of trainings attended don't significantly affect their competence in early reading

instruction in Arabic. These findings highlight the multifaceted nature of factors affecting reading instruction and proficiency in Arabic, calling for further research and nuanced educational approaches.

IV. RECOMMENDATIONS

Based on the findings of the study, the following recommendations are hereby proposed to enhance early reading instruction in the Arabic language:

1. *Professional Development Opportunities*: Despite the high level of competence exhibited by Asatidz, continuous professional development programs focusing on innovative teaching strategies, literacy development techniques, and effective classroom management can further enhance their instructional skills. Workshops, seminars, and training sessions tailored to address specific areas of improvement identified in the study can be organized regularly.
2. *Integration of Multimodal Instructional Approaches*: Given the significant role of other factors in influencing Mulids' reading proficiency, it's essential to explore and implement multimodal instructional approaches. Integrating diverse teaching methods, such as incorporating technology, kinesthetic activities, and real-life applications, can cater to various learning styles and enhance engagement and comprehension among students.
3. *Collaborative Learning Communities*: Establishing collaborative learning communities among Asatidz can provide a platform for sharing best practices, exchanging ideas, and collectively addressing challenges in early reading instruction. Regular meetings, peer observations, and collaborative lesson planning sessions can foster a culture of continuous improvement and innovation within Madrasahs.
4. *Individualized Support for Struggling Readers*: While Mulids' overall reading proficiency is strong, there may still be students who require additional support to reach their full potential. Implementing targeted interventions, such as small group instruction, one-on-one tutoring, or personalized learning plans, can provide tailored support to struggling readers and ensure that no student is left behind in their literacy development journey.
5. *Research and Evaluation*: To better understand the complex interplay of factors influencing reading instruction and proficiency in the Arabic language, further research is warranted. Longitudinal studies examining the long-term impact of instructional practices, as well as comprehensive evaluations of alternative factors contributing to reading proficiency, can provide valuable insights for refining educational policies and practices.

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