

**BENEATH THE VEIL OF PEDAGOGY: EXPLORING THE LIVED  
EXPERIENCES OF MUSLIM WOMEN TEACHING ARABIC  
LANGUAGE AND ISLAMIC VALUES  
EDUCATION (ALIVE)**

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## **ABSTRACT**

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The purpose of this study was to describe and examine the lived experiences of ten female teachers teaching Arabic Language and Islamic Values Education (ALIVE) in Sarangani. The experiences of these teachers were discovered through the utilization of phenomenological study methods, including focus groups and in-depth interviews, with an emphasis on the difficulties, solutions, and inspirations they encountered while teaching. The findings identified four main general themes: (1) **Journeying faith-based teaching and leadership adaptable to Muslim societal expectations as an Ustazah (Female Muslim teacher)**, which highlights the dual role of educators as both teachers and moral guides within the context of Muslim societal values; (2) **Complexity of Delivering ALIVE Education Amid Resource Limitations, Logistical Barriers, and Diverse Muslim Students’ Needs**, which discusses the challenges faced due to limited resources, long commutes, and the varied

academic needs of students; (3) **Addressing the gap for Resource Limitations, Student Engagements, and Culturally Responsive Teaching**, focusing on how teachers creatively engage students and employ culturally relevant teaching strategies to bridge these gaps; and (4) **ALIVE education upholds cultural values and fosters growth through resilient Muslim women teachers**, emphasizing the resilience and perseverance of these teachers in maintaining cultural integrity and academic standards despite the challenges. The study concludes by underscoring the importance of resourcefulness, community support, and ongoing professional development for these teachers to effectively nurture both the academic and moral growth of their students.

**Keywords:** *Lived Experiences, ALIVE Education, Muslim Women Teachers, Phenomenological Study, Arabic Language, Islamic Values Education, Sarangani, Philippines.*