

Art Based Learning In Teaching Music And The Academic Performance Of Grade 9 Learners In The Schools Division Of Batangas City

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Abstract

The study aimed to assess the utilization of art-based learning in teaching Music and its relation to the academic performance of Grade 9 learners in the Schools Division of Batangas City. It focused on learners' competencies in improvising music from historical periods, performing classical repertoire, connecting Romantic music to visual arts and historical context, and performing themes or melodies from traditional songs, as assessed by teachers. It also examined the extent to which art-based learning strategies such as promoting creativity, student engagement, cultural relevance, and personal expression were implemented in classroom instruction. Furthermore, the study explored the relationship between learners' academic performance and the utilization of art-based learning strategies, as well as the challenges teachers encountered in implementing such approaches.

A descriptive-correlational research design was employed, using questionnaires as the primary data collection tool. The respondents were Grade 9 Music teachers from selected schools in the Schools Division of Batangas City. Data were analyzed using appropriate statistical tools, including weighted mean and Pearson's r , to ensure accurate interpretation of the results.

Findings revealed that learners' academic performance in Music was generally above average across all competencies, indicating satisfactory mastery of skills. Among the areas assessed, performing themes or melodies from traditional songs obtained the highest mean, followed by connecting music to visual arts and historical context, improvisation, and classical performance. On the other hand, the utilization of art-based learning strategies was found to be moderate in terms of creativity, engagement, cultural relevance, and identity development, suggesting that while these strategies are present in instruction, they are not fully maximized.



The study also established a significant relationship between learners' academic performance and the extent of utilization of art-based learning strategies, emphasizing the importance of integrating creative and experiential approaches in improving student outcomes in Music. However, teachers encountered several challenges, including variation in students' artistic abilities and interests, lack of instructional materials, limited time for preparation and implementation, and difficulties in assessment, which affected the effective delivery of art-based instruction.

In response, art-based intervention learning materials were prepared to support teaching and enhance student learning. These materials include structured discussions, interactive and performance-based activities, reflective exercises, rubrics, and scoring guides designed to promote learner-centered and experiential learning. It is recommended that teachers strengthen the utilization of art-based strategies in Music instruction while schools provide adequate resources, time, and professional development opportunities.

Keywords: *Art-based learning, music education, academic performance, teaching strategies, improvisation, classical music*

1. Introduction

Background and Rationale

Music education plays an important role in developing learners' creativity, self-expression, cultural awareness, and critical thinking skills. In line with the goals of 21st-century education and the implementation of the K to 12 Curriculum under Republic Act No. 10533, schools are encouraged to adopt learner-centered and contextualized teaching approaches that promote active participation and meaningful learning experiences. One approach that supports these goals is art-based learning, which integrates visual, performing, and literary arts into Music instruction to make learning more engaging, interactive, and experiential. However, despite these educational reforms, Music education in many schools continues to face challenges such as limited resources, lack of specialized teachers, and the use of lecture-based instruction that often results in low learner engagement and difficulty in understanding musical concepts.

Various studies emphasized that art-based learning strategies play a significant role in improving learners' academic performance and engagement in Music education. Theories such as Lev Vygotsky's Sociocultural Theory and Experiential Learning Theory highlighted the importance of collaborative, creative, and experiential learning in developing learners' cognitive and emotional skills. Research and classroom observations revealed that students respond more positively when artistic activities such as drawing, dramatization, movement, and music composition are incorporated into lessons. These approaches help learners better understand abstract musical concepts, accommodate diverse learning styles, and encourage active participation and collaboration inside the classroom.

This research aimed to determine the effectiveness of art-based intervention learning materials in enhancing the academic performance of Grade 9 learners in Music. Specifically, it sought to assess how the integration of visual, performing, and literary arts contributes to learners' understanding of musical concepts, engagement in classroom activities, and overall appreciation of Music education. The study also aimed to identify challenges encountered in implementing art-based learning strategies and determine areas where additional instructional support and intervention materials are needed.

The findings of the study served as the basis for the development and utilization of art-based intervention learning materials designed to improve Music instruction among Grade 9 learners. Through the integration of creative and multisensory learning experiences, the study aimed to promote a more inclusive, engaging, and culturally relevant approach to Music education in Batangas City.

Specifically, it sought to answer the following questions:

1. What is the level of academic performance of Grade 9 learners in Music as assessed by their teachers in the following competencies:

- 1.1. Improvising music from historical periods;
- 1.2. Performing classical repertoire;
- 1.3. Connecting Romantic music to visual arts and historical context
- 1.4. Performing themes or melodies from traditional songs;

2. To what extent of utilization are art-based learning strategies utilized in teaching Music be assessed by the respondents, in terms of:

- 2.1. Student creativity;
- 2.2. Student engagement;
- 2.3. Cultural relevance;
- 2.4. Personal expression and identity development;

3. Is there significant relationship between the assessment on the academic performance of Grade 9 learners and on the extent of utilization of art-based learning strategies?

4. What are the challenges met in utilizing art-based learning?

5. Based on the findings, what intervention activities may be proposed?

Hypothesis

There is no significant relationship between the assessments in the learners level of performance and on the extent of utilization of art-based learning strategies.

2. Materials and Methods

Research Design

This study utilized the descriptive-correlational research design to collect, analyze, and interpret data regarding the utilization of art-based learning strategies and the academic performance of Grade 9 learners in Music in the Schools Division of Batangas City. It described the extent of integration of art-based learning and determined whether a significant relationship exists between art-based learning strategies and learners' academic performance.

The quantitative approach, according to Creswell (2023), involves the systematic collection and analysis of numerical data to examine relationships among variables using structured research instruments. This design was deemed appropriate since the study aimed to assess the utilization of art-based learning strategies and their relationship to learners' academic performance without manipulating any variables. Semi-structured interviews were also conducted to gather additional insights that served as basis for the development of intervention activities.

Participants

The respondents of the study are Grade 9 Music teachers from the Junior High Schools in the Division of Batangas City. In the division, there were 133 Music teachers. 100 out of them served as the respondents of the study, which was determined using the Raosoft Calculator with a 5% margin of error. The respondents were chosen using a stratified random sampling technique and applying proportionate allocation by district

Instruments

The research-made questionnaires were used to gather the academic performance of the Grade 9 learners assessed by the teachers, focusing on visual arts, performing arts and literary arts and the extent of the integration of art-based learning in other MAPEH components to enhance the academic performance of Grade 9 learners in Batangas City.

However, to gain an in-depth knowledge of the use of intervention programs in Music instruction, the researcher interviewed other Music teachers to gather information and ideas.

In an alternative manner, the research-made questionnaire undergone the process of construction, validation, administration, and scoring.

Procedure

To gather the needed data from the respondents, the researcher sent approval letters to the Schools Division Superintendent of SDO Batangas City. When the approval letter is returned, the researcher sent a letter to the schools' principal attached to the approval letter from the SDS. With the school head's permission, the questionnaires was sent through a link and will be distributed to the MAPEH coordinators in Batangas City.

In any research study, obtaining informed consent from participants is of utmost importance. It ensures that the participants are fully aware of the purpose, procedures, and potential risks or benefits associated with the study. In this case, the researcher sought the informed consent of target teachers as a means of ensuring their voluntary participation in the study.

By obtaining informed consent, the researcher acknowledges and respects the autonomy and rights of potential participants. It allows them to make an informed decision about whether they want to be part of the study or not. Moreover, it helps establish a sense of trust between researchers and participants.

To maintain confidentiality, which is crucial in any research endeavor, the researcher complied with the Data Privacy Act. This act ensures that personal information collected during research is protected and used only for its intended purpose. Confidentiality is essential as it encourages honest responses from participants without fear of judgment or repercussions.

Data Analysis Plan

The data gathered in this descriptive-correlational research were analyzed using appropriate statistical tools to interpret the responses in alignment with the objectives of the study. The data were compiled, organized, and tabulated to ensure clarity and facilitate understanding. Statistical treatments such as ranking, weighted mean, and Pearson's r product-moment correlation were utilized. Ranking was used to determine the positional importance of the responses, weighted mean was employed to identify the average responses of the respondents, and Pearson's r coefficient of correlation was used to determine the significant relationship between art-based learning strategies and the academic performance of Grade 9 learners in Music.

3. Results

Table 2
Learners' level of Academic Performance in Music 9 as assessed by teachers in improvising Music from historical periods

Items	WM	VI	Rank
1. Students can create short musical phrases inspired by historical styles.	2.89	AA	9
2. Learners improvise melodies using classical scales.	2.87	AA	10
3. Students demonstrate creativity in historical improvisation tasks.	3.13	AA	4
4. Improvisation activities are part of regular lessons.	2.96	AA	6
5. Students can adapt historical themes into new compositions.	2.90	AA	8
6. Learners show confidence in improving music.	3.21	AA	2
7. Students apply historical knowledge in improvisation.	2.93	AA	7
8. Improvisation exercises reflect understanding musical periods.	3.04	AA	5
9. Students combine old and modern elements in improvisation.	3.15	AA	3
10. Improvisation outputs meet teacher expectations.	3.24	AA	1
Composite Mean	3.03	AA	

Legend: WM – Weighted Mean, VI – Verbal Interpretation, 2.50-3.49 = Above Average (AA)

Table 3
Learners' level of Academic Performance in Music 9 assessed by teachers in performing classical repertoire

Items	WM	VI	Rank
1. Students perform classical pieces accurately.	2.81	AA	8
2. Learners demonstrate proper technique in classical music.	3.04	AA	3.5
3. Students show mastery of rhythm and pitch in classical works.	2.89	AA	7
4. Classical repertoire is included in performance tasks.	2.79	AA	9
5. Students interpret classical pieces with expression.	3.07	AA	2
6. Learners memorize classical compositions effectively.	2.92	AA	6
7. Students perform classical music confidently.	3.00	AA	5
8. Performance reflects understanding of classical style.	3.21	AA	1
9. Students meet standards in classical performance rubrics.	3.04	AA	3.5
10. Classical repertoire is performed during school programs.	2.71	AA	10
Composite Mean	2.95	AA	

Legend: WM – Weighted Mean, VI – Verbal Interpretation, 2.50-3.49 = Above Average (AA)

Table 4
Learners' level of Academic Performance in Music 9 assessed by teachers in Connecting Romantic music to visual arts and historical context

Items	WM	VI	Rank
1. Students relate Romantic music themes to visual art concepts.	3.07	AA	5
2. Learners identify historical influences in Romantic music.	2.90	AA	9
3. Students create projects linking music and art.	3.22	AA	1
4. Romantic music lessons include cultural discussions.	3.06	AA	6
5. Students explain connections between music and history.	3.13	AA	3
6. Learners appreciate Romantic art and music integration.	3.11	AA	4

7. Students analyze artworks inspired by Romantic music.	3.16	AA	2
8. Music activities include visual art interpretation.	3.04	AA	7
9. Students demonstrate understanding of Romantic aesthetics.	2.84	AA	10
10. Learners connect Romantic music to historical events.	2.99	AA	8
Composite Mean	3.05	AA	

Legend: WM – Weighted Mean, VI – Verbal Interpretation, 2.50-3.49 = Above Average (AA)

Table 5
Learners' Level of Academic Performance in Music 9 as assessed by teachers in

Items	WI	VI	Rank
1. Students perform traditional Filipino songs accurately.	3.09	AA	5.5
2. Learners show appreciation for cultural music heritage.	3.24	AA	4
3. Students demonstrate correct rhythm in traditional melodies.	3.01	AA	10
4. Traditional songs are included in performance tasks.	3.27	AA	1.5
5. Students interpret traditional music with expression.	3.07	AA	7
6. Learners memorize traditional pieces effectively.	3.02	AA	9
7. Students perform traditional music confidently.	3.03	AA	8
8. Performance reflects cultural authenticity.	3.27	AA	1.5
9. Students meet standards in traditional music rubrics.	3.09	AA	5.5
10. Traditional songs are performed during school programs.	3.26	AA	3
Composite Mean	3.14	AA	

performing themes or melodies from traditional songs

Legend: WM – Weighted Mean, VI – Verbal Interpretation, 2.50-3.49 = Above Average (AA)

Table 6

Extent of utilization of art-based learning strategies in teaching Music in Student creativity

Items	WM	VI	Rank
1. I encourage students to create original musical pieces.	2.98	MU	8
2. Students are given opportunities to improvise during lessons.	3.06	MU	6
3. I integrate visual arts to inspire musical creativity.	3.01	MU	7
4. Students are allowed to experiment with different instruments.	3.11	MU	2.5
5. I provide activities that promote creative thinking in music.	3.07	MU	5
6. Students compose short melodies as part of class activities.	2.73	MU	10
7. I use art-based projects to enhance musical creativity.	3.08	MU	4
8. Students are encouraged to express ideas through music composition.	3.11	MU	2.5
9. I allow students to modify existing musical pieces creatively.	2.90	MU	9
10. Creative outputs are recognized and appreciated in class.	3.23	MU	1
Composite Mean	3.03	MU	

Legend: WM – Weighted Mean, VI – Verbal Interpretation, 2.50-3.49 = Moderately Utilize (MU)

Table 7

Extent of utilization of art-based learning strategies in teaching Music in Student engagement

Items	WM	VI	Rank
1. Students' express emotions through music activities.	3.49	MU	5.5
2. I encourage students to share personal stories through music.	3.37	MU	9
3. Music lessons help students build confidence.	3.64	HU	1
4. Students develop self-awareness through art-based tasks.	3.40	MU	8
5. I provide opportunities for students to showcase individuality.	3.50	HU	3.5
6. Students relate music activities to their personal experiences.	3.50	HU	3.5

7. I allow students to choose music pieces that reflect their identity.	3.24	MU	10
8. Art-based strategies help students express unique perspectives.	3.51	HU	2
9. Students feel empowered through creative music projects.	3.42	MU	7
10. Music activities promote personal growth and self-expression.	3.49	MU	5.5
Composite Mean	3.46	MU	

Legend: WM – Weighted Mean, VI – Verbal Interpretation, 2.50-3.49 = Moderately Utilize (MU)

Table 8
Extent of utilization of art-based learning strategies in teaching Music in Cultural relevance

Items	WM	VI	Rank
1. I include traditional Filipino music in my lessons.	3.24	MU	8
2. Students learn music that reflects local culture.	3.25	MU	7
3. I integrate cultural art forms into music activities.	3.26	MU	6
4. Lessons highlight the historical context of musical pieces.	3.27	MU	4.5
5. Students perform songs from different cultural backgrounds.	3.21	MU	9.5
6. I use visual arts to explain cultural aspects of music.	3.29	MU	3
7. Students appreciate cultural diversity through music.	3.30	MU	2
8. I relate music lessons to Filipino heritage.	3.21	MU	9.5
9. Cultural festivals are incorporated into music activities.	3.27	MU	4.5
10. Students connect music to their own cultural identity.	3.37	MU	1
Composite Mean	3.27	MU	

Legend: WM – Weighted Mean, VI – Verbal Interpretation, 2.50-3.49 = Moderately Utilize (MU)

Table 9
Extent of utilization of art-based learning strategies in teaching Music in Personal expression and identity development

Items	WM	VI	Rank
1. Students actively participate in art-based music activities.	3.27	MU	4.5
2. I use interactive strategies to maintain student interest.	3.20	MU	6
3. Students show enthusiasm during art-integrated lessons.	3.09	MU	10
4. I incorporate group activities to foster collaboration.	3.33	MU	2
5. Students are attentive during art-based music sessions.	3.19	MU	7
6. I use multimedia resources to engage learners.	3.32	MU	3
7. Students volunteer to perform in class activities.	3.13	MU	9
8. I observe increased participation when art is integrated.	3.14	MU	8
9. Students respond positively to creative music tasks.	3.53	HU	1
10. Art-based strategies help sustain student motivation.	3.27	MU	4.5
Composite Mean	3.25	MU	

Legend: WM – Weighted Mean, VI – Verbal Interpretation

2.50-3.49 = Moderately Utilize (MU), 3.50 – 4.00 = Highly Utilize (HU)

Table 10
Relationship between students' academic performance and utilization of art-based learning strategies in student creativity

Variable	p-values	Computed R-values	Interpretation	Decision	Verbal Interpretation
Improvising Music from Historical Periods	.000	.547	Strong Positive Relationship	Reject	Significant
Performing Classical Repertoire	.000	.418	Moderate Positive Relationship	Reject	Significant

Connecting Romantic Music to Visual Arts and Historical Context	.000	.559	Strong Positive Relationship	Reject	Significant
Performing Themes or Melodies from Traditional Songs	.000	.566	Strong Positive Relationship	Reject	Significant

Coefficient of correlation (r): ± 1.0 (Perfect relationship), $+ .76$ to $.99$ (Very Strong relationship), $\pm .51$ to $.75$ (Strong relationship), $\pm .26$ -. 50 (Moderate Relationship), $\pm .11$ to $.25$ (Weak relationship), $\pm .01$ to $.10$ (Very weak relationship), $.00$ (No relationship)

Table 11
Relationship between students' academic performance and utilization of art-based learning strategies in identity development

Variable	p-values	Computed R-values	Interpretation	Decision	Verbal Interpretation
Improvising Music from Historical Periods	.000	.504	Strong Positive Relationship	Reject	Significant
Performing Classical Repertoire	.000	.483	Moderate Positive Relationship	Reject	Significant
Connecting Romantic Music to Visual Arts and Historical Context	.000	.376	Moderate Positive Relationship	Reject	Significant
Performing Themes or Melodies from Traditional Songs	.000	.527	Strong Positive Relationship	Reject	Significant

Coefficient of correlation (r): ± 1.0 (Perfect relationship), $+ .76$ to $.99$ (Very Strong relationship), $\pm .51$ to $.75$ (Strong relationship), $\pm .26$ -. 50 (Moderate Relationship), $\pm .11$ to $.25$ (Weak relationship), $\pm .01$ to $.10$ (Very weak relationship), $.00$ (No relationship)

Table 12
Relationship between students' academic performance and utilization of art-based learning strategies in cultural relevance

Variable	p-values	Computed R-values	Interpretation	Decision	Verbal Interpretation
Improvising Music from Historical Periods	.000	.707	Strong Positive Relationship	Reject	Significant
Performing Classical Repertoire	.000	.622	Strong Positive Relationship	Reject	Significant
Connecting Romantic Music to Visual Arts and Historical Context	.000	.454	Moderate Positive Relationship	Reject	Significant
Performing Themes or Melodies from Traditional Songs	.000	.548	Strong Positive Relationship	Reject	Significant

Coefficient of correlation (r): ± 1.0 (Perfect relationship), $+.76$ to $.99$ (Very Strong relationship), $+.51$ to $.75$ (Strong relationship), $+.26$ -.50 (Moderate Relationship), $+.11$ to $.25$ (Weak relationship), $+.01$ to $.10$ (Very weak relationship), $.00$ (No relationship)

Table 13
Relationship between students' academic performance and utilization of art-based learning strategies in student engagement

Variable	p-values	Computed R-values	Interpretation	Decision	Verbal Interpretation
Improvising Music from Historical Periods	.000	.713	Strong Positive Relationship	Reject	Significant
Performing Classical Repertoire	.000	.586	Strong Positive Relationship	Reject	Significant

Connecting Romantic Music to Visual Arts and Historical Context	.000	.564	Strong Positive Relationship	Reject	Significant
Performing Themes or Melodies from Traditional Songs	.000	.634	Strong Positive Relationship	Reject	Significant

Coefficient of correlation (r): ± 1.0 (Perfect relationship), $+.76$ to $.99$ (Very Strong relationship), $\pm .51$ to $.75$ (Strong relationship), $\pm .26$ -.50 (Moderate Relationship), $\pm .11$ to $.25$ (Weak relationship), $\pm .01$ to $.10$ (Very weak relationship), $.00$ (No relationship)

Table 14
Challenges encountered by the teachers in utilizing art – based learning strategies

Items	WM	IV	Rank
1. I face challenges due to lack of materials for art-based activities. I find it challenging to manage time when preparing instructional materials.	3.13	A	2
2. Insufficient time limits the full implementation of art integration.	3.05	A	3
3. I have limited training on integrating arts in music education.	2.89	A	4
4. There is a lack of support or guidance from the school administration.	2.75	A	9
5. Students vary in their interest and ability in the arts.	3.20	A	1
6. Assessing art-based outputs is more subjective and difficult.	2.84	A	6.5
7. My class size makes art-based learning hard to manage.	2.80	A	8
8. The school budget is not enough to support artistic activities.	2.84	A	6.5
9. There is a lack of time to collaborate with other art teachers.	2.67	A	10
10. The existing curriculum does not fully support art integration in music.	2.88	A	5
Composite Mean	2.90	A	

Legend: WM – Weighted Mean, VI – Verbal Interpretation, 2.50-3.49 = Agree (A)

4. Discussion

The research focused on assessing the utilization of art-based learning strategies and the academic performance of Grade 9 learners in Music in the Schools Division of Batangas City. After careful and thorough analysis of the data gathered, the study yielded the following salient findings:

1. Level of academic performance of Grade 9 learners in Music based on teacher assessments in the following competencies:

1.1. Improvising music from historical periods. The gathered data revealed a composite mean of 3.03, which is interpreted as Above Average. This indicates that learners demonstrate a satisfactory ability to creatively manipulate musical elements within historical contexts. Thus, it can be inferred that there is a relatively high level of competency in this area.

1.2. Performing classical repertoire. The computed composite mean of 2.95, interpreted as Above Average, suggested that learners are generally proficient in performing classical music pieces with acceptable accuracy and expression. This implies that instructional strategies used in teaching classical repertoire are effectively supporting student learning.

1.3. Connecting Romantic music to visual arts and historical context. With a composite mean of 3.05, also interpreted as Above Average, the findings indicate that learners are capable of relating Romantic music to its artistic and historical influences. This reflects a meaningful understanding of interdisciplinary connections in music education.

1.4. Performing themes or melodies from traditional songs. The highest composite mean of 3.14, interpreted as Above Average, shows that learners perform strongly in executing traditional musical themes. This suggests that students are able to preserve cultural authenticity while demonstrating musical skills, indicating effective teaching in this competency.

2. Extent of art-based learning strategies utilized in teaching Music, in terms of:

2.1. Student creativity. The composite mean of 3.03, interpreted as Moderately Utilized, indicates that while creativity is incorporated in instruction, it is not maximized. This suggests a need to further enhance creative opportunities through more varied and innovative instructional materials and activities.

2.2. Student engagement. The obtained composite mean of 3.46, interpreted as Moderately Utilized, reveals that learners are fairly engaged during music lessons. However, there is still room for improvement in making learning experiences more interactive and participatory to sustain higher levels of engagement.

2.3. Cultural relevance. The composite mean of 3.27, interpreted as Moderately Utilized, suggests that cultural elements are present in teaching but could be strengthened. This indicates a need to integrate more culturally responsive materials and practices that reflect learners' backgrounds and heritage.

2.4. Personal expression and identity development. With a composite mean of 3.25, also interpreted as Moderately Utilized, the findings show that opportunities for self-expression and identity formation are provided but not fully optimized. This highlights the importance of incorporating more learner-centered activities that allow students to express individuality through music.

3. The significant relationship between the extent of utilization of art-based learning and academic performance of grade 9 learners.

Based on the study, there is a significant relationship between the academic performance of Grade 9 learners in Music and the extent of utilization of art-based learning strategies in terms of student creativity, identity development, cultural relevance, and student engagement, as all variables yielded statistically significant results. A significant relationship is evident between learners' performance in improvising music, connecting music to visual arts and historical context, and performing traditional songs and all art-based learning dimensions, showing moderate to strong positive relationships. On the other hand, performing classical repertoire also shows a significant relationship but generally at a moderate level, indicating a comparatively weaker association. Overall, the findings suggest that art-based learning strategies that promote creativity, active engagement, and cultural connection significantly enhance students' academic performance in Music.

4. Challenges encountered by the respondents in utilizing art-based learning.

Based on the results gathered, the challenges encountered by teachers in utilizing art-based learning strategies in Music are described in this study. As manifested from the results, it indicated that the key challenges experienced by the respondents are variation in students' interest and ability in the arts with a weighted mean of 3.20, lack of materials and difficulty in managing preparation time for art-based activities with 3.13, and insufficient time for full implementation of art integration with 3.05, all with a verbal interpretation of agree. These findings show that learner diversity, limited resources, and time constraints are the primary difficulties faced by teachers in effectively implementing art-based learning strategies.

5. Intervention material proposed by the researcher.

The proposed art-based intervention materials in teaching MAPEH 9 are designed to enhance learning through creative and engaging strategies. The material consists of five components: (I) Short Discussion for introducing key concepts, (II) Activities (A and B) for interactive and performance-based tasks, (III) Reflection to deepen understanding, (IV) Rubrics for clear assessment criteria, and (V) Scoring Guide to ensure objective evaluation. These materials promote learner-centered and experiential learning by encouraging students to actively participate in music and arts integration. The activities allow students to apply knowledge creatively, while the reflection component helps them connect learning to personal experiences. The inclusion of rubrics and scoring guides also addresses the challenge of subjectivity in assessing art-based outputs. The development of the materials was based on the challenges encountered by teachers, such as limited time, lack of resources, varying student abilities, and difficulty in assessment. By providing structured and ready-to-use materials, the intervention aims to support teachers, reduce preparation time, and improve the effective implementation of art-based learning in MAPEH 9.

5. Conclusion

Based on the findings of the study, the following conclusions were drawn:

1. Grade 9 learners exhibited an above average level of academic performance in Music across competencies such as improvisation, classical performance, interdisciplinary connection, and traditional music, indicating satisfactory mastery of skills.
2. Teachers assessed the extent of utilization of art-based learning strategies in terms of creativity, engagement, cultural relevance, and identity development as moderately implemented.
3. The findings revealed a significant relationship between learners' academic performance and the extent of utilization of art-based learning strategies, indicating that creative, engaging, and culturally grounded approaches enhance learning outcomes in Music.
4. Teachers encountered challenges such as variations in students' abilities, lack of materials, and time constraints, which affected the implementation of art-based learning strategies.
5. The proposed art-based intervention materials were designed to enhance learners' academic performance and support teachers through structured, learner-centered, and resource-efficient instructional tools.

Based on the conclusions drawn, the following recommendations were given:

From the findings and conclusions of the study, the following recommendations are offered:

1. MAPEH teachers and school administrators may strengthen instructional practices to further improve learners' academic performance in Music by incorporating more innovative, creative, and culturally responsive teaching strategies. Teachers may also be encouraged to attend trainings and workshops on art-based and experiential learning approaches.
2. Teachers may enhance the implementation of art-based learning strategies by consistently integrating activities that promote creativity, engagement, cultural awareness, and self-expression, allowing learners to actively participate in music learning.
3. Teachers may continuously assess and monitor student performance using varied assessment tools such as rubrics, performance tasks, and reflective activities to ensure that learning objectives are achieved and instructional strategies remain effective.
4. School administrators may provide adequate support and resources, including instructional materials, time allocation, and professional development opportunities, to help teachers overcome challenges such as limited materials, diverse learner abilities, and time constraints.
5. Future researchers may conduct further studies on art-based learning in Music education, expanding the scope to other grade levels, subject areas, or school settings to validate findings and explore additional strategies for enhancing student performance.

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