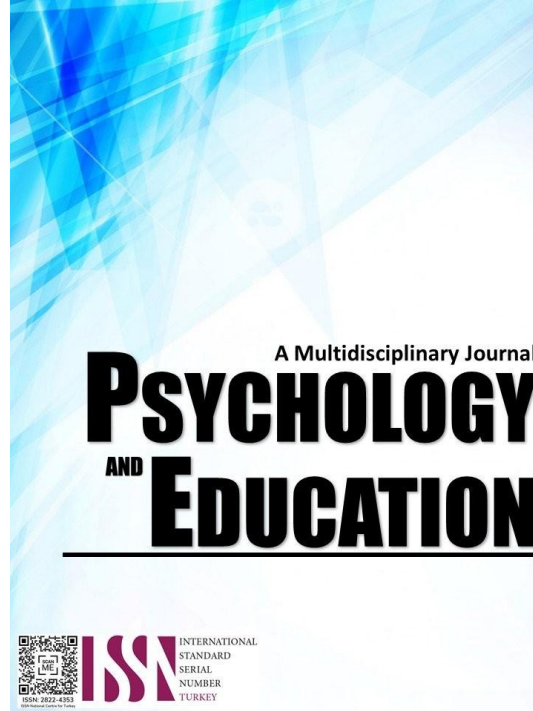


# DEVELOPMENT AND VALIDATION OF INTERACTIVE SONG-BASED MATERIALS FOR KINDERGARTEN



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## Development and Validation of Interactive Song-Based Materials for Kindergarten

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### Abstract

This study developed and validated interactive song-based materials to address foundational developmental gaps of kindergarten learners. Utilizing a descriptive-developmental research design, the study identified the least mastered competencies through a total enumeration analysis of BOSY 2025-2026 ECCD Checklist results at Kita-Kita Elementary School. Findings revealed that while learners generally operate within the average range, specific "Slight Delays" (74%–78% mastery) existed in identifying spatial positions, using courteous expressions, and personal identity. Based on these, three interactive songs—"Nasaan Ang Gagamba?", "Bati sa Bawat Isa!", and "Ako ay Si..."—were developed, integrating the Rhythm and Movement for Self-Regulation (RAMSR) framework to provide rhythmic scaffolding. Validation by five experts across six sub-domains indicated a grand mean of 4.77 (Very Highly Valid) for pedagogical quality and 4.94 (Very Highly Acceptable) for practical utility, with a perfect Content Validity Index of 1.00. The study concludes that thematic, rhythmic narratives effectively reduce cognitive load and bridge the gap between abstract curriculum goals and the child's sociocultural context. Recommendations include the institutionalization of ECCD results as diagnostic maps and the adoption of technical design standards—such as precise audio-beat synchronization and strategic "beat gaps"—to support the executive functions of early learners.

**Keywords:** *development and validation, interactive song-based materials, Kindergarten, RAMSR framework, ECCD checklist*

### Introduction

Early childhood education quality is recognized as an important factor in a child's overall development in social, emotional, physical, linguistic, and cognitive aspects. International organizations like UNESCO (2020) emphasize the importance of rich, multi-sensory, and developmentally appropriate learning experiences, noting that young children learn best when participating with intent in fun activities that involve their senses and creativity.

In the Philippine context, embedding song, dance, and rhythm into teaching is vital to stimulate and support young learners' cognitive, language, and socio-emotional development. In response to these needs, the Philippine Department of Education has included music, storytelling, and play-based learning in the Revised K-12 Matatag Curriculum, which promotes the development of the seven Early Childhood Care and Development (ECCD) domains.

Despite these policy developments, many teachers still struggle to implement the curriculum entirely because there are not enough contextualized, quality learning materials or culturally appropriate resources. Many of the materials are imported, and digital content may not meet the developmental needs or backgrounds of kindergarten learners.

This issue is especially evident in the Schools Division Office of Pangasinan II. An analysis of the SDO Pangasinan II's reports on the "Additional Data of the Pre-Early Childhood Development (Pre-ECD) Results for End of School Year (EOSY) 2024 and 2025," included a summary of the number of learning resources that are quality assured, revealing a notable shortage of quality-assured, developmentally appropriate, and culturally grounded instructional resources specifically for kindergarten learners.

While the Division has successfully provided modules, activity sheets, and self-learning modules (SLMs), there is a significant deficit in quality-assured video materials that are both interactive and developmentally appropriate for young learners. This deficiency greatly reduces the capacity of kindergarten teachers to deliver wholesome and engaging instruction aligned with the Early Childhood Care and Development (ECCD) checklist, and K-12 Revised Matatag Curriculum, particularly in those areas that involve song and multimodal blends. The Balungao District has produced zero (0) quality-assured video materials, exacerbating the overall scarcity.

Moreover, a comprehensive analysis of the ECCD checklist Beginning of School Year (BOSY) 2025 of the Kita-Kita Elementary School kindergarten learners revealed that Receptive Language, Expressive Language, and Socio-Emotional development emerged as the least mastered domains. Specifically, the data indicated that a significant percentage of learners remained at the suggested "slight delay" levels. These findings are critical, as they identify foundational deficits such as following multi-step instructions, expressing internal feelings, and using correct grammatical structures that necessitate immediate intervention. The lack of mastery in these domains suggests that traditional, non-interactive teaching methods are insufficient, demanding the development of culturally relevant, song-based materials that can specifically target these identified learning gaps through rhythmic scaffolding.

This pressing problem is also clear from the situation in schools in the Balungao District, like Kita-Kita Elementary School. There are no quality-assured video materials produced in the district, so teachers are highly likely to use free public videos they find online or generic modules that may not be adequately aligned to the cultural and developmental context of the kindergarten learners. Without local and explicit knowledge, this disconnection makes it difficult for teachers to fully implement the Matatag Kindergarten Curriculum

and support the needs of the young learners.

This study aims to address these gaps through the development and validation of interactive song-based materials that are aligned with the DepEd Revised K-12 Matatag Kindergarten Curriculum. Furthermore, to support culturally relevant materials that help inspire thoughtful, inclusive, and creative pedagogical practices for early learners.

### Research Questions

This study aimed to develop and validate interactive song-based materials designed specifically for kindergarten learners. Specifically, it sought to answer the following questions:

1. What are the least mastered competencies of kindergarten learners across the seven domains of ECCD?
2. What topics are included in the development of the interactive song-based materials based on the identified Least Mastered Competencies?
3. What is the level of validity of the developed interactive song-based materials as evaluated in terms of:
  - 3.1 content validity;
  - 3.2 developmental appropriateness;
  - 3.3 instructional quality; and
  - 3.4 technical presentation?
4. What is the level of acceptability of the developed interactive song-based materials as evaluated in terms of:
  - 4.1 suitability; and
  - 4.2 relevance?
5. What recommendations are provided by the validators for the improvement of the interactive song-based materials?

### Methodology

#### Research Design

A descriptive-developmental research approach was utilized in the study, involving the systematic assessment of learner needs and the subsequent development and validation of interactive materials.

The descriptive phase served as the diagnostic foundation of the study. It entailed the identification of the least mastered competencies using the ECCD checklist and the Matatag Kindergarten Curriculum. This phase ensured that the intervention was grounded in data, describing the actual communicative and social-emotional gaps of the kindergarten learners that necessitated the creation of interactive song-based materials.

The developmental phase encompassed the actual design, production, and validation of the interactive song-based materials. Following the RAMSR framework (Williams et al., 2020), the materials were created to engage the learners' neural systems through auditory and motor cues. This phase concluded with a systematic validation process, where experts evaluated the materials for Validity (Content, Developmental Appropriateness, Instructional Quality, and Technical Presentation) and Acceptability (Suitability and Relevance). The integration of both phases allowed the researcher not only to address the identified learning gaps but also to ensure the educational value and quality of the materials through systematic validation.

#### Respondents

The respondents of the validation phase were five (5) expert validators selected based on their expertise and experience in early childhood education. These included one (1) Public Schools District Supervisor (PSDS), one (1) School Principal who is also a District Kindergarten Coordinator, one (1) School Principal who is also a Learning Resource District Coordinator, one (1) Graduate School Dean, and one (1) Information Technologist. Validation was done by these experts using the validation, where they gave their validation on the materials in terms of the two domains: Validity (content validity, developmental appropriateness, instructional quality, and technical presentation) and Acceptability (suitability and relevance). The suggestions and validation from the validators were vital in ensuring that the materials developed were developmentally appropriate, culture-friendly, and compatible with the DepEd Matatag Kindergarten Curriculum.

#### Instrument

Two research instruments were utilized in this study. The first was the Questionnaire for Establishing the Content Validity of the Validation Form. This was used during the pilot phase to validate the research instrument itself. Two certified early childhood education experts assessed the clarity, alignment, and comprehensiveness of the evaluation instrument. The results of this pilot validation yielded a Grand Mean of 4.80, which is interpreted as Very Highly Valid. This confirms that the instrument is content-valid and reliable for its intended purpose.

The second instrument was the Validation Form for the Interactive Song-Based Materials. This was used by the five expert validators to validate the developed materials. The validation instrument was adapted from the Department of Education's Learning Resources Management and Development System (LRMDS) Evaluation Rating Sheet for Non-Print Materials. It consisted of two major parts:

Part I evaluates the validity of the materials across four domains: content validity, developmental appropriateness, instructional quality, and technical presentation, while Part II assessed the acceptability of the materials in terms of suitability and relevance. Each item was rated on a five-point Likert scale, interpreted as follows: (4.21–5.00) Very Highly Valid/Acceptable, (3.41–4.20) Highly Valid/Acceptable, (2.61–3.40) Moderately Valid/Acceptable, (1.81–2.60) Slightly Valid/Acceptable, and (1.00–1.80) Not Valid/Acceptable.

## Procedure

The data gathering followed a multi-phase process consistent with the descriptive-developmental design. The initial phase was the need identification based on the census of the administrative records to determine the least mastered competencies among the kindergarten learners. From here, the researcher was able to come up with the materials through the development of interactive song-based materials based on the data gathered from the needs assessment. The next phase involved the testing and validation of the instrument. From the feedback provided by the pilot validators, the needed revision was done on the validation form. After completion, the researcher gave the revised version of the validation instrument to the five expert validators for the final testing and validation.

## Data Analysis

Descriptive analysis was performed on the data obtained from the expert validators using the Weighted Mean and the Content Validity Index (CVI). The weighted mean was used to determine the average expert rating for all items and criteria under the domains of validity and acceptability. The resulting weighted means were interpreted using the following descriptive scale: (4.21–5.00) Very Highly Valid/Acceptable, (3.41–4.20) Highly Valid/Acceptable, (2.61–3.40) Moderately Valid/Acceptable, (1.81–2.60) Slightly Valid/Acceptable, and (1.00–1.80) Not Valid/Acceptable.

This statistical treatment provided a clear and systematic basis for determining the quality, suitability, and relevance of the developed interactive song-based materials. Moreover, the Content Validity Index (CVI) was determined to measure the degree of agreement between experts for each material. This guaranteed that apart from having high ratings, there was also consistency among the expert panel regarding each material.

Moreover, to identify the least mastered competencies during the needs analysis phase, the researcher utilized the Standard Score Interpretation from the official Early Childhood Care and Development (ECCD) Manual. The following scale was used to categorize the developmental status of the learners: Standard Score, a.) 130 and Above = Suggests Highly Advanced Development, b.) 120 – 129 = Suggests Advanced Development, c.) 80 – 119 = Average Development, d.) 70 – 79 = Suggests Slight Delay in Overall Development, and e.) 69 and Below = Suggests Significant Delay in Overall Development. Indicators falling within or below the 70–79 range (Slight Delay) were prioritized for the development of the interactive song-based materials.

## Results and Discussion

### *Least Mastered Competencies of Kindergarten Learners Across the Seven Domains of ECCD*

The analysis of the BOSY 2025 Early Childhood Care and Development (ECCD) Checklist results revealed that while the learners generally operate within the average developmental range, specific foundational gaps exist. The least mastered competencies were identified by isolating the learning indicators that fell within the "Suggests Slight Delay" threshold (70%–79%) of the ECCD Standard Score Interpretation. This diagnostic step was crucial in ensuring that the development of interactive song-based materials was rooted in the actual developmental needs of the learners. These specific competencies, which served as the primary instructional targets for this study, are presented in Table 1.

Table 1. *Least Mastered Learning Competencies*

| Priority Domain     | Least Mastered Competency                                                 | Mastery % |
|---------------------|---------------------------------------------------------------------------|-----------|
| Receptive Language  | Identify positions (in, on, and under) of objects in one's environment    | 74%       |
| Social-Emotional    | Use polite greetings and courteous expressions in appropriate situations. | 78%       |
| Expressive Language | Identify one's given name, friend's name, and their family members        | 78%       |

Table 1 shows a distinct developmental trend where learners struggle more with socio-linguistic and abstract spatial concepts than with physical or self-help skills. The competency to identify positions (in, on, and under) of objects in one's environment (74%) under the Receptive Language Domain was observed as the area with the most room for development. This suggests that learners are still refining their "spatial encoding," the ability to mentally map objects in relation to one another. In a classroom setting, a developing understanding of prepositions may influence how a child follows certain directions or engages with early mathematical reasoning.

Within the Social-Emotional Domain, the 78% mastery in the use of polite greetings and courteous expressions in appropriate situations indicates that the habitual application of Filipino social graces (such as po/opo and mano) is currently in the process of being internalized. This finding suggests that while learners may be familiar with the vocabulary, they are still developing the "pragmatic competence" to apply these expressions spontaneously within varied social contexts. The 78% mastery in identifying one's given name, friend's name, and their family members under the Expressive Language domain was often observed alongside a transitional use of personal pronouns. This indicates that the learners are likely in a constructive phase of linguistic development, where they are learning

to clearly distinguish self-identity and social relationships through more formal language structures.

Based on the empirical evidence, the least mastered competencies of the kindergarten learners are specifically centered on identifying positions (in, on, and under), using polite greetings and courteous expressions, and identifying names of self, friends, and family. Because these competencies fell within the "Suggests Slight Delay" category, they were respectfully prioritized as the thematic core for the development of the interactive song-based materials, aiming to support the learners' transition toward higher mastery.

### **Topics Included in the Development of the Interactive Song-Based Materials**

The topics for the developed interactive song-based materials were directly derived from the identified least mastered learning competencies. By translating these competencies into thematic instructional topics, the researcher created materials that are both pedagogically sound and engaging for kindergarten learners.

Table 2 presents the mapping of competencies to the specific topics and interactive song titles developed for this study.

**Table 2. Topics of the Developed Interactive Song-based Materials**

| <i>Least Mastered Competency</i>                                          | <i>Core Instructional Topic</i>      | <i>Developed Interactive Song-based Material Title</i> |
|---------------------------------------------------------------------------|--------------------------------------|--------------------------------------------------------|
| Identify positions (in, on, and under) of objects in one's environment.   | Spatial Prepositions (In, On, Under) | "Nasaan Ang Gagamba?"                                  |
| Use polite greetings and courteous expressions in appropriate situations. | Courteous Expressions and Greetings  | "Bati sa Bawat Isa!"                                   |
| Identify one's given name, friend's name, and their family members        | Personal Identity and Pronoun Usage  | "Ako ay Si..."                                         |

The development process involved distilling broad competencies into focused instructional topics to ensure the songs remained age-appropriate and easy to memorize. The topic Spatial Prepositions (In, On, Under) targets the Receptive Language domain. By focusing on the position of a specific character (the spider), the topic transforms the abstract concepts of "in, on, and under" into a visual and auditory game, making spatial relationships easier to process. Furthermore, the topic Courteous Expressions and Greetings addresses the Social-Emotional gap. Rather than just teaching words, this topic invites learners to explore the 'when and how' of using polite expressions, aiming to help learners internalize these behaviors as part of their daily social interactions. Lastly, the topic Personal Identity and Pronoun Usage addresses the Expressive Language domain. It simplifies the task of naming and identifying others by using a repetitive, rhythmic structure that emphasizes the correct use of personal pronouns in relation to self, family, and peers. The specific inclusion of these topics ensures that the interactive songs serve as a direct instructional intervention grounded in the learners' actual developmental needs.

### **Validity of the Developed Interactive Song-Based Materials**

Following the development of the interactive song-based materials, a systematic validation process was conducted to ensure their pedagogical soundness and technical quality. The evaluation focused on four key dimensions: (a) Content Validity, (b) Developmental Appropriateness, (c) Instructional Quality, and (d) Technical Presentation.

#### **On Content Validity**

Content Validity assessed the accuracy, relevance, and curricular alignment of the songs. It ensured that the instructional substance of the materials was not only correct but also culturally sensitive and appropriate for the cognitive maturity of kindergarten learners. Table 3 presents the weighted mean scores and descriptive equivalents for each criterion under Content Validity.

**Table 3. Validity of the Developed Interactive Song-based Materials in Terms of Content Validity**

| <i>Indicators</i>                                                                                                              | <i>Weighted Mean</i> | <i>Descriptive Equivalent</i> |
|--------------------------------------------------------------------------------------------------------------------------------|----------------------|-------------------------------|
| <i>Content Validity</i>                                                                                                        |                      |                               |
| 1. The material is accurately aligned with the specific learning competencies outlined in the Matatag Kindergarten Curriculum. | 4.93                 | Very Highly Valid             |
| 2. The material addresses targeted competencies, especially in language and socio-emotional domains.                           | 5.00                 | Very Highly Valid             |
| 3. Content accuracy is ensured—information is age-appropriate, correct, and up to date.                                        | 5.00                 | Very Highly Valid             |
| 4. The content embeds positive moral and social values appropriate to the emotional maturity of young learners.                | 4.93                 | Very Highly Valid             |
| 5. The content reflects diverse cultural backgrounds and inclusivity in themes and contexts.                                   | 4.47                 | Very Highly Valid             |
| 6. The material presents information in a clear, organized, and logical sequence.                                              | 4.93                 | Very Highly Valid             |
| 7. The content includes interactive features that are intellectually and emotionally engaging.                                 | 4.73                 | Very Highly Valid             |
| Average Weighted Mean/DE                                                                                                       | 4.86                 | Very Highly Valid             |

*Note: 1.00-1.80 (Not Valid); 1.81-2.60 (Slightly Valid); 2.61-3.40 (Moderately Valid); 3.41-4.20 (Highly Valid); 4.21-5.00 (Very Highly Valid)*

Table 3 indicates that the developed interactive song-based materials possess a very high level of content validity with an average weighted mean of 4.86.

The materials received a perfect rating of 5.00 in addressing targeted competencies and content accuracy. This high level of consensus

among experts suggests that the songs are effectively tailored to the developmental readiness of five-year-old learners. As emphasized by Clemente-Suárez et al. (2024), instructional materials in early childhood must be strictly aligned with standardized developmental milestones to effectively bridge the gap between "slight delay" and age-appropriate mastery. This high validity suggests that the materials are not merely supplementary but could be core tools for achieving curriculum goals.

Furthermore, the strong alignment with the Matatag Kindergarten Curriculum (4.93) and the logical sequence of information (4.93) validate the materials as substantive instructional interventions. By anchoring the content in established milestones, the materials provide the "comprehensible input" necessary for children to transition toward higher proficiency.

While the validation remains in the "Very Highly Valid" level, the score for cultural inclusivity (4.47) invites an acknowledgment that representing the vast diversity of contexts is an ongoing process. Nevertheless, the overall findings confirm that the content is both intellectually stimulating and emotionally resonant for its target audience.

The developed interactive song-based materials are Very Highly Valid in terms of content. The expert validation confirms that the songs are strictly aligned with the Matatag Curriculum and are specifically designed to address the socio-linguistic and emotional needs of kindergarten learners, serving as essential tools for developmental intervention.

### On Developmental Appropriateness

Developmental Appropriateness of the materials ensured that the interactive songs considered the unique biological, cognitive, and emotional characteristics of kindergarten learners. Developmentally Appropriate Practice (DAP) requires that instructional materials match the child's age, individual experiences, and social context.

In the context of this study, ensuring developmental appropriateness was vital to providing a "gentle intervention" that addresses identified developmental gaps without exceeding the learners' current cognitive capacity. By aligning the rhythmic and linguistic complexity with the learners' natural growth patterns, the materials aim to create an inviting environment for skill mastery.

Table 4 presents the expert validation results for this criterion.

Table 4. *Validity of the Developed Interactive Song-based Materials in Terms of Developmental Appropriateness*

| Indicators                                                                                                    | Weighted Mean | Descriptive Equivalent |
|---------------------------------------------------------------------------------------------------------------|---------------|------------------------|
| <i>Developmental Appropriateness</i>                                                                          |               |                        |
| 1. The material uses developmentally appropriate vocabulary and sentence structures suited for 5–6-year-olds. | 5.00          | Very Highly Valid      |
| 2. The materials support emotional self-awareness and social skills development.                              | 4.93          | Very Highly Valid      |
| 3. Activities align with the physical development needs of young learners.                                    | 4.87          | Very Highly Valid      |
| 4. Materials support symbolic thinking and imaginative play (Piaget's pre-operational stage).                 | 4.40          | Very Highly Valid      |
| 5. Materials support independent and guided peer interaction at an appropriate age level.                     | 4.73          | Very Highly Valid      |
| 6. The pacing and structure respect children's short attention spans and energy cycles.                       | 4.47          | Very Highly Valid      |
| 7. Materials encourage exploration and curiosity appropriate for early learners.                              | 4.40          | Very Highly Valid      |
| Average Weighted Mean/DE                                                                                      | 4.69          | Very Highly Valid      |

Note: 1.00-1.80 (Not Valid); 1.81-2.60 (Slightly Valid); 2.61-3.40 (Moderately Valid); 3.41-4.20 (Highly Valid); 4.21-5.00 (Very Highly Valid)

With an average weighted mean of 4.69, the materials are considered "Very Highly Valid" in terms of Developmental Appropriateness. Such a favorable rating indicates that the materials were designed with a sensitive understanding of the learners' current developmental stage. The perfect rating for vocabulary and sentence structure (5.00) is particularly significant, as the targeted learners exhibit specific delays in expressive and receptive language. By utilizing language that is accessible yet stimulating, the materials provide a scaffolded environment for linguistic growth. Furthermore, by grounding the materials in Piaget's Pre-operational Stage, the songs support symbolic thinking through rhythmic repetition. This helps children translate abstract instructions (like spatial prepositions) into concrete, imaginative actions.

According to Williams et al. (2020), rhythmic movement interventions are most effective when they respect the biological energy cycles and short attention spans of young children. The experts' positive evaluation of the pacing and structure (4.47) suggests that the songs are designed to maximize engagement without causing cognitive overload. While the scores for imaginative play (4.40) and exploration (4.40) remain in the "Very Highly Valid" level, they provide a gentle reminder of the continuous need to integrate more open-ended creative opportunities within structured musical activities. The developed interactive song-based materials are found to be Very Highly Valid in terms of Developmental Appropriateness. The validation confirms that the pacing, vocabulary, and interactive elements are thoughtfully aligned with the cognitive and physical needs of 5–6-year-old learners, ensuring the intervention is both supportive and cognitively manageable.

### On Instructional Quality

The Instructional Quality category validated the pedagogical effectiveness of the materials, focusing on how well the songs function as teaching tools in a real classroom setting. Instructional quality ensures that the transition from teacher-led demonstration to student-

led mastery is seamless and well-supported. Table 5 presents the validation of the materials in terms of Instructional Quality.

**Table 5. Validity of the Developed Interactive Song-based Materials in Terms of Instructional Quality**

| Indicators                                                                           | Weighted Mean | Descriptive Equivalent |
|--------------------------------------------------------------------------------------|---------------|------------------------|
| <i>Instructional Quality</i>                                                         |               |                        |
| 1. The materials promote a multi-sensory experience (hearing, seeing, moving).       | 5.00          | Very Highly Valid      |
| 2. The instructional flow is clear, logical, and easy to implement by teachers.      | 5.00          | Very Highly Valid      |
| 3. Activities promote development of early reasoning and decision-making skills.     | 4.27          | Very Highly Valid      |
| 4. Materials allow flexibility for different learning paces and teaching contexts.   | 4.20          | Highly Valid           |
| 5. Instructional strategies promote guided practice and gradual skill acquisition.   | 4.67          | Very Highly Valid      |
| 6. The materials integrate effectively with other kindergarten-level learning tools. | 4.47          | Very Highly Valid      |
| 7. Learners are guided through structured steps that build on prior knowledge.       | 4.60          | Very Highly Valid      |
| 8. The material includes opportunities for assessment of learning and feedback       | 4.60          | Very Highly Valid      |
| Average Weighted Mean/DE                                                             | 4.60          | Very Highly Valid      |

Note: 1.00-1.80 (Not Valid); 1.81-2.60 (Slightly Valid); 2.61-3.40 (Moderately Valid); 3.41-4.20 (Highly Valid); 4.21-5.00 (Very Highly Valid)

Instructional Quality received an average weighted mean of 4.60, which is interpreted as Very Highly Valid. This result indicates that the materials are pedagogically reliable and ready for classroom integration. The perfect score of 5.00 for multi-sensory experience and instructional flow validates the core methodology of this study. By combining auditory, visual, and kinesthetic cues, the materials provide a holistic learning environment. As noted by the Chartered College of Teaching (2021), successful early childhood interventions must provide "rhythmic scaffolding" that leads the child through a gradual process of skill acquisition, moving from simple imitation to independent reasoning. The high ratings suggest that the songs effectively serve as this scaffold, guiding learners from the "Slight Delay" category toward more confident competency.

While flexibility (4.20) was the lowest itemized score, falling into the Highly Valid rather than Very Highly Valid level, it still reflects an instructionally sound design. This score invites a consideration of the structured nature of music; while a rhythmic beat provides necessary consistency for children with delays, it may require a teacher's creative touch to adapt the pace for diverse classroom environments. This finding highlights the materials' role as a supportive tool that complements, rather than replaces, the teacher's professional judgment. The developed interactive song-based materials demonstrate a very high Instructional Quality. The expert consensus confirms that the songs utilize a clear, multi-sensory flow that promotes gradual skill acquisition, making them both effective for learners and accessible for teachers to implement.

### On Technical Presentation

The Technical Presentation of the interactive song-based materials ensured that the audiovisual quality, including the clarity of lyrics, the timing of animations, and the cultural relevance of the imagery, supported the learning process. Table 6 presents the expert validation of the materials' technical and aesthetic features.

**Table 6. Validity of the Proposed Instructional Materials in Terms of Technical Presentation**

| Indicators                                                                                                       | Weighted Mean | Descriptive Equivalent |
|------------------------------------------------------------------------------------------------------------------|---------------|------------------------|
| <i>Technical Presentation</i>                                                                                    |               |                        |
| 1. The technical quality of visuals (resolution, animation, clarity) supports instructional effectiveness.       | 4.93          | Very Highly Valid      |
| 2. On-screen text (font, size, color) is readable, child-friendly, and consistently formatted.                   | 4.80          | Very Highly Valid      |
| 3. Audio, including speech and lyrics, is clear, audible, and easy to understand.                                | 5.00          | Very Highly Valid      |
| 4. Songs use simple, catchy rhythms and melodies appropriate for children's learning and enjoyment.              | 5.00          | Very Highly Valid      |
| 5. Gestures, actions, or movements are well-timed, easy to follow, and synchronized with the music or narration. | 4.87          | Very Highly Valid      |
| 6. Cultural references in the video are accurate, respectful, and aligned with Filipino values.                  | 5.00          | Very Highly Valid      |
| 7. Visuals and representations are free from cultural, gender, or racial stereotypes.                            | 4.93          | Very Highly Valid      |
| Average Weighted Mean/DE                                                                                         | 4.93          | Very Highly Valid      |

Note: 1.00-1.80 (Not Valid); 1.81-2.60 (Slightly Valid); 2.61-3.40 (Moderately Valid); 3.41-4.20 (Highly Valid); 4.21-5.00 (Very Highly Valid)

Technical Presentation emerged as a highly commended domain with an average weighted mean of 4.93. This indicates that the materials meet a professional standard of production, ensuring that the technology serves as a bridge for the curriculum. The perfect ratings for audio clarity and catchy rhythms (5.00) are vital for language-based interventions. As established in recent neuro-auditory research, a consistent rhythmic beat serves as a temporal scaffold that facilitates "rhythmic priming." This process allows the learner's brain to synchronize with the external song structure, which significantly assists in the processing of grammatical structures and speech sounds, particularly for children experiencing language delays (Fiveash et al., 2020). By ensuring the audio is distinct and the rhythm is engaging, the materials offer a stable environment for phonetic and social-emotional learning.

Furthermore, the perfect rating for cultural accuracy (5.00) reflects a successful alignment with the MATATAG Curriculum's core feature of "Contextualization," as mandated by DepEd Order No. 010, s. 2024. This policy stipulates that learning competencies must be made relevant to the learners' specific sociocultural contexts to ensure meaningful and inclusive education. The experts' consensus confirms that the materials are culturally responsive to the Filipino kindergarten setting, utilizing imagery and values that are familiar

to the learners. This resonance with the child's daily life is essential for fostering a sense of belonging, as it bridges the gap between the learner's home environment and the formal school setting, directly supporting the holistic and learner-centered goals of the new curriculum framework.

The developed interactive song-based materials attained a "Very Highly Valid" descriptive rating in Technical Presentation. The expert validation confirms that the songs utilize clear, high-quality audio and visuals synchronized with rhythmic cues and cultural values. This alignment provides a substantive and engaging medium for implementing the MATATAG Kindergarten Curriculum, ensuring that technical precision and cultural relevance work in tandem to support early childhood development.

### ***Summary of the Validity of the Developed Interactive Song-Based Materials***

The ratings from the four validation dimensions were synthesized to provide a holistic view of the results. This consolidated approach confirms that the materials are balanced across all pedagogical and technical requirements. The total reflects the expert consensus on the materials' readiness for classroom use. Table 7 presents the summary of the validity for the developed interactive song-based materials.

**Table 7. Summary Table of the Validity of the Developed Interactive Song-based Materials**

| <i>Criteria</i>                 | <i>Weighted Mean</i> | <i>Descriptive Equivalent</i> |
|---------------------------------|----------------------|-------------------------------|
| Content Validity                | 4.85                 | Very Highly Valid             |
| Developmental Appropriateness   | 4.69                 | Very Highly Valid             |
| Instructional Quality           | 4.60                 | Very Highly Valid             |
| Technical Presentation          | 4.93                 | Very Highly Valid             |
| <b>Average Weighted Mean/DE</b> | <b>4.77</b>          | <b>Very Highly Valid</b>      |

*Note: 1.00-1.80 (Not Valid); 1.81-2.60 (Slightly Valid); 2.61-3.40 (Moderately Valid); 3.41-4.20 (Highly Valid); 4.21-5.00 (Very Highly Valid)*

As seen in Table 7 below, the developed interactive song-based materials achieved a grand mean score of 4.77, which is Very High. The technical presentation got the highest average of 4.93. All these positive attributes of graphics, audio quality, and synchronization in the video were appreciated by experts who believed that catchy music beats and a child-oriented style would make it easier to attract the attention of the learners with delayed language skills. The score of 4.69 for Developmental Appropriateness reveals that the vocabulary and speed of presentation are appropriate for children aged 5–6 years. It was mentioned that the interactive song-based materials address the "Slight Delay" of 70% to 79% detected during the pre-assessment because of the multisensory approach that does not overload the minds of the learners. Even the lowest-scoring domain, Instructional Quality (4.60), remains within the range. This score suggests that the instructional flow and the gradual skill acquisition built into the songs are highly valid in helping learners move from simple listening to active participation and reasoning.

### ***Acceptability of the Interactive Song-Based Materials***

Apart from pedagogical validity, the developed materials were also validated in regard to their acceptability, particularly their suitability to the target population and their relevance to the current teaching setting. While validity ensures the quality of the "construct," acceptability measures the practical likelihood of the materials being successfully adopted by teachers and enjoyed by learners.

#### ***On Suitability***

Suitability assessed the degree of "fit" between the interactive songs and the target population. It focuses on whether the content's complexity, language, and physical demands are in harmony with the developmental characteristics of 5-to-6-year-old learners. This ensures that the intervention remains accessible and does not overwhelm the children's current cognitive or emotional capabilities.

Furthermore, maintaining a high level of suitability ensures that the materials stay within the learners' Zone of Proximal Development (ZPD). By providing "just enough" challenge through rhythmic cues, the materials support the transition from what the child can do with assistance to what they can eventually achieve independently. This alignment is crucial for fostering a sense of mastery in learners who may be struggling with slight developmental delays. Table 8 presents the expert ratings regarding the suitability of the developed materials.

**Table 8. Acceptability of the Developed Interactive Song-based Materials in terms of Suitability**

| <i>Indicators</i>                                                                                                           | <i>Weighted Mean</i> | <i>Descriptive Equivalent</i> |
|-----------------------------------------------------------------------------------------------------------------------------|----------------------|-------------------------------|
| <i>Suitability</i>                                                                                                          |                      |                               |
| 1. The learning objectives and song-based activities are consistently aligned in practical classroom use.                   | 5.00                 | Very Highly Acceptable        |
| 2. The sequence of lessons or segments follows a logical and age-appropriate structure.                                     | 5.00                 | Very Highly Acceptable        |
| 3. The lyrics and spoken content are easy for children to understand, repeat, and enjoy.                                    | 5.00                 | Very Highly Acceptable        |
| 4. The presentation style (e.g., visuals, pacing, transitions) supports the attention span and interests of young children. | 4.53                 | Very Highly Acceptable        |
| 5. Visuals are engaging, relatable, and help learners better understand the content.                                        | 5.00                 | Very Highly Acceptable        |
| 6. The materials provide sufficient opportunities for interaction, repetition, and guided                                   | 4.93                 | Very Highly Acceptable        |

practice.

|                                                                                                                     |      |                        |
|---------------------------------------------------------------------------------------------------------------------|------|------------------------|
| 7. The physical and cognitive demands of the activities (e.g., singing, movement) match the learners' capabilities. | 4.93 | Very Highly Acceptable |
|---------------------------------------------------------------------------------------------------------------------|------|------------------------|

|                          |      |                        |
|--------------------------|------|------------------------|
| Average Weighted Mean/DE | 4.91 | Very Highly Acceptable |
|--------------------------|------|------------------------|

Note: 1.00–1.80 (Not Acceptable); 1.81–2.60 (Slightly Acceptable); 2.61–3.40 (Moderately Acceptable); 3.41–4.20 (Highly Acceptable); 4.21–5.00 (Very Highly Acceptable).

The interactive song-based materials received an average weighted mean of 4.91, indicating they are "Very Highly Acceptable" in terms of suitability for kindergarten learners. This high score is a critical indicator that the materials effectively translate abstract curriculum goals into manageable classroom activities.

The perfect ratings (5.00) for practical alignment, age-appropriate structure, and language clarity suggest that the materials are specifically tailored for learners at the developmental threshold of 5–6 years old. This is particularly significant because these learners previously exhibited a "Slight Delay" (74%–78%) in language domains.

The experts' consensus confirms that the songs simplify complex concepts such as spatial positions and social greeting into rhythmic patterns that are easy to understand and repeat. By matching the cognitive demands to the learners' current capabilities (4.93), the materials provide a bridge toward mastery without causing frustration.

As established by Self-Determination Theory (SDT), when instructional tools are perceived as achievable, they support a child's sense of competence. According to Ryan and Deci (2020), supporting this basic psychological need facilitates greater executive functioning and intrinsic motivation. This is further reinforced by Howard et al. (2021), whose findings suggest that positive academic outcomes are significantly enhanced when materials are consistently aligned with a student's developmental level. In this study, the "Very Highly Acceptable" in terms of suitability ensures that the interactive songs are not just educational, but are accessible enough to encourage the learners to participate actively and confidently.

### On Relevance

Relevance validated the degree to which the instructional materials resonate with the learners' lived experiences and the broader societal values they navigate daily.

In early childhood education, relevance is the key to moving from rote memorization to meaningful learning. This dimension assesses whether the stories, characters, and linguistic choices within the interactive songs reflect the authentic Filipino context and adhere to the holistic goals of the national curriculum. Table 9 presents the expert ratings regarding the relevance of the developed materials.

Table 9. *Acceptability of the Developed Interactive Song-based Materials in terms of Relevance*

| Indicators                                                                                                                                      | Weighted Mean | Descriptive Equivalent |
|-------------------------------------------------------------------------------------------------------------------------------------------------|---------------|------------------------|
| <i>Relevance</i>                                                                                                                                |               |                        |
| 1. The topics and themes reflect the real-life experiences and daily context of kindergarten learners.                                          | 5.00          | Very Highly Acceptable |
| 2. Stories, characters, and contexts reflect real-life experiences familiar to Filipino kindergarteners.                                        | 5.00          | Very Highly Acceptable |
| 3. The materials promote core values such as respect, cooperation, empathy, and love for learning through songs, stories, and modeled behavior. | 5.00          | Very Highly Acceptable |
| 4. Language use (Filipino/English) is contextually relevant and appropriate for bilingual early learners.                                       | 5.00          | Very Highly Acceptable |
| 5. The visuals and audio elements avoid stereotypes and represent a diverse, inclusive perspective.                                             | 5.00          | Very Highly Acceptable |
| 6. The content encourages holistic growth — cognitive, emotional, physical, and social development.                                             | 5.00          | Very Highly Acceptable |
| 7. The materials' topics and exercises support learners' development based on the K-12 Matatag curriculum goals.                                | 5.00          | Very Highly Acceptable |
| Average Weighted Mean/DE                                                                                                                        | 5.00          | Very Highly Acceptable |

Note: 1.00–1.80 (Not Acceptable); 1.81–2.60 (Slightly Acceptable); 2.61–3.40 (Moderately Acceptable); 3.41–4.20 (Highly Acceptable); 4.21–5.00 (Very Highly Acceptable).

The data in Table 9 reveal a consensus among experts regarding the Relevance (5.00) of the developed interactive song-based materials. Every indicator under this domain received a perfect score, confirming that the interactive song-based materials are deeply rooted in the Filipino context and effectively promote essential social values.

This perfect rating suggests that the materials function as a "cultural mirror" for the learners. When children see characters and hear situations that reflect their own homes and communities, such as Filipino greetings and familiar family dynamics, the effort required to learn a new concept is significantly reduced. This high level of relevance aligns with the Matatag Curriculum's emphasis on localization and contextualization. By mirroring the daily lives of the learners, the materials facilitate a more immediate connection to the lesson, transforming abstract competencies into recognizable, real-world experiences.

Furthermore, the perfect score in promoting core values and holistic growth implies that the songs serve as both linguistic interventions and character-building tools. The experts recognized that the materials do not treat language in isolation but integrate it with emotional and social development. This "Very Highly Acceptable" in terms of relevance ensures that the interactive song-based materials are not viewed as separate exercises, but as natural extensions of the learners' everyday social and academic environment.

Following the detailed evaluation of the materials' practical utility, the consolidated findings confirm a Very High level of acceptability, with a grand weighted mean of 4.94. While the suitability of the materials was rated highly for its developmental "fit," it is noteworthy that the domain of Relevance achieved a perfect mean of 5.00 across all three interactive songs.

This perfect score implies that the materials are considered not just supplementary, but could be necessary tools for teaching Filipino kindergarteners within the Matatag Curriculum framework. By ensuring that every lyrical and visual element is deeply rooted in the learners' daily context, the materials could effectively bridge the gap between curriculum goals and the child's real-world experiences. Consequently, the very high level of acceptability ensures that these interactive song-based materials could be seamlessly integrated into the classroom, fostering an environment where language learning is both accessible and culturally meaningful for every learner.

### ***Recommendations for the Improvement of the Materials***

While the interactive song-based materials received "Very Highly Valid/Acceptable" ratings across all domains, the validators provided specific qualitative feedback to further refine the tools for classroom use. These recommendations focus on enhancing "comprehensible input" to ensure the materials remain accessible for learners with identified delays.

To better support learners in the "pre-operational stage," experts recommended increasing the duration of visual cues and enlarging font sizes to provide the necessary "processing time" for children to effectively internalize spatial relationships and vocabulary. This was deemed particularly crucial for the song "Nasaan Ang Gagamba?", where it was noted that visual cues must be held on screen longer to allow learners to process the relationship between an object and its position. Similarly, for the song "Bati sa Bawat Isa!", validators suggested that labels in the presentation be rendered in a larger font size to ensure readability and support early literacy during group viewing.

Beyond visual adjustments, the validators commended the songs as "catchy and appropriate for the 5–6 age bracket" but suggested making the interaction more personalized. A key pedagogical recommendation involved including strategic pauses or "beat gaps" to substitute a learner's own name into the rhythmic structure, transitioning the activity from passive viewing to active participation. These pauses act as a pedagogical bridge, allowing children with expressive language delays enough time to respond vocally.

Finally, regarding technical production, experts emphasized that even though the presentation was excellent, the beat synchronization must be perfectly aligned with the animation. Ensuring that every auditory beat matches the visual movement facilitates rhythmic priming, which reduces cognitive load and assists the child's brain in organizing and storing linguistic information more effectively.

### ***Validity Index of the Developed Materials***

The validity index of the interactive song-based materials was established through the computation of the Content Validity Index (CVI). This statistical measure serves to quantify the degree of agreement among the five (5) expert validators, providing a more rigorous confirmation of validity than the weighted mean alone. Following the systematic approach outlined by Hakim et al. (2025), the expert ratings were analyzed using a binary conversion method, where ratings of 4 (valid) and 5 (very valid) were assigned a value of 1, while lower ratings were assigned a value of 0.

The results of this analysis yielded an Item-Content Validity Index (I-CVI) of 1.00 for every indicator across the domains of content, developmental appropriateness, instructional quality, and technical presentation. Consequently, the Scale-Level Content Validity Index (S-CVI) for the entirety of the developed materials—"Nasaan Ang Gagamba?", "Bati sa Bawat Isa!", and "Ako ay Si..."—were recorded at a perfect 1.00. According to the benchmarks for expert panels consisting of five members, a CVI of 1.00 represents a universal consensus and confirms the high relevance and pedagogical soundness of the materials. This perfect index provides the ultimate statistical validation that these interactive song-based materials are technically precise and expertly designed to bridge the communicative and social-emotional gaps identified in the kindergarten learners' ECCD pre-assessments.

In summary, the transition from the identified 'slight delays' in communicative and socio-emotional domains to the 'Very Highly Valid/Acceptable' ratings from experts demonstrates the efficacy of the developed materials. The perfect consensus (S-CVI = 1.00) confirms that the integration of rhythmic scaffolding and the RAMSR framework successfully addresses the specific pedagogical needs of kindergarten learners.

## **Conclusions**

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

The identification of least mastered competencies concludes that kindergarten learners struggle most with spatial abstraction and social-verbal skills. These "Slight Delay" phases necessitate a shift from generalized instruction toward competency-specific, rhythmic interventions to solidify foundational building blocks. Abstract learning competencies are most effectively mastered when translated into thematic and rhythmic narratives. By anchoring complex skills in relatable musical themes, the study concludes that thematic mapping reduces cognitive load and aligns classroom instruction with a child's natural, multisensory learning patterns. The high validity ratings conclude that the developed materials are more than just supplementary tools; they are systematically developed resources that are technically and pedagogically sound. The perfect consensus on relevance and high suitability ratings concludes that instructional

materials achieve maximum acceptability when they are culturally and contextually grounded. Expert feedback concludes that the success of digital, song-based interventions is contingent upon technical precision. Elements such as audio-visual synchronization, enhanced visual readability, and intentional pacing are not merely aesthetic choices but are essential design requirements to support executive function and prevent cognitive overload in young learners.

With the findings and conclusions drawn as bases, the following recommendations are offered:

Teachers and School Heads should institutionalize the use of ECCD Checklist results as a diagnostic map. The "Slight Delays" in spatial and social competencies should be addressed by integrating the developed interactive songs into Circle Time or transitions to provide targeted scaffolding rather than generalized instruction. School Administrators are encouraged to facilitate the adoption of thematic, song-based instruction as a standard strategy. Utilize developed and interactive song-based materials to transform abstract curriculum goals into multisensory, rhythmic narratives that align with natural learning patterns. The Department of Education district and division levels should consider adopting the systematic development and validation process of this study as a benchmark for localized materials. Organize Learning Action Cell (LAC) sessions to train teachers on aligning rhythmic resources with MATATAG Curriculum standards. The District Learning Resource (LR) Team should establish a repository of culturally relevant, localized materials to sustain high acceptability. Prioritizing resources that mirror the learners' sociocultural identity will effectively reduce the "cultural distance" between the home and school, fostering higher engagement. Future researchers should incorporate the specific design refinements identified in this study into digital resources. This includes ensuring precise audio-visual synchronization, enlarged fonts for readability, and strategic "beat gaps" to support executive functions and prevent cognitive overload.

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