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Effectiveness of Using Songs in Teaching Araling Panlipunan Among Grade 7 Learners

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ABSTRACT

Araling Panlipunan as a subject in school plays a significant role in providing Filipino students with a comprehensive understanding of their nation's history, culture, and society. This quasi-experimental study investigated the effectiveness of using songs to improve geography learning among 81 Grade 7 students (ages 11–13) at Tambobong-Balacanas National High School. Specifically, the study sought to answer the following research questions: (1) How do the Control and Experimental Groups compare in the pretest? (2) How do they compare in the posttest? (3) What is the academic performance of both groups during the First and Second Quarters? (4) Is there a significant difference in test scores and academic performance between the two groups? and (5) Is there a significant effect of using songs in teaching Araling Panlipunan on the academic performance of learners in the Experimental Group? The study employed pretest and posttest assessments (50-item researcher-made test) and academic performance data from the 1st and 2nd grading periods. Results revealed that both groups initially performed below expectations (means of 15.92 and 16.77), but the experimental group significantly outperformed the control group in the posttest (36.41 vs. 30.13). Academic performance remained at the "Very Satisfactory" level for both groups, but only the experimental group showed statistically significant improvement. While the findings appear beneficial, the study's single-site quasi-experimental approach may limit generalizability. Nonetheless, the results demonstrate the importance of incorporating music into Araling Panlipunan instruction. Practical implications include using teacher-created songs and easily available YouTube songs to improve geography learning and student engagement. Teachers are encouraged to experiment with innovative ways that use multimedia resources to assist curriculum delivery and improve conceptual memory in social studies courses.

INTRODUCTION

Background of the Study

Due to the significance of social studies, students everywhere must have a solid foundation in the subject. It encompasses the fields of cultural studies, politics, economics, and geography in addition to human history. Fundamentally, social studies encourages students to appreciate cultural diversity, think critically, and sympathize with others. Students are therefore better prepared to address the most important historical, social, and geopolitical concerns facing the world today. Students' perspectives are widened, and their understanding of the interconnectedness and complexity of the human experience is enhanced by learning about diverse cultures. As a subject taught in schools, Araling Panlipunan is crucial in giving Filipino children a thorough awareness of the history, culture, and society of the country.

According to this study, students at Tambobong-Balacanas National High School struggled to learn geography topics in Araling Panlipunan due to the subject's high number of unique words and sentences. Geography is concerned with abstract notions such as latitude and longitude, climate trends, and geographic characteristics such as the locations of nations, cities, and regions. In her classes at Araling Panlipunan, the researcher noticed that students struggled to recall geography-related information. Due to this difficulty, students lose interest in the topic and do

poorly academically, as seen by their exam scores. Not all students would be interested in traditional geography lectures that mostly rely on texts and discussions, which may cause them to become less motivated to learn.

Disinterest in the subject matter, disruptions during class discussions, a lack of motivation to learn, and incomplete assignments are the most prevalent forms of student misconduct in the Araling Panlipunan subject. A student's academic performance in Araling Panlipunan as measured in their grades is often significantly influenced by their attitude toward the subject. Because geography is so complex, teachers are encouraged to adapt their lesson plans and teaching strategies to the individual requirements of their pupils as well as the topics they are studying. To accommodate various learning styles and ensure that students are engaged and actively learning, this may include utilizing a variety of teaching techniques or modifying existing ones. When teaching geography, a variety of instructional techniques can be used. However, there is not a single strategy, plan, or method being employed has solved the issue because teaching Araling Panlipunan is so complicated.

Do and We (2022) claim that incorporating songs into instruction has a very high chance of capturing students' attention and igniting their enthusiasm for learning. Songs can help students make an emotional and intellectual connection to the material being taught. Songs can

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be adapted to fit the needs of the classroom and help students understand the historical events, civilizations, and social systems that are often the subject of social studies classes. This improves understanding and compassion. Music has a special ability to help people remember things. Incorporating historical events, noteworthy individuals, and important concepts into essays increases the likelihood that students will remember the material long after the class has ended.

This could help students retain and remember more of the course material. Studying various cultures and their histories is common in social studies classes. By listening to music from many countries, students can develop cultural sensitivity and awareness while also gaining a greater grasp of their practices, beliefs, and guiding principles. Students actively participate in the learning process when they sing or study music. This participatory approach may help create a more lively and inclusive learning atmosphere by letting students express their opinions and interpretations of the subject matter. Additionally, using music in the classroom might serve as a motivator for students who are disinterested in the material. Songs are another teaching technique that complements more traditional approaches, such as increased engagement and better learning retention.

LITERATURE REVIEW

The main findings of the gathered data were supported by the literature and studies that were relevant to the study and served as its foundation. The review was thematic in nature and addressed the primary variables of the investigation.

Use of Songs in Teaching

Hadi (2019) asserts that the usage of song demonstrates how the learning process encourages students to engage more actively in their interactions, as seen by higher levels of involvement during instruction. Hadi's proposal centers on the benefits of using songs as a teaching tool for increasing student interest and engagement with the material. This section looks at the factors that can boost student engagement and activity when songs are used in the classroom. Songs possess a special power to foster emotional involvement and a bond with students. Because learning can arouse emotions, memories, and experiences, it becomes more engaging and relatable.

According to Hadi's advice, using songs as a way to teach and get students more involved in the learning process is very important. When students have an emotional connection to a subject, they are more interested and likely to interact in class. When students actively participate in practical activities during the teaching and learning process, learning becomes more significant. Additionally, using music in the classroom makes students more engaged and inspired to do the assigned work.

The benefits of employing songs in language teaching were examined in the Johnson and Lee (2023) study. The higher mean scores in the results indicated that the

Experimental Group, which received language instruction through song, demonstrated greater language proficiency in comparison to the Control Group. It has been demonstrated that singing together with language classes is an enjoyable and effective method to enhance language learning outcomes. These findings show how successful music education is as a teaching aid for language learning. Furthermore, Smith and Kim's (2024) study looked at the outcomes of using music in math classes. In terms of mean scores for mathematical achievement, the Experimental Group, who got instruction in mathematics together with music, did better than the Control Group, as shown in the data.

Furthermore, because songs have a high potential for engaging students and kindling their interest in learning chemistry, Do and We (2022) support its use as one of the classroom instruction strategies. Songs can be a highly powerful tool for memorization in the context of Araling Panlipunan, particularly when teaching geography, which calls for concept retention and memorization. As with chemical notions, songs can trigger feelings associated with places, civilizations, and landscapes. Studying geography requires learning specific facts about many nations, continents, climates, and ecosystems. Songs can convey these ideas more succinctly while yet being distinctive and captivating. For instance, in order to facilitate students' retention of the names of countries and other geographical details, songs may incorporate rhythms or repetitions. Geography encompasses a wide range of individuals, locations, and historical events. Songs that encapsulate the spirit of various locales have the power to emotionally engage children and spark their curiosity in diverse cultures.

Do and We recommend utilizing songs to teach chemistry in the classroom, hence, they can also be used to teach geography by emphasizing emotional connection, idea simplicity, memory retention, cultural relevance, and creativity. Songs can assist students in understanding geography and stimulate their interest in the world. The integration of music in the classroom has the potential to enhance students' engagement and understanding of the diverse world around them by making geography simpler to understand, enjoyable, and relevant to other topics.

Additionally, Azmin *et al.*'s (2020) study discovered that using songs can help tertiary-level English language learners expand their vocabulary. Learning new words may be fun when melodies are used. They discovered that including music into language lessons was a powerful strategy for improving vocabulary retention and encouraging practice.

Songs can help students improve their vocabulary, knowledge of cultures, participation, and critical thinking skills when used in geography lessons within the social studies curriculum. By harnessing the creative and immersive power of music, educators may improve the learning process and strengthen students' enthusiasm for geography as a crucial social studies subject. Listening to lively music will increase student engagement and improve

their attitude toward learning. It has been demonstrated that the catchy beats and lyrics improve pupils' interest in the subject matter.

According to the research by Palupi *et al.* (2022), using songs helped the pupils' pronunciation. Additionally, it makes students more eager to learn English. Students' pronunciation improves when melodies are used in the learning process. Additionally, using melodies in language instruction helps improve pronunciation and boost enthusiasm in students. A place or group's culture, history, and customs are often reflected in its songs. Students can better grasp the geographical and historical components of social studies subjects by listening to songs that are connected to the concepts being taught.

Learning by Repetition

However, Indarsari and Utomi (2022) assert that frequent repetition and feedback techniques are beneficial for slow learners. Slow learners exhibit discipline by adhering to school rules and continuing to study, even if that involves studying a subject several times. He points out that constructive feedback and regular practice can help sluggish learners. When given the proper teaching methods, they discovered that slow learners may make significant improvements and possess a strong desire to acquire knowledge. Students can examine and assess the historical or cultural content contained in the songs with the help of their instructors. After the students have listened to the songs, the teacher may clear up any uncertainty or gaps in knowledge by giving them feedback in a group or one-on-one setting. Songs can help them remember important facts like history, culture, or geography during regular review sessions or as mnemonic devices. Also, slow learners can benefit from regularly hearing and singing along to these songs.

By offering thorough criticism, hosting many song-based review sessions, and capitalizing on the enthusiasm of the audience. Indarsari and Utomi propose that feedback techniques and repetition are beneficial teaching strategies when utilizing songs to teach social studies. For slow learners, their studies emphasize the value of continuous repetition and feedback mechanisms. These kids have a strong desire to learn and can advance quickly if given the correct teaching strategies. Personalized feedback, frequent practice, and a supportive learning environment can assist slow learners gain confidence, self-discipline, and a comprehensive understanding of the content. As a result, repetition is an excellent learning strategy for slow learners to retain concepts, particularly in subject areas where memorizing is crucial.

In essence, understanding geography necessitates fundamental cognitive functions, and the knowledge should be kept by the students. Repetition is therefore unavoidable. Therefore, repetition and feedback strategies work well when utilizing songs to teach social subjects. By giving personalized feedback, scheduling frequent review sessions that include music, and making effective use of the energy and self-discipline of slow learners, teachers

can create a lively and encouraging learning atmosphere. Singing is a great method to connect students' interests with geography, history, and various cultures when teaching social studies. All students benefit from this, but slow learners learn more deeply and find the content more enjoyable.

Hoque (2018) conducted another study on the significance of memory as well as creative and analytical learning processes, all of which are vital to the educational process. Even while some professors may discourage memorization in favor of encouraging creativity and problem-solving abilities, it is still an essential component of learning and brain development. When teaching social studies, a well-rounded method that incorporates both memory and creative learning can yield positive outcomes. He underlined that learning and brain development can still greatly benefit from memorizing.

Well-informed instructors typically dismiss rote memorization as a waste of time and emphasize creativity and problem-solving skills instead. Regardless of age, memory is still a crucial component of learning, but it is also critical to acknowledge that creative and analytical lessons are a great method to learn. Memorization should not be disregarded. Learning new things is just as important for brain training as moving around is for physical exercise. Thus, memorization facilitates the development of memory and learning schema in the brain, which support further learning. Through rote learning, songs and jingles can aid in the recall of complex material, including lists and equations. His idea centers on the students' cognitive abilities through memory. Furthermore, memorization facilitates the growth of cognitive skills for later learning experiences. Therefore, learning and memory schemas that support future learning are developed in the brain through memorization.

Academic Performance

Academic performance, according to Sanchez *et al.* (2022), is a measure of a student's accomplishment in a variety of academic topics. Standardized test scores, graduation rates, and classroom performance are commonly used by educators to gauge student achievement. According to this study, students' active engagement and participation in class can be utilized to evaluate their academic performance, producing favorable outcomes, especially on standardized examinations. Furthermore, by employing a range of instructional strategies to structure students' motivation and excitement for learning, teachers can assess their academic performance. The effectiveness of a particular teaching can then be assessed based on the performance outcomes of the students.

The researchers divided the students into two groups, the Control Group and the Experimental Group, in order to examine the effect of cooperative learning on math academic achievement (Smith & Johnson, 2019). The Control Group got conventional training, while the Experimental Group engaged in cooperative learning exercises. Pretest results in mathematics were evaluated,

and the results indicated that both groups did not perform up to par. After the intervention, the Experimental Group's posttest results significantly improved more than those of the Control Group.

The relationship between technology-based education and science success was also investigated in Chen and Liu's (2020) study on the impact of technology-based instruction on science accomplishment. For each group, two student groups—the Experimental Group and the Control Group—were assigned at random. While the Experimental Group received instruction using technology-based tools, the Control Group received instruction using traditional means. Data were gathered following the pretest, and most students in both groups failed to meet the expectations, according to the results. On the posttest following the intervention, however, the Experimental Group outperformed the Control Group, indicating that science achievement was enhanced by technology-based instruction.

The study by Johnson and Thompson (2020), which looked at the effect of tutoring on math achievement, supports these conclusions. The researchers looked at the arithmetic pretest frequency distribution of students in the Experimental Group and the Control Group. The findings showed that majority of students in the Control Group (75%) failed to meet expectations by receiving scores that were below expectations. However, after receiving tutoring support, a greater percentage of students in the Experimental Group met or exceeded the expectations, indicating a significant improvement in posttest results.

A study by Nguyen and Tran (2024) looked at how writing skills were affected by a technology-enhanced writing program. A statistical comparison of the experimental group's and control group's pre-intervention writing scores revealed no discernible differences. This implies that the students in both groups had similar writing abilities prior to the implementation of the writing program. These findings underscore the significance of considering students' initial writing skills when using technology-enhanced writing interventions.

Furthermore, Smith and Johnson's (2021) study examined the impact of a reading intervention program on readers' reading proficiency. The pretest findings were analyzed for students in two groups: the Experimental Group and the Control Group. The frequency distribution of results showed that majority of students (70%) in ratings for the Control Group were below what was expected, which means they did not meet expectations. However, following participation in the reading intervention program, the posttest results for the Experimental Group revealed a big improvement, with a larger percentage of students meeting or exceeding the goals.

Additionally, Garcia and Martinez's (2022) study looked at how an enrichment program in mathematics affected students' math proficiency. In terms of frequency distribution, the pretest results of two groups of students, one for experimentation and the other for control, were

analyzed. Majority of students in the Control Group (approximately 75%) did not meet expectations due to their assessments being below the required level. Nevertheless, the posttest scores of the Experimental Group students improved significantly, because of their participation in the mathematics enrichment program, with a greater number of them meeting or exceeding the expected level.

Lastly, Sanchez *et al.* (2020) claim that academic performance serves as a gauge for student accomplishment across a range of academic subjects. Teachers may foster creativity, critical thinking, and a better knowledge of diverse cultures by introducing song-based learning into social studies classes. To find out more about students' academic development and comprehension of social studies concepts, it could be useful to evaluate their performance on song-related assignments. All things considered, employing songs as a teaching method can improve students' academic performance in social studies by enhancing the process and increasing its efficacy.

Objectives

The main objective of the current study was to ascertain how well songs taught Araling Panlipunan (Social Studies). The study's initial goal was to investigate the effects of music integration on students' interest in, understanding of, and memory of this topic. Second, it sought to examine the impact of music usage on students' AP study performance. It was then determined how the students who participated in the Experimental Group and those who received traditional teaching performed differently on the pretest and post-test. The researcher also investigated the benefits and ramifications of effectively incorporating songs into Araling Panlipunan instruction. Finally, the study aims to advance knowledge, especially in the area of social studies.

Theoretical Framework

The foundation of this study is Howard Gardner's theory, which holds that every learner learns differently. Teachers can evaluate students' knowledge of the many types of intelligence, such as musical intelligence, and devise teaching strategies that accommodate students with varying learning styles. Music is a potent instrument that can pique students' curiosity, ignite their creativity, and aid in their retention of the material. This makes it an excellent method of instruction. Melodies are used in Social Studies classes to accommodate students with different levels of intelligence. People with great musical intelligence can connect with the material more deeply and learn more effectively through music. Additionally, children with different intelligences can benefit from music's emotional appeal and multisensory qualities in terms of better understanding Social Studies subjects. Music has the power to improve memory retention and recall. Students are more likely to remember social studies material when it is incorporated into songs.

According to Gardner's focus on using multiple

intelligences to improve learning, songs' rhythmic structure, melody, and repetition can help to reinforce key concepts. Gardner's concept encourages instruction tailored to individual students. Teachers can adapt classes to students' learning styles, interests, and talents by using melodies. Student performance and engagement are increased by this individualized approach. In conclusion, music education has been impacted by Howard Gardner's theory of multiple intelligences, which includes musical intelligence. This concept can assist explain how music can improve learning styles, creativity, emotional engagement, and social studies learning. By using songs and accepting different intelligences, your study can encourage more inclusive and effective social studies.

Furthermore, according to John Dewey's Theory of Experiential Learning, children learn best when they actively participate in their own education. In contrast to the prevalent belief, learning requires more than just the acquisition of new knowledge; it requires initiative in the form of inquiry, reflection, and real-world application. When students are able to relate the course material to their own interests and lifestyles, they get more involved and have a deeper grasp of it. If students find their studies enjoyable, they are more likely to participate in class. When students are enjoying their studies, their innate curiosity, openness to new ideas, and desire to try new things all rise.

By creating an environment that is both enjoyable and educational, teachers may encourage students to succeed and spark their interest in learning. The power of music can help pupils understand and relate to historical, cultural, and social challenges. When students actively participate in singing the songs rather of only listening to them, they have a greater comprehension of the subject matter. There is a link between experiential learning and music-based social studies instruction. When students perform or listen to historical music, they actively engage with the content, demonstrating Dewey's emphasis on experiential learning. The student and the historical event or cultural context being taught develop an emotional bond. Songs that evoke strong feelings can be used to achieve this. Information like historical facts and concepts that are conveyed through music have a higher chance of being retained by students.

Songs can be used in social studies classes to embody Dewey's ideas of experiential learning, which can help students learn more effectively and enjoyably. By actively interacting with historical and cultural subjects, it is possible that students may cultivate a greater fascination and understanding of social studies and the broader world. Songs can help students think positively about what they are studying and having fun while learning increases the likelihood that they will remember and comprehend what they have learned. This relates to the phrase "Learning is fun." Incorporating music and songs in the classroom can cultivate an enjoyable learning environment, yielding numerous positive effects on students' engagement and motivation levels.

On the other hand, the findings of the study conducted by Rumjaun *et al.* (2020) on Albert Bandura's Social Learning Theory claim that learning can take place when individuals see and imitate the actions of other people. Albert Bandura's Social Learning Theory says that people can learn by watching and copying what other people do. Students have the opportunity to explore and listen to the lyrics and concepts of a song when it is employed to teach social studies. They can gain a deeper understanding of the subjects by observing the way the melodies depict historical events, cultural practices, social norms, and other Social Studies topics. This can help students learn more about the subject and remember important details, which can eventually help them learn. Using songs as a teaching tool is another good way to help students remember what they are learning and understand new ideas.

Moreover, this study is based on the use of repetition as a learning tool, which was first introduced by Watson (1913), a pioneering psychologist who made a significant contribution to the development of behaviorism. Watson's work on conditioning asserts that the environment affects how people act, which supports the assumption that people learn by being exposed to the same thing repeatedly. As previously mentioned, repetition is a well-known behaviorist learning strategy, which holds that when students are exposed to a particular stimulus (information or content) on a regular basis, their memory retention improves. Repetition develops neuronal pathways in the brain, making it simpler to remember previously learned information later. Using repetition in Social Studies Education through songs is an effective approach to promote memory recall.

This pattern of repetition is supported by the idea of learning sensitivity to repetition. Students are more likely to recall the song's Social Studies subject matter, such as its primary ideas, historical events, cultural characteristics, and more since they hear it repeatedly. It is not just a pleasant experience that music can help you remember things; students are more likely to remember things when they are given in a musical way, like a song, instead of a lecture. More and more people will hear the song, and the words will stick in their minds.

Because music can make people feel a lot of different things, making an emotional link with the words to a song can help students see how important what they are learning is. These facts are more likely to be kept in the brain for later use, say Anderson and Schooler. When students apply the knowledge, they have acquired through social studies songs to comprehend and evaluate actual historical events, cultural norms, and social standards, they demonstrate how learning through repetition enhances the practicality of knowledge in the future. The repeated listening has helped people get to know the words, which has made the music easier to get into and more adaptable. Additionally, Anderson and Schooler (1991) suggested that repeating is a key part of learning, which supports the use of melodies in teaching Social Studies. By using

the repetition that is built into music, teachers can help students understand and remember basic social studies concepts while also getting them interested in the subject. They might also help students remember things better, connect emotionally with them more, and become more flexible over time.

To sum up, Anderson and Schooler's (1991) idea about how learning is affected by repetition works well with using songs to teach Social Studies, since songs naturally repeat themselves. Using the power of repetition found in song lyrics and melodies, teachers can help students remember things better, make emotional links with what they are learning, and make the knowledge they are learning more flexible for future use. All these benefits can be reached through music. Consequently, students may acquire a more comprehensive understanding and retention of critical social studies concepts, thereby enhancing the enjoyment and practicality of their education.

Conceptual Framework

In accordance with DepEd Order No. 001 series of 2020, which is titled "Guidelines for NEAP Recognition of Professional Development Programs and Courses for Teachers and School Leaders," The Department of Education's professional development priority for educators and school administrators for the academic years 2020–2023 are as follows: songs are a great way to get a wide variety of students interested in social studies because they can be sung in a variety of ways, allowing kinesthetic learners to participate by moving or clapping along to the beat of the music, while visual learners can benefit from the words or visuals.

The fundamental ideas act as the learning building blocks, providing the context and structure necessary to understand more complex concepts. Students may encounter difficulty in comprehending the complex details of advanced subjects if they lack a strong foundation in fundamental facts. Songs about social studies can be an excellent approach to raise critical concerns, emphasize painful decisions from the past, or study alternative perspectives from other cultures. By breaking down the lyrics and thinking critically about the topic, students can get a deeper grasp of the subject and develop their critical thinking skills.

Using songs to teach Social Studies is in line with the need for schools to adopt different ways of teaching to help students learn as much as possible. Songs are a fantastic method to engage youngsters with a variety of interests while also encouraging critical and creative thinking. Playing music in the classroom may make students more interested in Social Studies and help them learn important skills that will help them do well in school and in life. History, geography, and music educate youngsters more than just academic requirements. As informed and engaged citizens, students who possess an extensive understanding of social challenges, cultural diversity, and historical events will be more adept at addressing real-world challenges.

Figure 1 depicts the research paradigm and how the variables in this study interact. As shown in the image, a pretest was administered to assess students' academic performance toward Araling Panlipunan, and it was utilized other variables to statistically account for variations between students at the start of the study. This is significant since students came to class with varied levels of proficiency or understanding about Araling Panlipunan, and the pretest helps to account for these discrepancies. A posttest was administered after students were taught utilizing songs to determine whether their academic performance toward Araling Panlipunan had improved. It evaluates the students' degree of learning and the efficacy of utilizing songs as a teaching tool; if students do much better academically on the posttest than on the pretest, it suggests that the songs benefited their learning.

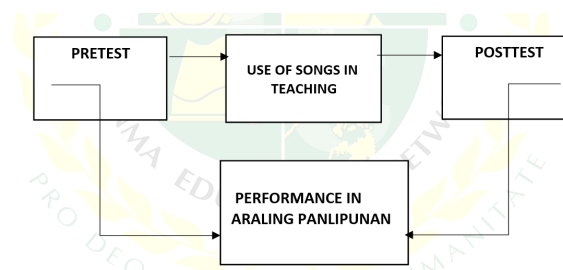


Figure 1: A Schematic Presentation of the Interplay of the Variables of the Study

Statement of the Problem

This study aimed to find out the effectiveness of using songs in teaching Araling Panlipunan to Grade 7 Learners in Tambobong-Balacanas National High School during the School Year 2023-2024. Specifically, this study sought to answer the following questions:

1. How do the Control Group and Experimental Group compare in the pretest of Araling Panlipunan?
2. How do the Control and Experimental Groups compare in the posttest of Araling Panlipunan?
3. What is the academic performance in Araling Panlipunan of the Control and Experimental Group during the First Quarter and Second Quarter?
4. Is there a significant difference in the test scores and academic performance of the learners between the Control Group and Experimental Group?
5. Is there a significant effect of the use of songs in teaching Araling Panlipunan towards the respondents' academic performance in the Experimental Group?

Significance of the Study

The researcher believe that the following individuals or groups of individuals would benefit from this study: For the Curriculum developer, the findings of this investigation may have a beneficial effect on the education sector by offering a research-based platform that evaluates the advantages of altering the paradigm for the student,

utilizing a melody from an Araling Panlipunan setting. The results of this investigation would provide school administrators with suggestions for the implementation of teacher training and seminars on the use of songs as an instructional instrument, not only in Araling Panlipunan but also in other educational domains. Additionally, this research will motivate educators to incorporate melodies into their courses to enhance the academic performance of their students and engage them. Furthermore, this research would be advantageous for students who wish to demonstrate a greater comprehension of the subject matter, engage in classroom discussions, and improve their memory retention. Additionally, the results of this investigation would provide parents with a greater sense of assurance that their children are motivated and driven by the implementation of these strategies in the classroom. Finally, the findings of this study will provide future researchers with the inspiration to initiate comparative studies that employ the song technique as a teaching aid. This could potentially facilitate the provision of exceptional education in the future, thereby making a significant contribution to the Philippine educational system.

Scope and Limitations

The effect of this teaching technique on students' geographical mastery in Araling Panlipunan during the first and second quarters of the school year 2023-2024 was the sole focus of this study, which involved the use of songs in the classroom and the traditional teaching approach.

There were two (2) Grade 7 sections from Tambobong-Balacanas National High School, and the study's participants were restricted to the junior high school students in Grade 7.

In order to measure the learning competencies of the students in Grade 7 Araling Panlipunan, The researcher employed the First to Second Quarter Division Standardized e-Assessment of the Division of Misamis Oriental, a fifty-item multiple-choice test that is associated with geography topics on a quarterly basis.

Definition of Terms

The following concepts were operationally defined to facilitate a greater understanding of the study:

Academic Performance. This refers to the assessment of students' grades in Araling Panlipunan for Quarter 1 and Quarter 2.

Control Group. This refers to the group of participants who are instructed using the traditional teaching approach and are not exposed to the use of song strategy.

Experimental Group. This refers to the group of participants subjected to the implementation of the song strategy.

Geography. This refers to a subject in Araling Panlipunan that examines the Earth's terrains, populations, locations,

and ecosystems.

Pretest. This refers to the assessment conducted with the participants prior to the execution of the song strategy in teaching.

Posttest. This refers to the assessment administered to the participants after to the implementation of the strategy.

Social Studies. This refers an academic discipline that examines the history, geography, economy, politics, and culture of human society, as well as the interactions between individuals and groups within the social, political, and economic systems. History, geography, sociology, anthropology, economics, political science, and cultural studies are all incorporated into this investigation.

Use of Song. This refers used to describe the teaching instrument employed in this investigation. To exhibit their geography proficiency, students would be requested to perform the geography song during class.

Traditional Teaching. This refers to the instructional approach implemented for the control group, which involves the teacher engaging in a conversation regarding geography and enabling students to independently develop their geographic knowledge.

MATERIALS AND METHODS

This section describes the methodology utilized in this investigation. It covers the study design, research setting, research participants and sampling technique, research tools, instrument validity and reliability, data collection procedure, scoring system, and statistical treatment of the data.

Research Design

A descriptive study utilizing a quasi-experimental design was employed to assess how teaching Araling Panlipunan through songs affected the students' academic achievement. According to White and Sabarwal (2014), a quasi-experimental approach is frequently employed to test causal hypotheses by selecting a comparator that is similar to the treatment group in terms of baseline (pre-intervention) characteristics.

The efficiency of using music in memory instruction was assessed through a comparison study based on students' academic performance. Additionally, the Control and Experimental Groups were tested in this study using a pretest-posttest approach. Prior to the intervention, both groups completed the pretest that covered the Araling Panlipunan lessons. The posttest was then administered only to the Experimental Group students to see if there had been an increase in their results, indicating that teaching AP through songs is a successful strategy.

Study Setting

Misamis Oriental's Villanueva was the site of the study. In the Philippines' Misamis Oriental province, the Municipality of Villanueva is formally classified as a second-class municipality. One of the active participants in regional development is the Municipality of Villanueva. Water supply, education, roads, and other industrial

developments are among the projects. Urbanization and a strong labor demand were caused by Villanueva's industrialization. People from the province come to this municipality for employment opportunities in medium- to large-scale industries. Villanueva's industrial center position, the predominance of agriculture and agricultural operations, and the fishing industry all contribute to its socioeconomic standing. Employment possibilities, revenue production, economic diversity, and community well-being are all facilitated by this mix of economic sectors, although this municipality is primarily agricultural, it is surrounded by industries such as Coca-Cola Bottlers Philippines Incorporated, Purina, STEAG State Power Inc., and Philippine Sinter Corporation (PSC), all of which generate revenue.

The study was specifically carried out in the barangays of Tambobong and Balacanas, which are home to Tambobong-Balacanas National High School. These barangays are located close to a region where the settlers live from agriculture, industry, and fishing. Additionally, a principal leads Tambobong-Balacanas National High School. There are roughly 243 students in the junior high school and 112. Students in the senior high school

at Tambobong-Balacanas National High School, one of the secondary institutions in the Misamis Oriental jurisdiction. Convenience led to the selection of this school for the studies.

Due to its industrialization, Villanueva is well-known for offering jobs from medium- to large-scale businesses, which attract residents from neighboring towns. The migration of people from other Philippine provinces is the reason for this development. The population is diverse and comes from all throughout the nation. Additionally, it is a good place to invest (Municipality of Villanueva, 2025).

East of Cagayan de Oro City is the second-class municipality of Villanueva. It is part of the Northern Mindanao province of Misamis Oriental, which covers a total land area of 3,131,52 square kilometers (1,209.09 square miles). There are two cities and twenty-three (23) municipalities in the province, along with 424 barangays. Its population, as reported by the 2020 Census, is 956,900, or 19.05% of the Northern Mindanao region's total population. According to PhilAtlas (2025), the population density is 306 people per square kilometer, or 791 people per square kilometer.

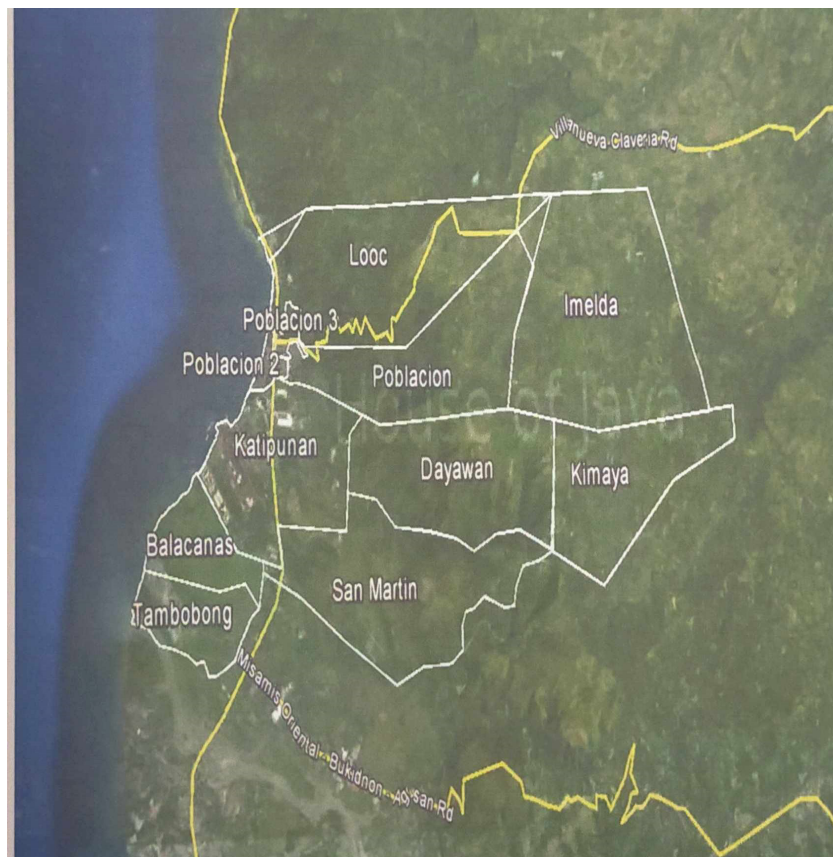


Figure 2: Location Map of Villanueva, Misamis Oriental
Source: Villanueva, Misamis Oriental/LGU Office

Research Respondents

Eighty-one (81) Grade 7 students enrolled in the School Year 2023–2024 at Tambobong-Balacanas National High

School in Villanueva, Division of Misamis Oriental, served as the study's respondents. To get information from the entire target population, the researcher

employed a universal sampling technique. Every member of the study’s target population is included in universal sampling, commonly known as census sampling. By using this approach, the study aimed to achieve a high degree of accuracy and precision in comprehending the traits and qualities of the complete population.

Particularly when working with small populations, universal sampling in experimental research offers high precision, decreased sample bias, and enhanced trust in the findings. The findings of this study were thus more likely to apply to all Grade 7 students at Tambobong-Balacanas National High School. Two groups of seventh-grade students participated in the study. Eighty-one (81) Grade 7 pupils in all, 39 of whom were male and 42 of whom were female, and ranging in age from eleven to fifteen, were sampled. There were forty-one (41) Grade 7 students in Section A and forty (40) Grade 7 students in Section B.

Due to their striking parallels in terms of student numbers, diverse class types, and academic achievement levels, these two sections were specifically selected for the study. In the K–12 curricula, students were often taught about Asian history, geography, culture, religion, and influences.

The Experimental Group is represented by Section A, which was chosen at random and instructed through music. In the meantime, the Control group was represented by Section B. The same instructor, who prepared the lecture using ICT, instructed both groups. Lessons covering the identical material were prepared for both groups prior to the experiment’s execution. The assortment of educational films and exercises that will be utilized by the experimental group was previously determined. Regardless of the teaching approach, consent forms were given to all eighty-one (81) students to participate in the study. The study was carried out in the first and second quarters of the 2023–2024 academic year.

Research Instrument

The Division of Misamis Oriental’s validated standardized e-assessment, which consisted of fifty (50) multiple-choice items, was used by the researcher to collect data. The Division of Misamis Oriental began developing this standardized e-assessment in the school year 2022-2023, collaborating with several teacher test developers across the division. This test was administered both before to and following the deployment of the instructional technique. The study’s pretest and posttest were identical because they were designed to measure students’ conceptual knowledge of geography-related lessons from Araling Panlipunan: Quarter 1 after they had studied in their

Table 1: Distribution of Respondents

Section	Group	Respondents
A	Experimental	41
B	Control	40
Total		81

respective groups. The test has a maximum score of fifty (50) and a lowest score of zero. Higher scores demonstrated a greater level of conceptual understanding of the various competencies for the specified quarter.

System of Scoring

To facilitate the data analysis, the following system of scoring was utilized:

Table 2: Division Standardized e-Assessment

Raw Score	Equivalent Rating	Description
40 and above	90-100	Outstanding
30 - 39	85-89	Very Satisfactory
25 - 29	80-84	Satisfactory
20 - 24	75-79	Fairly Satisfactory
19 and below	Below 75	Did Not Meet Expectation

Data Gathering Procedure

The principals of the secondary schools that took part, as well as the superintendent of the schools division in the Division of Misamis Oriental, and the dean of PHINMA Cagayan de Oro College’s School of Graduate and Professional Studies granted permission to conduct the study. The primary objective of this experimental study was to evaluate the efficacy of using songs to educate Araling Panlipunan. Both participant groups were made aware of the study’s objectives and the voluntary nature of their involvement prior to the data collection sessions. Prior to participation, all participants gave their informed consent, and they were assured of their identity and the confidentiality of their answers.

Additionally, the researcher strictly followed the subjects’ ethical rules. There were no known risks to the participants’ physical or mental well-being. To ensure that data collection was completed on time, the study adhered to a carefully thought-out schedule. Songs were used to teach Section A, and Section B was used as the control group. Before using songs in the classroom, a pretest was given to gauge the pupils’ academic achievement. The experimental group had time to get used to the study’s setup and procedures.

The students in the Experimental Group listened to songs chosen by their teacher on the geography of Asia while they did their social studies assignments. In order to enhance the courses and assist students in reaching their objectives, the instructor used both teacher-made and YouTube tunes. The researcher chose songs from YouTube and composed songs that went along with the Grade 7 Araling Panlipunan lessons from Quarters 1 and 2.

During the first and second quarters of the school year 2023–2024, the researcher used the chosen songs as part of the instructional delivery technique in regular Social Studies classes. Lyrics from songs can be projected or printed out and given to pupils, or they can be played as audio recordings. In certain classes, students broke down song lyrics in groups. Although no songs or other musical

accompaniment were used, the Control Group received the identical instruction as the Experimental Group. The classes had lectures, prescribed readings, class discussions, and visual aids like maps and images that were in line with the curriculum. Up to twelve (12) weeks were spent in the instruction phase.

The researcher gathered information on the level of involvement and engagement of both the Experimental and Control Groups' pupils during the instructional period. Student self-reports, teacher observations, and classroom observations all gave us this information. The researcher helped and encouraged people in the Experimental Group who had internet access at home or on flash drives and have shared videos using the SHAREit app on their smartphones to use the instructional videos that were made available through the link. If students could not access the media at home, they might do so during their leisure time before class to make sure they were ready. To prepare for class, the students watched a video about geography songs. They then sang and gave a performance in front of the class. For documentation purposes, the researcher recorded movies and took photographs.

Additionally, to assess the students' learning, the researcher administered a posttest to them following the educational intervention. To determine how much each group has learned, the posttest covers the same subjects as the pretest. The researcher compared the Experimental Group's and the Control Group's pretest and posttest scores in order to analyze the data. Using the mean scores, standard deviations, and effect sizes, the researcher figured out how different the two groups were from each other. The percentages of participants who stuck with the Experimental Group and the Control Group were compared, and the test results were examined to see how songs impact long-term retention.

To determine how significant the differences between the groups were in terms of learning gains and retention, the researcher employed appropriate statistical tests, such as the t-test or analysis of variance (ANOVA). Based on the data analysis, the researcher has drawn conclusions and looked at whether utilizing songs as a way to teach social studies has a big effect on how well students learn. Furthermore, the results might have been impacted by retention outcomes and discussions of any relevant restrictions or confounding factors.

Statistical Treatment of the Data

The data was analyzed using the aims and problems outlined in the introduction. For Problem 1, frequency, percentage, mean, and standard deviation were utilized to determine the distribution of respondents based on pretest and posttest results, as well as their academic performance levels throughout the first and second quarters. For Problems 3 and 4, the paired samples t-test was used to determine whether there was a significant difference between pretest and posttest results in the academic performance of Grade 7 students in Araling Panlipunan.

Ethical Consideration

Because respondents may be more likely to participate honestly and readily if they are assured that their identities and personal information will be kept confidential, it is imperative to secure their privacy and anonymity. The following moral dilemmas were resolved: Participants were given access to the study's findings so they could make such informed choices, and generally, neither the researchers nor the participants had given the procedure much thought. Informed consent protects and advances the subjects' rights as autonomous participants who are entitled to rewards, justice, and respect as well as the flexibility to end the study whenever they choose. Students were expected to eliminate or substitute any personally identifying information, including names, school names, or contact information, from the data during the data analysis and reporting process. A special code is used to safeguard the responders' identity. Before receiving ethical approval, an Institutional Review Board (IRB) or ethics committee was consulted to ensure that the research design and data handling procedures adhered to ethical standards and guidelines.

RESULTS AND DISCUSSION

This part of the paper presents the results of the data analysis in tabular form. Each table follows an interpretation of the results along with its implications and the researcher's insights. Related studies are also cited to support the statistical analysis of the data gathered for the study.

Results

Problem 1. How do the Control Group and Experimental Group compare in the Pretest of Araling Panlipunan?

Table 3: Comparative Distribution Between the Control Group and Experimental Group in the Pretest of Araling Panlipunan

Rating	Control Group		Experimental Group	
	Frequency	Percentage	Frequency	Percentage
Outstanding (90-100)	0	0	0	0
Very Satisfactory (85-89)	0	0	0	0
Satisfactory (80-84)	0	0	5	12.8
Fairly Satisfactory (75-79)	10	25.6	3	7.70
Did Not Meet Expectation (Below 75)	29	74.4	31	79.50

Total	39	100	39	100
	Mean	15.92		16.77
	SD	3.65		4.89
	Interpretation	DNME		DNME

Legend: 40-50 Outstanding (O) 20-24 Fairly Satisfactory (FS)
 30-39 Very Satisfactory (VS) 19 and Below Did not meet Expectation (DNME)
 25-29 Satisfactory (S)

Table 3 shows how the participants' performance was spread out by showing how the pretest results were spread out between the control and experimental groups in Araling Panlipunan. The initial performance was generally low, as no participants from either group achieved a score of Outstanding or Very Satisfactory. It is crucial to point out that the control group and the experimental group had most respondents who fell into the "Did Not Meet Expectations" category, with 74.4% and 79.5%, respectively. The control group reported a mean score of 15.92 (SD=3.65), while the experimental group scored marginally higher at 16.77 (SD=4.89). Both groups were classified as "Did Not Meet Expectations." The outcome suggests that both groups possess comparable levels of initial skills and knowledge regarding Araling Panlipunan. The rating unequivocally suggests that intervention is required to enhance their performance. Therefore, experimentation is deemed necessary to substantiate the hypothesis that the utilization of tunes may enhance students' performance. However, it is important to acknowledge that the Experimental Group exhibits superior performance in comparison to the Control Group. Nevertheless, it is important to observe that the Experimental Group's scores also suggest the lowest level of performance.

These results are in line with earlier research that highlights the difficulties students face in achieving academic success in particular courses. Students frequently struggle with Araling Panlipunan because of its abstract character and the widespread use of rote memorization rather than appropriate comprehension of topics, according to research by Ihalon (2022). Students may find it difficult to understand the abstract nature of social studies material, and the conventional emphasis on rote memorization frequently impedes their capacity to apply knowledge in a meaningful way, resulting in shallow learning and poor results. The results suggest that instructional modifications are necessary in social studies instruction. The implementation of strategies for active learning that encourage students to apply concepts through group projects, discussions, and real-world problem-solving, the development of tests that assess students' comprehension and application of knowledge, rather than merely their memory of facts, and the emphasis on the comprehension of significant concepts rather than rote memorization are all components of these changes. Due to its potential to engage students in a manner that differs from conventional methods, using songs to teach Araling Panlipunan may have certain advantages. Songs

have the power to make abstract ideas more relatable and remembered, which may promote deeper understanding as opposed to rote memorization. Even though both groups' initial performance was poor, creative approaches like songs should be investigated further to improve Social Studies learning outcomes.

Similar to this, Mariano *et al.* (2023) assert that creative and engaging teaching methods can greatly enhance student performance, which bolsters the case for experimenting with novel pedagogical techniques like including songs into the curriculum. These preliminary findings suggest that the song-based approach may have a beneficial effect, as the experimental group's mean score showed a slight improvement, even though the traditional and experimental teaching approaches initially produced comparable results in terms of the effectiveness of use of songs in the classroom. To properly evaluate the efficacy of including songs into Araling Panlipunan instruction, more research is required, including posttest findings and qualitative input.

Furthermore, Handa (2020) proposed that interventions like technology-assisted instruction and differentiated instruction can meet a range of learning requirements and raise student performance and engagement. Their findings support the idea that the experimental method uses strategic teaching methods to help students move up from lower-performing groups to higher-performing ones. Additionally, the pretest findings show that educational interventions are desperately needed to raise Araling Panlipunan students' performance. The information lays the groundwork for evaluating how well the suggested teaching techniques worked in the Experimental Group. Recent educational research suggests that this kind of intervention could significantly raise students' academic performance.

Students were divided into two groups for Smith and Johnson's (2019) study on the effect of cooperative learning on math academic performance: the Control Group and the Experimental Group. The Control Group got conventional training, while the Experimental Group engaged in cooperative learning exercises. Pretest results in mathematics were evaluated, and the results indicated that both groups did not perform up to par. After the intervention, the Experimental Group's posttest results significantly improved more than those of the Control Group.

At the same time, Chen and Liu's (2020) study demonstrates that there is a connection between science achievement and technology-based instruction. For each

group, two student groups—the Experimental Group and the Control Group—were assigned at random. While the Experimental Group received instruction using technology-based tools, the Control Group received instruction using traditional means. Research revealed that majority of students in both groups did not meet expectations when pretest data were gathered. On the posttest following the intervention, however, the Experimental Group outperformed the Control Group, indicating that technology-based instruction enhanced science achievement. These studies reveal that the Experimental Groups scored far higher on the posttest than the Control Group, even if it's possible that most of the students didn't do as well as expected based on the pretest results for both groups. This demonstrates that instructional interventions can improve academic success even when performance is initially subpar.

When it comes to frequency distribution, the results show that 29 (74.4%) of the people in the Control Group got a score lower than 75 percent. The outcome indicates that they fell short of expectations. A considerable percentage of students did not fulfill expectations in their academic attainment, as evidenced by the fact that a large number (74.4%) of the kids in the Control Group got scores below 75%. This implies that in order to enhance their performance, there may be challenges or underlying difficulties that need to be resolved.

The study by Johnson and Thompson (2020) that looked at how tutoring affected arithmetic achievement lends credence to this. The researcher looked at the arithmetic pretest frequency distribution of students in the Experimental Group and the Control Group. The findings showed that most students in the Control Group (about 75%) failed to meet expectations by receiving scores that were below expectations. However, after receiving tutoring support, a greater percentage of students in the Experimental Group met or exceeded the expectations, indicating a significant improvement in their posttest scores.

Furthermore, Smith and Johnson's (2021) study examined the impact of a reading intervention program on readers' reading proficiency. The pretest findings were analyzed for students in two groups: the Experimental Group and the Control Group. The frequency distribution of results showed that majority of students (about 70%) in the Control Group had ratings below the expected level, meaning they did not fit the expectations. However, following participation in the reading intervention program, the Experimental Group's posttest results showed a considerable improvement, with a greater proportion of students meeting or exceeding the

expectations.

However, among the 39 responders, the lowest frequency of 10 (25.6%) received a rating of 75-79 percent, indicating a Fairly Satisfactory grade. The extremely low percentage of pupils (25.6%) who received scores in the 75–79 percent range indicates that the Control Group's overall performance needs to be raised. Although the percentage shows that some students were able to receive a rating that was somewhat satisfactory, the vast majority of students were unable to do so. It suggests that most students could need more help or specialized instruction to get from below 75 percent to the range of moderately satisfactory.

The lowest frequency, on the other side, was 10 (25.6%) of the 39 respondents, who earned a rating of 75–79 percent, which suggests they have a Fairly Satisfactory rating. Only 25.6% of students scored between 75 and 79 percent, which means that the Control Group's overall performance must be better. The percentage shows that some students were able to receive a rather good grade, but a large majority of students did not reach this level of success. This means that most students may need more help or specialized training to move from below 75 percent to the moderately satisfactory range. Garcia and Martinez's (2022) study looked at how an enrichment program in mathematics affected students' math proficiency. The pretest results of two groups of students—one for experimentation and the other for control—were examined in terms of frequency distribution. The findings showed that majority of students in the Control Group (about 75%) did not meet expectations since their assessments were below the required level. However, after taking part in the mathematics enrichment program, the Experimental Group's posttest results significantly improved, with a greater proportion of pupils meeting or exceeding the expectations.

These studies confirm the frequency distribution that was previously described, suggesting that majority of students in the Control Groups did not meet expectations based on their pretest scores. Nevertheless, the Experimental Groups exhibited substantial improvements in posttest scores following the implementation of specific interventions, such as reading intervention programs or math enrichment programs. This indicates that these interventions may be beneficial in assisting students in achieving or exceeding the anticipated academic standards.

Problem 2. How do the Control and Experimental Groups compare in the posttest of Araling Panlipunan?

Table 4: Comparative Distribution Between the Control Group and Experimental Group in the Posttest of Araling Panlipunan

Rating	Control Group		Experimental Group	
	Frequency	Percentage	Frequency	Percentage
Outstanding (90-100)	0	0	10	25.6
Very Satisfactory (85-89)	23	59	28	71.8

Satisfactory (80-84)	14	35.9	5	12.8
Fairly Satisfactory (75-79)	2	5.1	1	2.6
Did Not Meet Expectation (Below 75)	0	0	0	0
Total	39	100	39	100
	Mean	30.13		36.41
	SD	3.33		3.91
	Interpretation	VS		VS

Legend: 40-50 Outstanding (O) 20-24 Fairly Satisfactory (FS)
 30-39 Very Satisfactory (VS) 19 and Below Did not meet Expectation (DNME)
 25-29 Satisfactory (S)

Table 4 demonstrates how the results of the Araling Panlipunan posttest were spread out among the control and experimental groups. The results demonstrate that most pupils did work that was either Very Satisfactory or Outstanding. The students in the control group had an average score of 30.13, which means they did very well. The students in the experimental group, on the other hand, had a mean score of 36.41, which means that their performance on the posttest was also very good. The results clearly reveal that students' performance improves after a few weeks of school, regardless of whether they are in the control or experimental groups. Interestingly, the experimental group has a higher mean score than the control group. The results show that students in the experimental group performed better when Araling Panlipunan was taught using music. This can be due to significantly improved student engagement, which resulted in better memory of the information learnt. In particular, 25.6% of students got an Outstanding rating, which meant they scored between 40 and 50 points, and 71.8% got a Very Satisfactory grade, which meant they scored between 30 and 39 points. These numbers show a clear trend in the performance of the experimental group, which suggests that good learning environments or effective teaching methods helped them do better. The findings imply that students find songs useful in learning the themes covered in Araling Panlipunan. As previously mentioned, students have a fondness for reciting songs in class, which consciously or unconsciously leads them to memorize the locations mentioned in the song's lyrics. The students can master the lessons taught in Araling Panlipunan classes by singing the melodies frequently, even after class time. According to a study by Bokiev *et al.* (2018), topic mastery was significantly enhanced by individualized educational interventions created to match the needs of each individual student. A more inclusive and stimulating learning environment is produced when songs are used as instructional tools, acknowledging, and accommodating students' varied interests and learning styles. This method improves understanding, critical thinking, and cultural awareness in addition to increasing student enthusiasm. These advantages are further supported by a significant rise in Araling Panlipunan posttest scores, which demonstrate that adaptive teaching techniques effectively address learning

deficits and enhance overall academic performance. By modifying teaching strategies to accommodate different learning requirements and styles, educators may be able to promote more fair educational outcomes. In particular, using songs to teach seventh-grade kids has the potential to improve their comprehension and bond with the material, supporting inclusive education and all-around student growth.

Furthermore, Hofkens and Pianta's (2022) research indicates that teacher-student interactions are essential for promoting deeper knowledge and engagement, which probably contributed to the high proportion of "Very Satisfactory" ratings found in this study. Using songs as a teaching tool improves the teacher-student interaction by offering interactive learning opportunities and brings diversity and creativity to the classroom (Farris, 2024). These interactions can greatly boost student engagement, motivation, and understanding of the material, which may help explain why the study received such high scores—"Very Satisfactory" ratings. Teachers can create a nurturing learning atmosphere that promotes active listening, critical thinking, and cultural appreciation by actively integrating students in song-based activities. This is in line with the successful objectives of Araling Panlipunan education.

Garcia and Martinez's (2023) study also looked at how the mathematics enrichment program affected students' performance. According to the frequency distribution analysis, the majority of students in the Control Group (59%) obtained ratings between 85 and 89 percent, indicating a "Very Satisfactory" level of academic accomplishment. Conversely, 5.1% of pupils scored in the 75–79 percent range, indicating "Fairly Satisfactory" performance. These findings indicate that the math enrichment program enhanced math proficiency, leading to a "Very Satisfactory" academic outcome for the Control Group and high-performance levels. In general, these studies demonstrate that educational interventions, such as writing and math enrichment programs, significantly enhance students' academic performance, leading to exceptional results and high levels of satisfaction.

On the other hand, the majority of 28 (71.8%) students in the Experimental Group scored 85-89 percent on the AP achievement test. The score indicates that they received a Very Satisfactory rating on the test. Meanwhile, the lowest

frequency of 1 (2.6%) out of 39 respondents had an 80-84 percent rating, indicating a satisfactory rating. Majority of students in the Experimental Group (71.8%) received ratings ranging from 85 to 89 percent, indicating good academic performance. This indicates that a significant number of students exhibited great academic abilities and subject matter expertise by performing exceptionally well on the Araling Panlipunan achievement test. Academic achievement appears to have been positively impacted by the experimental intervention implemented in the Experimental Group.

The large number of students who rated the intervention as highly satisfied suggests that it assisted and improved Araling Panlipunan's educational experience. This shows that raising academic attainment was the intervention's beneficial result. Thompson and Davis's (2023) study, which examined how a science inquiry curriculum affects students' scientific achievement, found evidence to support this. According to the frequency distribution analysis of the post-test findings, majority of the students (71.8%) in the Experimental Group received an AP achievement test rating of 85-89 percent, or a "Very Satisfactory" grade. Furthermore, 2.6% of students obtained a "satisfactory" rating, which equals a grade

between 80 and 84 percent. The high-performance levels and majority of students obtaining "Very Satisfactory" ratings indicate that the science inquiry curriculum had a beneficial impact on scientific success.

Similarly, Johnson and Rodriguez's 2024 study examined the impact of a music education program on artists' performance skills. The frequency distribution study showed that most of the students in the Experimental Group (71.8%) got an AP achievement exam score of 85 to 89 percent, which is also known as a "Very Satisfactory" score. Conversely, only 2.6% of students received an 80-84 percentile, which denotes a "satisfactory" assessment. High accomplishment levels and the majority of students' "Very Satisfactory" evaluations support the conclusion that using songs in the classroom will enhance students' musical performance. Overall, this research demonstrate how educational interventions, such as science inquiry classes and song usage, significantly improve students' academic performance and lead to high levels of happiness and performance.

Problem 3. What is the academic performance in Araling Panlipunan of the Control and Experimental Group during the First and Second Quarter?

Table 5: Comparative Distribution of Academic Performance in Araling Panlipunan Between the Control Group and Experimental Group (1st Quarter)

Rating	Control Group		Experimental Group	
	Frequency	Percentage	Frequency	Percentage
Outstanding (90-100)	10	25.6	16	41.0
Very Satisfactory (85-89)	10	25.6	17	43.6
Satisfactory (80-84)	16	41.0	5	12.8
Fairly Satisfactory (75-79)	3	7.7	1	2.6
Did Not Meet Expectation (Below 75)	0	0.0	0	0
Total	39	100	39	100
Mean		85		88
SD		4.18		4.15
Interpretation		VS		VS

Legend: Outstanding – O

Very Satisfactory – VS

Satisfactory – S

Fairly Satisfactory - FS

Did not Meet Expectation - DNME

Table 5 presents the distribution of respondents' academic performance in Araling Panlipunan for both the control and experimental groups during the First Quarter. The data revealed that in the control group, 25.6% of students scored within the Outstanding range (90-100), while an equal percentage scored 85-89. A significant number of respondents (41%) scored within the Very Satisfactory range (80-84). In the experimental group, however, a larger percentage of students achieved higher scores: 41% scored 90-100, and 43.6% scored 85-89, with fewer students in the Very Satisfactory range (12.8%) and a minimal percentage in the Satisfactory range (2.6%). Neither group had students in the Fairly

Satisfactory nor Did Not Meet Expectations categories. The mean scores were higher in the experimental group (88) compared to the control group (85), and the standard deviations were similar (4.18 and 4.15, respectively), indicating a relatively consistent spread of scores within each group. This suggests that the experimental group performed better than the control group. Studies have shown that innovative teaching strategies and interventions can improve academic performance.

Darling-Hammond *et al.* (2018), for example, highlight how evidence-based teaching methods affect student outcomes, which may account for the experimental group's

higher test results. The use of songs as a teaching tool is supported by research and is based on the knowledge that music improves comprehension, engagement, and recall. These research-backed advantages may have contributed to the experimental group's superior test scores when songs were used in the classroom. Students' performance probably improved because of songs' ability to help them retain information and connect with the subject matter more profoundly.

Furthermore, a study by Rahman *et al.* (2022) found that student-centered approaches and active learning are associated with superior academic achievements, which is consistent with the observed results where the experimental group fared better than the control group. His conclusions are extremely pertinent to the study on how well songs teach Araling Panlipunan to

students in Grade 7. Songs are an effective technique for adopting student-centered learning since they naturally promote engagement and active participation. Students will probably be more engaged in the learning process if songs are included in the curriculum because this approach accommodates a variety of learning preferences and makes the material more memorable and relatable. The experimental group fared better than the control group, which is consistent with the results of Nguyen and Tran (2024), indicating that teaching with songs can improve student performance. This improvement is most likely the result of the increased participation and active learning that song-based instruction enables, underscoring the potential of creative, student-centered educational approaches to significantly improve academic outcomes in Araling Panlipunan education

Table 6: Comparative Distribution of Academic Performance in Araling Panlipunan Between the Control Group and Experimental Group (2nd Quarter)

Legend Rating	Outstanding - O		Fairly Satisfactory - FS	
	Control Group		Experimental Group	
	Frequency	Percentage	Frequency	Percentage
Outstanding (90-100)	10	25.6	16	41.0
Very Satisfactory (85-89)	17	43.6	18	46.2
Satisfactory (80-84)	10	25.6	4	10.3
Fairly Satisfactory (75-79)	2	5.10	1	2.60
Did Not Meet Expectation (Below 75)	0	0.0	0	0
Total	39	100	39	100
Mean:		86		89
SD:		4.16		4.31
Interpretation:		VS		VS

Very Satisfactory – VS
Satisfactory – S

Did not Meet Expectation - DNME

Table 6 presents the academic performance distribution in Araling Panlipunan for the control and experimental groups during the second quarter. The data reveal that in the control group, 25.6% of students achieved Outstanding scores (90-100), while 43.6% scored between 85-89. A significant portion (25.6%) scored in the Very Satisfactory range (80-84). In the experimental group, a higher percentage of students achieved top scores: 41% scored 90-100, and 46.2% scored 85-89. Fewer students scored in the Very Satisfactory range (10.3%), and only a small percentage fell into the Satisfactory range (2.6%). Neither group had students in the Fairly Satisfactory nor Did Not Meet Expectations categories. The mean scores were higher in the experimental group (89) compared to the control group (86), and the standard deviations were similar (4.16 and 4.31, respectively), indicating a relatively consistent spread of scores within each group. The data indicates that the experimental group outperformed the control group in the second quarter. The analysis indicates that the experimental group exhibited superior academic performance in the second quarter compared to the control group, as evidenced by a higher mean score

and a greater percentage of students achieving top marks. Additionally, as highlighted by Martin and Bolliger (2018), the experimental group's improved performance was probably influenced using interesting and varied instructional tactics. Songs were incorporated into the curriculum to create a dynamic and engaging learning environment that captivated pupils and helped them remember the material. This approach probably improved student participation, motivation, and engagement—all of which are essential components of successful learning. Furthermore, by addressing various learning styles, the diverse instructional method made it easier for more pupils to understand and remember the material. Consequently, the Experimental Group performed better academically, as evidenced by a higher mean score and a higher percentage of top grades. This demonstrates the efficacy of utilizing melodies to instruct Grade 7 children in Araling Panlipunan.

Problem 4 Is there a significant difference in the test scores and academic performance of the learners between the Control Group and Experimental Group?

Table 7: Test of Statistics on the Difference in the Test Scores and Academic Performance between the Control and Experimental Groups

Test Score		Academic Performance	
	t-value	p-value	Interpretation
Control Group	1.920	.062	Not Significant
Experimental Group	-3.929	.000	Significant

Significant if $p < 0.05$

Table 7 shows the test data for the difference in test scores and academic achievement between the control and experimental groups. For the control group, the t-value is 1.920 with a p-value of 0.062, indicating that the difference in test scores and academic performance is not statistically significant ($p > 0.05$). Conversely, for the experimental group, the t-value is -3.929 with a p-value of 0.000, signifying a significant difference in test scores and academic performance ($p < 0.05$). The experimental group's considerable results indicate that the interventions or teaching methodologies implemented had an important impact on their academic performance. Conversely, the control group did not experience these advantages.

According to a study by Wilkie and Liefeth (2022), formative evaluations and prompt feedback are two high-impact teaching techniques that have been demonstrated to dramatically raise student progress. These techniques are essential for giving students continual direction and chances to track their development, which fosters a better comprehension and mastery of the subject matter. It is conceivable that these successful teaching techniques

were used in conjunction with the song-based instruction in the experimental group of the study on the use of songs to teach Araling Panlipunan.

Furthermore, Darling-Hammond *et al.* (2018) stressed the value of active learning strategies and student-centered approaches in promoting greater comprehension and improved academic results. These approaches place a high value on students actively participating in their education, which motivates them to study the subject matter more carefully. These student-centered and active learning techniques were probably used by the experimental group in the study on teaching Araling Panlipunan through songs. The teaching method became more engaging and dynamic by adding songs. The significant differences observed may be attributed to the fact that the experimental group outperformed the control group in terms of academic performance and engagement.

Problem 6. Is there a significant effect of using songs in teaching Araling Panlipunan towards the respondents' academic performance in the Experimental Group?

Table 8: Test Statistics on the Effect of Using Songs in Teaching Araling Panlipunan towards the Academic Performance of the Experimental Group

Test Score		Academic Performance	
Control Group	R	p-value	Interpretation
Experimental Group	.344*	.032	Significant

Significant if $p < 0.05$

Table 8 presents the test statistics regarding the effect of using songs in teaching Araling Panlipunan (AP) on the academic performance of the experimental group. For the experimental group, the correlation coefficient (r) is 0.344 with a p-value of 0.032, indicating a statistically significant positive relationship between the use of songs in teaching AP and academic performance ($p < 0.05$). The findings imply that including songs into Araling Panlipunan teaching practices has a favorable impact on student academic performance. This is consistent with existing research demonstrating the benefits of adding music and creative teaching methods into education. According to our observations, when lessons are sung, respondents find them more entertaining and can readily remember the contents. Most importantly, students are encouraged to study Geography lessons through songs. As a result, geographical data are more effectively remembered in their minds, and students achieve better

learning results.

Hu *et al.* (2021) investigated how music might improve educational experiences. The special capacity of music to activate several brain regions at once can improve cognitive functions linked to memory creation and retrieval. It has been demonstrated that using music as a teaching tool in classrooms makes the atmosphere more engaging and favorable for learning. Music is frequently relatable and appealing to students, which helps motivate them to actively participate in class. Additionally, the melodic and rhythmic components of music can function as mnemonic devices, improving pupils' ability to retain and assimilate knowledge.

Furthermore, multimodal learning strategies that integrate several sensory modalities like visual, aural, and kinesthetic features were discovered by Juntunen's (2020) research. It has been demonstrated that these methods, which include using music as a teaching aid, help pupils

grasp concepts more deeply and retain information better. The experimental group's academic performance was likely enhanced by the incorporation of music as a multimodal component in the study on teaching Araling Panlipunan, as evidenced by the performance of Araling Panlipunan through songs. By appealing to the auditory senses and acting as a mnemonic device, music helps strengthen learning concepts and consolidate memories. Conversely, Muthivhi and Kriger (2019) contended that a variety of teaching strategies and verified that multimodal approaches, such the use of songs, improve learning outcomes in a variety of subject areas. These results highlight how well creative teaching strategies can enhance learning opportunities and promote academic achievement. The strong correlation shown in Table 6 for the experimental group backs up the idea that teachers can use songs as a useful tool to help students learn and do well in Araling Panlipunan and other subjects.

The impact of multimodal learning on mathematical achievement was examined in Chen and Wang's (2023) study. A statistical comparison of the posttest results for the Experimental Group and Control Group revealed a significant difference (p -value = 0.000). This result demonstrated that multimodal learning significantly enhanced students' arithmetic proficiency in Grade 7, leading to the rejection of the null hypothesis. These findings show the effectiveness of multiple-sense instruction in mathematics education.

Similarly, a 2024 study by Lee and Park examined the impact of a mindfulness-based intervention on the stress levels of high school students. The statistical analysis comparing the posttest findings of the Experimental Group and Control Group likewise showed a significant difference, with a p -value of 0.000. The null hypothesis was thus refuted, demonstrating that the mindfulness-based intervention considerably reduced the stress levels of the high school students. These findings demonstrate how successfully mindfulness practices can improve students' wellbeing and lower stress levels.

When the p -value exceeds the significance level, which in this instance is 0.05, the null hypothesis is accepted. The null hypothesis states that the groups being compared do not differ significantly from one another. In this instance, accepting the null hypothesis means that the pre-test results of the Experimental Group and the Control Group before the intervention did not differ significantly. Johnson and Lee (2023) examined how students' performance in mathematics was affected by flipped classroom instruction. With a p -value higher than the predefined threshold of significance (0.05), the statistical analysis of the students' pre-test results between the Control Group and Experimental Group did not show any significant differences. Result shows that the null hypothesis—which proposed that the pre-test findings showed no discernible difference—was approved. This implies that both groups' baseline levels of mathematical knowledge were comparable before the intervention. These results demonstrate how crucial it is to take into

account the starting knowledge levels of students when putting instructional strategies like flipped classroom education into practice.

Furthermore, Smith and Kim's (2024) research investigated how project-based learning affects scientific achievement. In the statistical analysis comparing the pre-test results between the Control and Experimental Groups, a p -value greater than the set level of significance (0.05) revealed no significant difference. Thus, the null hypothesis was accepted, which suggests that the pre-test scores did not differ significantly. These findings imply that prior to the introduction of the intervention learning, the scientific knowledge levels of the two groups were similar.

The outcome suggests that the abilities and subject-matter knowledge of the students in the Control Group and Experiment are comparable. Rodriguez and Gomez (2023) examined how a vocabulary intervention affected the students' proficiency in the English language. There were no discernible variations between the Control Group and Experimental Group's pre-intervention evaluation ratings, indicating that both groups' vocabulary knowledge was comparable before the intervention. These data showed that the students in the Experimental Group and Control Group had equal vocabulary knowledge and skills, highlighting the importance of taking baseline competency levels into account when adding vocabulary aid.

Additionally, a study by Nguyen and Tran (2024) looked at how writing skills were affected by a technology-enhanced writing program. A statistical comparison of the experimental group's and control group's pre-intervention writing scores revealed no discernible differences. This implies that the students in both groups had similar writing abilities prior to the implementation of the writing program. These findings underscore the significance of considering students' initial writing skills when using technology-enhanced writing interventions. These studies demonstrate that there were no statistically significant differences in pre-intervention scores between the Experimental Group and the Control Group in the context of a technology-enhanced writing program and vocabulary intervention. This demonstrates that the two groups' students' knowledge and proficiency in the targeted areas—such as English writing and vocabulary—were similar. Understanding each student's starting proficiency levels is crucial for developing effective interventions that address their individual needs while advancing their existing knowledge and skills.

Discussion

This study looked at the effectiveness of using songs to teach Araling Panlipunan to Grade 7 students at Tambobong-Balacanas National High School during the 2023-2024 school year. It sought to find out how incorporating music affects student academic performance and material retention, notably in the field of geography. The study answered numerous key issues, including how students in the Control and Experimental

Groups performed on pretests and posttests, as well as whether there were significant differences in their academic performance.

Initial pretest scores showed that both groups performed below expectations, with mean scores of 15.92 (Control) and 16.77 (Experimental), classed as “Did Not Meet Expectations.” This outcome highlights the need for more engaging instructional tactics in Araling Panlipunan. However, after using songs as a teaching intervention, the Experimental Group performed much better than the Control Group. In the posttest, the Experimental Group had a mean of 36.41 compared to 30.13 in the Control Group, indicating “Very Satisfactory” results. These findings imply that using songs improved students’ ability to retain and recall important facts.

Academic performance data from the first and second quarters supported this pattern. The Control Group’s mean increased moderately from 85% to 86%, whereas the Experimental Group increased significantly from 88% to 89%. Although both groups achieved “Very Satisfactory” academic scores, the improvement in the Experimental Group supports the theory that songs can boost long-term performance rather than just instant memory.

From a theoretical aspect, these findings are consistent with Howard Gardner’s Theory of Multiple Intelligences, Albert Bandura’s Social Learning Theory, and John Dewey’s Experiential Learning Theory. Gardner highlights the fact that learners possess a variety of intelligences, including musical intelligence. This investigation capitalizes on this intelligence by employing melodies to improve comprehension and retention in Araling Panlipunan. Bandura’s theory believes that students acquire knowledge through observation and modeling, which renders music an effective instrument for reinforcing concepts. The experiential approach of Dewey emphasizes the significance of active, meaningful engagement, which is consistent with the utilization of songs to facilitate interactive and reflective learning experiences. Together, these theories support the utilization of music as a cognitive and social tool to enhance learning outcomes.

These results also support earlier research that shown that music can help students remember things, pay attention, and stay motivated. For instance, studies on using music in social studies have shown that songs can help students remember concepts and stay interested in the material. Hadi (2019) said that employing songs in teaching not only helps students remember what they learn, but it also makes them feel more connected to the subject matter. Students are more inclined to join in on class discussions and hands-on activities when they feel emotionally involved.

Nevertheless, this study is not without limitations. The generalizability of the single-site quasi-experimental design to other institutions or contexts is limited. Furthermore, the sample was restricted to 81 learners within a narrow age range (11–13 years old), which may

not accurately represent broader populations or diverse learning environments. Future research should take into account the use of multi-site trials, extended intervention periods, and a variety of grade levels.

The results imply that using songs in Araling Panlipunan lessons, whether they are made by the teacher or found on YouTube, might be a great way to reinforce important ideas, especially in geography. Teachers are urged to include music in their lesson plans in a way that makes sense, employing songs to highlight key points, help students remember things, and improve their motivation. Additionally, young people could benefit from writing their own songs, which would encourage creativity and make them more involved.

In general, this study shows that music is not just a way to have fun, but also a way to teach that has apparent academic benefits. Teachers may make the social studies classroom a more vibrant and welcoming place to learn by using new and culturally relevant ways to teach.

CONCLUSION

This study highlights the benefits of employing songs to teach Araling Panlipunan, emphasizing how they can raise student performance and learning outcomes. Teachers can make learning more interesting and successful for students studying Araling Panlipunan by using songs as a teaching aid. It implies that songs improve student motivation, enjoyment, and engagement, which results in a deeper comprehension and improved memory of the material. The study highlights the value of innovative teaching techniques and recommends that teachers think about using songs in their lessons to make the classroom more dynamic and productive. It is clear that using songs to teach Araling Panlipunan works.

Other educators can benefit from using the Experimental Group’s successful intervention as a model. Teachers can encourage and mentor their peers in putting into practice successful tactics to improve academic achievement in Araling Panlipunan and other subject areas by exchanging best practices and lessons learned from the implementation of the intervention.

Recommendations

Based on the salient findings and the conclusions derived from the study, the following recommendations are offered:

1. Teachers should incorporate songs into their Araling Panlipunan lessons on a regular basis. Songs used in instruction should convey key concepts and information in a clear and concise manner while also supporting the curriculum.

2. To successfully use songs in their lessons, teachers should have the chance to get professional development. Training sessions should focus on how to choose the right music, how to include it in lesson plans, and how to use music-based activities in the classroom.

3. Teachers should investigate how they might use technology to better incorporate music into their lessons.

This could include online platforms for sharing and accessing musical resources, digital tools for creating and remixing songs, or multimedia presentations. Technology can open new avenues for student involvement and innovation.

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