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Development of Game-Based Supplementary Instructional Material (SIM) in Teaching Music 8

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A B S T R A C T

The study aimed to developed a game-based Supplemental Instructional Material (SIM) for Music 8 to address the least mastered competency among Grade 8 students. A descriptive-developmental research design was employed. Descriptive analysis was used to identify the least learned competency during the second quarter Music assessment, based on the mean percentage score (MPS). The competency with an MPS of 27.8, categorized as "not mastered," served as the foundation for developing the game-based SIM. The development process began with planning the game-based content of the SIM using Microsoft PowerPoint to help organize and enhance the material, classpoint was utilized. The game-based SIM included several key components Classroom Feud, True or False with Trivia, Who's Who, and Guess the Music, focusing on musical instruments from three Southeast Asian countries. The instructional material underwent review and evaluation by master teachers in MAPEH, using the Department of Education's evaluation rating sheet for non-printed materials, as per DM No. 441, s. 2019. Three expert reviewers assessed the content quality, instructional quality, technical quality, and provided additional feedback. The game-based SIM classified as "very satisfactory." The SIM is recommended for pilot testing and will be submitted to the Division Learning Resource office for further quality assurance.

Keywords: Department of Education, Learning Resources Management and Development System, Mean Percentage Score, Supplemental Instructional Material, Content Quality, Instructional Quality, Technical Quality and Other Findings

1. Introduction

MAPEH as a subject is composed of music, arts, physical education, and health has great importance in everyday life. Integrating innovative and engaging instructional materials in MAPEH is crucial to creating an effective learning experience in today's educational environment, especially recognizing the need for interactive, dynamic learning tools in teaching. As educators and curriculum designers continue to look for new ways to engage and understand students, incorporating game-based learning strategies emerges as a promising approach. Enjoined in the DepEd Order 35, s. 1988 the utilization of teaching aids, equipment, and textbooks is crucial for effective teaching. School administrators are asked to encourage teachers to create instructional materials since the availability and appropriate usage of support instructional materials greatly influence the effectiveness of learning.

DepEd Order No. 35, s. 2016 mandates learning action cell policy guidelines for K-12 Basic Education Program, focusing on curriculum contextualization, relevance, diversity, and localized supplemental instructional materials.

Hence, DepEd Order No. 24, s. 2023, mandates teachers to create alternate learning tools and resources for instruction in public schools to ensure effective and timely delivery of learning resource standards (Ronda, 2020). On the other hand, the Philippines joined the OECD's Programme for International Student Assessment (PISA) in 2018 as part of its Quality Basic Education reform plan. The results showed the country scored below the average in Mathematics, Science, and Reading. The Department of Education (2019) is focusing on addressing issues and gaps in basic education through Sulong Edukalidad, which includes K-12 review, improvement of learning facilities, teacher upskilling, and stakeholder engagement. To address learning gaps and implement reading and writing programs in secondary schools, DepEd recognized that the majority of secondary schools had already put in place remediation programs to address the deficiencies in learning, as stated in DepEd Memorandum No. 39, series of 2012. The afore mentioned ruling instructed the schools to frame their programs and interventions within the established standards to systematize the process. The purpose of using Strategic Intervention Materials is to help students in a certain subject area with their least developed skills.

Unfortunately, DepEd report indicates a drop in public high school performance, Dizon et al (2021), the average NAT score dropping to 48.9% between 2011 and 2012. The COVID-19 pandemic has worsened this issue. Ariaso (2020) suggests that student achievement is influenced by teacher and student characteristics, and pedagogical tactics. However, Dinglasan and Villa (2019) made a study on students face challenges in addressing difficulties in MAPEH subjects. However, students often struggle with using appropriate musical terminology, sharing cultural practices, explaining arts and health components, and interpreting information.

In addition, Moneva (2021) made a study aimed to identify challenges faced by grade 10 students in MAPEH and propose an intervention program to help them. Results showed the challenges included teaching strategies, lack of mastery, lack of peer cooperation, insufficient materials, and limited time. The study also found that lack of materials and time allotment were common challenges.

Furthermore, the Philippine Educational System faces gaps in learning delivery, requiring teachers to develop strategies to improve academic performance and quality instruction. Supplemental instructional materials can enhance students' skills. However, low results in the MPS score in MAPEH subject had been revealed in the past three years. In 2020, there was been a drop of MPS scores of 45.67% due to the covid-19 pandemic. In 2021, the average MPS score in MAPEH was 48.89% and in 2022, a sudden rise of MPS score of 50.51% due to the implementation of full face-to-face classes. This means that there is a need to devise reforms to resolve the issues regarding the low performance of students in MAPEH.

The Department of Education has issued Deped Order No. 32 series of 2020, requiring the use of Alternative Learning Resources or Supplementary Learning Materials to support students' learning. These materials are designed to improve and process learning skills, enabling students to apply concepts in real life (William, 2017). Teachers can create these materials, motivating them to become writers, illustrators, and layout artists. These materials are used in both distance and face-to-face classes (Jimenez, 2020).

The study aims to develop a game-based supplemental instructional material in MAPEH 8 aiming to improve the academic performance of Grade 8 students in Bangonay National High School, providing guidance for Department of Education's School Administration and Curriculum Planner to fund effective intervention materials, enhancing public school education quality and delivering effective instruction.

1.1 Statement of the Problem

The study aimed to develop a game-based supplemental instructional material in Music 8 in Bangonay National High School.

Specifically, it sought to answer the following questions.

1. What are the least mastered competencies in Music 8 based on the Second quarter exam result?

2. Based on the least mastered competencies in Music 8, what game-based supplemental instructional material in Music can be developed?

3. How valid is the developed game-based supplemental instructional material in terms of:

    3.1 content quality;

    3.2 instructional quality;

    3.3 technical quality; and

    3.4 accuracy and recency?

4. How can this developed instructional material can be institutionalized in the district level?

5. Based on the findings of the study, what enhancement of the developed game-based supplemental instructional material can be recommended?

2. Methodology

Research Design

The study used the descriptive-developmental research design. It was descriptive since it presented the least learned competencies in MAPEH 8 that provided a better understanding of developing instructional material to facilitate the achievement of learning outcomes for the students. It was developmental because it attempted to develop supplemental instructional material in MAPEH 8 following the procedure for the development of supplemental instructional material.

Research Locale

The study was conducted in Bangonay National High School, which is located in Barangay Bangonay, Jabonga, Agusan del Norte. The school was composed of 384 total student population, with 209 males and 175 females, 15 teachers, 1 administrative assistant, and 1 school head. It was a small school found in Jabonga District, Division of Agusan del Norte.

Respondents

The respondents of the study were the 77 Grade 8 students in Bangonay National High School who were enrolled in the school year 2023 – 2024, and they were all taken as respondents. The specialists in the MAPEH area validated the game-based supplemental instructional material based on the criteria of the Learning Resources Management and Development System (LRMDS) Form.

Research Instrument

A validated quarterly exam test was used to measure the least learned competencies in MAPEH 8. The Learning Resources Management and Development System (LRMDS) was used to evaluate and validate the developed supplemental instructional material (SIM) following the general provision on the

adoption of the LRMDS tool in the DepEd Order No. 76, s. 2011. Table 2 presents the mean percentage score used by the Department of Education (Dalagan, 2022).

Table 2 . ***Mean Percentage Score (MPS)***

MPS	Mastery Level
75 and above	Mastered
51-74	Nearly Mastered
50 and below	Not Mastered

Note. Department of Education MPS interpretation cited by Chua, 2021

Table 3 presented the measurement of the evaluation and assessment of the SIM as to the content, instructional, technical and other findings.

Table 3. Rating Score in Validation in SIM in content quality

Scoring	Measure	Description	Interpretation
4	Resource must score	Very Satisfactory	Passed
3	at least 30 points	Satisfactory	Passed
2	out of 40 points	Poor	Failed
1	pass the criterion.	Not Satisfactory	Failed

Rating Score in Validation in SIM in instructional quality

Scoring	Measure	Description	Interpretation
4	Resource must score	Very Satisfactory	Passed
3	at least 30 points	Satisfactory	Passed
2	out of 40 points	Poor	Failed
1	pass the criterion.	Not Satisfactory	Failed

Rating Score in Validation in SIM in technical quality

Scoring	Measure	Description	Interpretation
4	Resource must score	Very Satisfactory	Passed
3	at least 39 points	Satisfactory	Passed
2	out of 52 points	Poor	Failed
1	pass the criterion.	Not Satisfactory	Failed

Rating Score in Validation in SIM in other findings

Scoring	Measure	Description	Interpretation
4	Resource must score	Very Satisfactory	Passed
3	at least 16 points	Satisfactory	Failed
2	out of 16 points	Poor	Failed
1	pass the criterion.	Not Satisfactory	Failed

Statistical Treatment

The following statistical tools will be used in the analysis and interpretation of data.

Mean Percentage Score. It will be used to determine the least learned competencies of the students.

Frequency and Percentage. Frequency of the responses of the validators.

3. Results and Discussion

The data collected from the respondents will be presented, scrutinized, and interpreted in this chapter.

Problem 1. What are the least mastered competencies in Music 8 based on the second quarter exam result?

Table 2 presents the mean percentage score of the Grade 8 students in Music 8 in the school year 2023-2024. Thus, the least learned competency is highlighted based on the mastery-level interpretation on the quarterly exam.

Table 2. Mean Percentage Score of the Music 8 exam results

No.	MELCS in Music 8	MPS	Level of Mastery
1.	Listens perceptively to the music of East Asia.	60.0	Nearly Mastered
2.	Analyzes musical elements of selected songs and instrumental pieces heard and performed.	60.5	Nearly Mastered
3.	Explores ways of producing sounds on a variety of sources that would simulate instruments being studied.	24.7	Not Mastered
4.	Improvises simple accompaniment to selected East Asian Music	54.0	Nearly Mastered
5.	Performs music from East Asia with its own accompaniment	61.9	Nearly Mastered
6.	Evaluate music and music performances using guided rubrics applying knowledge of musical elements and style.	65.6	Nearly Mastered

Based on the competencies presented in Table 2, it was observed that the second quarter lists of competencies in Music 8 had six competencies to be taught and mastered by the students. However, based on the test results, it was evident that the students got a low MPS in the third competency, exploring ways of producing sounds from a variety of sources that would simulate instruments being studied, which

garnered an average MPS of 24.7, indicating a lack of mastery. This denotes that this competency is considered the least learned competency and will be the basis for the crafting and development of supplementary instructional materials in Music 8.

In addition, Tucker (2021) examined music teachers' perceptions of competency acquisition in Arizona, Texas, and Washington, finding that teaching competencies were the most challenging to master, while personal competencies were the easiest, with job experience playing a significant role in these perceptions.

Problem 2. Based on the least mastered competencies in Music 8, what game-based supplemental instructional material in Music 8 can be developed?

The identified least learned competency, which explores ways of producing sounds from a variety of sources that would simulate instruments being studied, will be the basis for the development of game-based supplemental instructional material in Music 8 since it was identified as the least learned skill among Grade 8 students. However, the Department of Education (DepEd) suggested using game-based learning in the classroom to improve students' engagement and participation in the classroom. As part of the initiative, DepEd pilot tests a mobile application conducted in the Philippines and one other country, includes training, resources, guides, and demos for seamless integration in collaboration with Microsoft Philippines, aims to promote the adoption of game-based learning among teachers and classrooms, encouraging innovative educational practices (Malipot, 2022).

Conversely, it was evident in DepEd Order No. 18 s., 2024 an initiative on the policy guidelines on the implementation of learning resources based on the most essential learning competencies (MELC's), this enabled DepEd to provide learning resources to students who have difficulty in learning and a teacher will provide instructional supervision inside the classroom setting to the learners (Honrejas, 2023).

The game-based supplementary instructional material was developed using Microsoft PowerPoint Presentation with the assistance of class point to make the instructional material engaging to the students. Thus, this game-based supplementary instructional material is an offline instructional material that can be utilized without the internet. This initiative aims to strengthen the usage of the game-based SIM in classroom instruction. The game-based SIM is composed of a series of digitalized lectures and games relevant to the subject matter of the least learned competency.

The game-based SIM includes a series of digitalized lectures that present subject matter in an engaging format, complemented by interactive games that reinforce learning and comprehension. These games are tailored to address specific areas where students typically struggle, providing a fun

and motivating way to master challenging content. By integrating lectures and games, the material aims to maintain students' interest and enhance their understanding through active participation and immediate feedback.

Moreover, the offline nature of this instructional material ensures that it can be widely used, regardless of internet accessibility, making it a versatile tool for educators. This approach aligns with contemporary educational strategies that emphasize interactive and student-centered learning, promoting better retention and application of knowledge.

Problem 3. How valid is the developed game-based supplemental instructional material in terms of:

The game-based supplementary instructional material for teaching Music 8 was meticulously crafted to engage students in an immersive music education experience. By incorporating interactive elements, this material transforms traditional learning into an experiential journey where students actively manipulate and interact with the content. The design of this instructional tool leverages game-based activities to foster a deeper connection with the subject matter, enhancing both motivation and retention.

Table 4. Validator's rating according to Factor A (content quality)

Indicators	**Mean**	**Description**	**Interpretation**
1. Content is consistent with topics/skills found in the DepEd Learning Competencies for the subject and grade/year level it was intended.	4.00	Very Satisfactory	Passed
2. Concepts developed contribute to enrichment, reinforcement, or mastery of the identified learning objectives.	4.00	Very Satisfactory	Passed
3. Content is accurate.	4.00	Very Satisfactory	Passed
4. Content is up-to-date.	3.67	Very Satisfactory	Passed
5. Content is logically developed and organized.	4.00	Very Satisfactory	Passed
6. Content is free from cultural, gender, racial, or ethnic bias.	3.67	Very Satisfactory	Passed
7. Content stimulates and promotes critical thinking.	3.67	Very Satisfactory	Passed
8. Content is relevant to real-life situations.	4.00	Very Satisfactory	Passed
9. Language (including vocabulary) is appropriate to the target user level.	3.33	Very Satisfactory	Passed
10. Content promotes positive values that support formative growth.	3.67	Very Satisfactory	Passed
Overall Mean	**3.80**	**Very Satisfactory**	**Passed**

Legend: *4.01-3.01-very satisfactory, 3.00-2.01-satisdactory, 2.00-1.01-poor, and 1.00-0.00 not satisfactory*

Table 4 presents the validator's rating according to the content quality of the game-based supplementary in Music 8. It was evident in item 9, language (including vocabulary) is appropriate to the target user level, which garnered a lowest mean of 3.33 which verbal description of very satisfactory and verbal interpretation of passed. This suggests that some terms may pose comprehension challenges for students. The validator's suggestion to utilize simpler yet appropriate language aligns with the goal of facilitating student understanding and engagement with the material.

Conversely, items 1, 2, 3, and 8 got the highest mean of 4.0 which denotes a verbal description of very satisfactory and verbal interpretation of passed. This implies that the content of the game-based SIM aligns to competency of the Department of education thus, the content is accurate to the students needs that reinforce to the students needs in the least learned objectives. The validators observed that this items were exceptionally evident in the game-based supplementary instructional material that is viable to used by the students.

Moreover, factory A in the content quality garnered an overall mean of 3.80 which verbal description of very satisfactory and verbal interpretation of passed. This underscores the critical role of this aspect in enhancing students' overall performance in Music 8. By aligning with the least-learned competencies, the content contributes significantly to student learning outcomes. The validator's ratings highlight the strengths of the game-based supplementary material in terms of alignment with educational standards and its potential to enhance student learning. The identified areas for improvement, such as language suitability, offer valuable guidance for refining the content to better meet the needs of the target audience.

According to Maliga (2018), the contents of supplementary learning materials must be carefully assessed following the content criteria provided by the DepEd. This ensures that these materials can be used as instructional tools to enhance science teaching, facilitate the learning process, and, most importantly, improve student achievement in areas where competencies are least mastered. It is also crucial that the contents of learning materials are valid and acceptable.

Table 5. Validator's rating according to Factor B (instructional quality)

Indicators	Mean	Description	Interpretation
1. Purpose of the material is well defined.	4.00	Very Satisfactory	Passed
2. Material achieves its defined purpose	4.00	Very Satisfactory	Passed
3. Learning objectives are clearly stated and measurable.	4.00	Very Satisfactory	Passed
4. Level of difficulty is appropriate for the intended target user.	3.67	Very Satisfactory	Passed
5. Graphics / colors / sounds are used for appropriate instructional reasons.	4.00	Very Satisfactory	Passed
6. Material is enjoyable, stimulating, challenging, and engaging.	3.67	Very Satisfactory	Passed
7. Material effectively stimulates creativity of target user.	3.67	Very Satisfactory	Passed
8. Feedback on target user's responses is effectively employed.	3.67	Very Satisfactory	Passed
9. Target user can control the rate and sequence of presentation and review.	4.00	Very Satisfactory	Passed
10. Instruction is integrated with target user's previous experience.	4.00	Very Satisfactory	Passed
Overall Mean	**3.87**	**Very Satisfactory**	**Passed**

Table 5 presents the validators rating as to instructional quality of the game-based supplementary material in teaching Music 8. The ratings highlight areas of strength as well as opportunities for improvement, guiding efforts to enhance student engagement and learning outcomes. It was evident that items 4, 6, 7, 8 got the lowest mean of 3.67 which verbal description of very satisfactory and verbal interpretation of passed. This implies that some game-based activity of the instructional material needs enhancement that will be more stimulating, engaging and promotes creativity to the students. Validators suggest that optimizing these activities to flow smoothly will enhance engagement and provide students with appropriately challenging experiences.

However, it was evident in items 1, 2, 3,5, 9 and 10 got the highest mean of 4.0 which denotes a verbal description of very satisfactory and verbal interpretation of passed. This denotes that the game-based SIM achieves its purposed and its objectives is attainable and measurable. Validators commend the user-friendly design of the game-based SIM, emphasizing its ease of navigation and suitability for student needs. Additionally, the soothing color scheme contributes to an immersive and appealing learning environment, facilitating student engagement with the material.

Furthermore, with the overall mean of 3.87 which verbal description of very satisfactory and verbal interpretation of passed, this connotes that the game-based SIM passed all the required indicators in which the instructional material run smoothly and user friendly to the students. Validators affirm that the material stands out as an exceptional instructional resource, tailored to meet the diverse needs of learners and offering easy accessibility and manipulation. The validator's ratings underscore the effectiveness of the game-based supplementary material in achieving its instructional objectives while also providing constructive feedback for further enhancement. By addressing areas for improvement identified by validators, educators can optimize the material's instructional quality, ultimately fostering enhanced student engagement and learning outcomes in Music 8.

Verma (2019) claims that the learning experience inside the classroom is the key factor determining academic achievement. According to Kelly (2019), one way teachers can enhance this experience is by involving students in a variety of learning resources. Teachers often use instructional materials as primary learning resources; these materials must be error-free and easy for the target users to understand to avoid confusion.

Table 6 presents the validator's rating in the technical quality of the game-based supplementary instructional material in teaching Music 8.

Table 6. Validator's rating according to Factor C (technical quality)

Indicators	Mean	Description	Interpretation
1. Audio enhances understanding of the concept.	4.00	Very Satisfactory	Passed
2. Speech and narration (correct pacing, intonation, and pronunciation) is clear and can be easily understood.	3.33	Very Satisfactory	Passed
3. There is complete synchronization of audio with the visuals, if any.	4.00	Very Satisfactory	Passed
4. Music and sound effects are appropriate and effective for instructional purposes.	3.33	Very Satisfactory	Passed

5.	Screen displays (text) are uncluttered, easy to read, and aesthetically pleasing.	3.33	Very Satisfactory	Passed
6.	Visual presentations (non-text) are clear and easy to interpret.	4.00	Very Satisfactory	Passed
7.	Visuals sustain interest and do not distract user's attention.	4.00	Very Satisfactory	Passed
8.	Visuals provide accurate representation of the concept discussed.	3.67	Very Satisfactory	Passed
9.	The user support materials (if any) are effective.	4.00	Very Satisfactory	Passed
10.	The design allows the target user to navigate freely through the material.	4.00	Very Satisfactory	Passed
11.	The material can easily and independently be used.	4.00	Very Satisfactory	Passed
12.	The material will run using minimum system requirements.	4.00	Very Satisfactory	Passed
13.	The program is free from technical problems.	4.00	Very Satisfactory	Passed
Overall Mean		**3.82**	**Very Satisfactory**	**Passed**

Table 6 presents the validators rating as to technical quality of the game-based SIM in teaching Music 8. It was evident in item 2, speech and narration (correct pacing, intonation, and pronunciation) is clear and can be easily understood, item 4, music and sound effects are appropriate and effective for instructional purposes, and item 5, screen displays (text) are uncluttered, easy to read, and aesthetically pleasing, got the lowest mean of 3.33 which denotes a verbal description of very satisfactory and verbal interpretation of passed. Validators identified minor technical glitches, such as speech and narration issues, delays in music and sound effects, and small text size, which may hinder the smooth operation of the SIM. They emphasized the need to address these issues to ensure a seamless user experience and prevent future technical challenges.

Conversely, item 1, 3, 6, 7, 9, 10, 11, 12, and 13 got the highest mean of 4.0 which denotes a verbal description of very satisfactory and verbal interpretation of passed. This denotes that the visual and audio of the material corresponds and functions accordingly. Validators praised the compatibility of the SIM with the target users, namely students, noting its user-friendly interface and offline accessibility through Microsoft PowerPoint Presentation. These aspects contribute to an effective and accessible instructional resource for students.

Moreover, with the overall mean of 3.82 which denotes a verbal description of very satisfactory and verbal interpretation of passed. This denotes that the game-based SIM can run smoothly and a user-friendly instructional material that can be used by the students. The validator's ratings provide valuable feedback for optimizing the technical quality of the game-based supplementary material in teaching Music 8. By addressing identified minor technical glitches and enhancing user interface elements, educators can ensure a seamless and engaging learning experience for students, ultimately maximizing the effectiveness of the instructional resource.

Basilan (2018), made a study that electronic devices can stimulate learners' auditory and visual skills these devices can perform many functions of a personal computer while being more compact and cost-effective. Utilizing electronic devices with excellent technical applications can enhance student achievement and participation. Students can engage interactively with subjects through computer or mobile-based applications.

Table 7 presents the validator's rating according to the other findings of the game-based supplementary instructional material in teaching Music 8.

Table 7. Validator's rating according to Factor D (other findings)

Indicators		**Mean**	**Description**	**Interpretation**
1.	No conceptual errors.	4.00	Very Satisfactory	Passed
2.	No factual errors.	4.00	Very Satisfactory	Passed
3.	No grammatical and / or typographical errors.	4.00	Very Satisfactory	Passed
4.	No other errors (i.e., computational errors, obsolete information, errors in the visuals, etc.).	4.00	Very Satisfactory	Passed
Overall Mean		**4.00**	**Very Satisfactory**	**Passed**

Table 7 presents the validator's ratings for Factor D, which assesses other findings related to the game-based supplementary material for teaching Music 8. Across all indicators, the material received a perfect rating of 4.00, denoting a very satisfactory performance and a clear passed interpretation. Firstly, the absence of conceptual errors (item 1) indicates that the material accurately conveys musical concepts without misunderstandings or inaccuracies. This ensures that students receive correct and reliable information, enhancing the educational value of the material.

Similarly, the absence of factual errors (item 2) signifies that the content presents factual information about music without inaccuracies or distortions. This reliability is crucial for building students' knowledge and understanding of musical concepts and practices.

Furthermore, the absence of grammatical and/or typographical errors (item 3) reflects the meticulous attention to detail in the material's presentation. Clear and error-free text enhances readability and comprehension, preventing distractions or misunderstandings for students.

Finally, the absence of other errors, such as computational errors, obsolete information, or errors in visuals (item 4), underscores the overall quality and integrity of the material. By ensuring accuracy and relevance across various aspects, the material maintains its effectiveness as an instructional resource.

The perfect overall mean rating of 4.00 across all indicators which denotes a verbal description of very satisfactory and verbal interpretation of passed indicates an exceptional performance in Factor D. This comprehensive assessment highlights the high standard of quality control applied to the game-based supplementary material. This implied that the developed game-based SIM can recommended to be utilized in all public schools in the Department of Education.

A study conducted by Honrejas (2023), it was highlighted that strategic intervention materials ought to be meticulously crafted to be devoid of errors. This meticulousness ensures that students are not confused during their learning process. The content should exhibit variation and clarity, ensuring the absence of both factual inaccuracies and typographical errors.

Problem 4. How can this developed instructional material can be institutionalized in the district level?

The game-based supplementary instructional materials developed for Music 8 will be officially institutionalized at the district level. The Public Schools District Supervisor will spearhead the initiative by presenting an action plan and project proposal aimed at organizing a district-wide training workshop by the researcher. This workshop, led by the research throughout the MAPEH Teachers from the Jabonga District, will focus on instructing educators on the development of these supplementary materials. Furthermore, the training-workshop will encompass the dissemination of the developed game-based instructional material, ensuring widespread adoption and utilization among educators within the district.

The dissemination of the game-based supplementary instructional material in music 8 will be given to the MAPEH teachers in Jabonga District, the action plan and the project proposal was signed by the Public School District Supervisor to ensure the implementation of the program, projects and objectives in institutionalizing the developed game-based SIM.

Problem 5. Based on the findings of the study, what enhancement of the developed game-based supplemental instructional material can be recommended?

Based on the findings of the study, several enhancements to the game-based Supplemental Instructional Material (SIM) in teaching Music 8 can be recommended to optimize its effectiveness and address identified areas for improvement. An evaluation of the game-based supplementary instructional material in Music 8, several recommendations for enhancement can be made. Firstly, addressing the language suitability issue highlighted by the validators is crucial to improving comprehension and engagement among students. Simplifying complex terms while ensuring they remain appropriate for the target audience will enhance accessibility and effectiveness. Additionally, optimizing game-based activities to be more stimulating, engaging, and creativity-promoting can further enhance student engagement and learning outcomes. Validators' feedback on technical quality suggests a need to rectify minor glitches such as speech and narration issues, delays in music and sound effects, and small text size to ensure a seamless user experience. Moreover, maximizing compatibility with the target users, particularly in terms of a user-friendly interface and offline accessibility, will contribute to the overall effectiveness of the instructional material. By addressing these recommendations, educators can optimize the game-based supplementary instructional material to better meet the diverse needs of Music 8 students, ultimately fostering enhanced engagement and learning outcomes.

The link provided below directs you to the enhanced version of the game-based supplementary instructional material in Music 8. All corrections, suggestions, and comments from validators have been meticulously addressed and incorporated, resulting in an optimized instructional resource. The enhancements include improvements in language suitability to enhance comprehension and engagement, optimization of game-based activities for increased stimulation and creativity, rectification of technical glitches such as speech and narration issues, and enhancements for user-friendliness and offline accessibility. These enhancements aim to better meet the diverse needs of Music 8 students, fostering enhanced engagement and learning outcomes

https://shorturl.at/6Jvkp

5. Conclusion and Recommendations

Conclusions

Based on the findings presented, the following conclusions were drawn.

1. During the second quarter examination of the 2023-2024 in Music 8, it was evident that students struggled with the competency related to explore ways of producing sounds on a variety of sources that would simulate instruments being studied. This specific competency obtained a low MPS score, signifying a deficiency in mastery. From these findings, it can be concluded that there is a notable gap in students' understanding and proficiency in this aspect of Music 8.

2. To reinforce the least learned competency in Music 8, a game-based supplementary instructional material was developed digitally using the Microsoft Power Point Presentation and Classpoint.

3. Based on the validation of the experts, the game-based supplementary instructional material garnered a very satisfactory rating and passed the validation process, but further enhancement needs to replenish in content, instructional and technical quality. Thus, the game-based SIM is recommended to use in all public schools.

4. The developed game-based supplementary instructional material for Music 8 is deemed valuable and effective enough to warrant institutionalization within the educational framework of the Jabonga District. The decision to disseminate this material through a training-workshop for MAPEH teachers suggests that the material has been positively evaluated and is expected to enhance teaching and learning outcomes in Music 8.

5. The game-based supplementary instructional material (SIM) for Music 8 has been thoroughly revised and enhanced in response to validators' feedback to improve its content, instructional, and technical quality.

Recommendations

Considering the findings and conclusions shown above the following recommendations are highly suggested.

Department of Education. They must recommend the adoption and integration of the enhanced game-based supplementary instructional material (SIM) for Music 8 across all public schools to address the identified competency gaps and improve student learning outcomes.

Public School District Supervisor. They must encourage the teachers to attend training workshops for the development and utilization of supplemental instructional material.

School Principal. They must encourage and support MAPEH teachers in the use of the game-based SIM by providing necessary resources and monitoring its impact on student performance.

MAPEH Teachers. They must be motivated to develop supplementary instructional materials from other areas in MAPEH and in other grade levels that will enforce learning towards the students.**Students.** They must engage with the game-based SIM to enhance their understanding and proficiency in producing sounds using a variety of sources, and provide feedback on their learning experience.

Future Researchers. Conduct further studies to assess the long-term impact of the game-based SIM on student learning outcomes and explore additional enhancements or alternative approaches to address competency gaps in Music 8.

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