

Development and Validation of Aesthetic Creative Competency in Kindergarten

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Abstract:

This study utilized a Research and Development (R&D) design with a Mixed Methods Sequential Explanatory approach, integrating quantitative and qualitative data to develop and validate aesthetic creative competency modules for kindergarten learners. Guided by the ADDIE model (Analysis, Design, Development, Implementation, Evaluation), the study ensured iterative refinement and alignment with DepEd standards. Modules were piloted at Victoria East Central School, involving kindergarten learners and teachers as participants. Data collection included surveys focusing on content quality, pedagogical soundness, and technical attributes. Ethical protocols were followed, and analysis using weighted means ensured that the modules were effective, user-friendly, and developmentally appropriate, fostering creativity and holistic growth.

The study successfully developed an aesthetic/creative module for kindergarten learners under the Exploring Our Community theme. The modules achieved a Satisfactory rating across all criteria, demonstrating their alignment with educational standards and their effectiveness in supporting learners' developmental needs. Additionally, the modules' Educational Soundness was rated as Satisfactory, indicating their effectiveness in addressing integrity, learner focus, usability, and accessibility. These findings affirm the modules' potential to foster aesthetic and creative competencies while meeting the objectives of the DepEd Kindergarten Curriculum.

The following recommendations are proposed to enhance the effectiveness of the aesthetic/creative modules. First, the interactivity of the modules can be improved by integrating multimedia elements such as audio and visual aids to deepen learners' engagement and understanding of the community theme. Second, instructional quality should be enhanced by incorporating differentiated teaching strategies that cater to diverse learning styles, including kinesthetic, auditory, and visual learners. Lastly, refining the usability of the modules by simplifying navigation and instructions will ensure effortless implementation for both teachers and students, making the modules more accessible and user-friendly.

1. INTRODUCTION

Artistic competency in kindergarten is increasingly recognized as a cornerstone for holistic child development, encompassing cognitive, emotional, social, and physical growth. As educators and researchers strive to prepare young learners for an increasingly complex world, integrating creative arts into the curriculum has become essential. This integration fosters a wide array of skills and abilities foundational for young learners, enhancing not only their creative potential but also their critical thinking, problem-solving, and collaborative skills—qualities that are indispensable in today's society. The recognition of artistic competency as vital for holistic development emphasizes the multifaceted benefits of incorporating arts into early childhood education, creating a robust framework for understanding how art contributes to various areas of growth. This acknowledgment serves as a call to action for educators, policymakers, and parents alike to prioritize and advocate for arts education in the early years, ensuring

that all children can access its myriad benefits.

International studies have consistently highlighted the significance of arts education in early childhood development. Countries such as Finland serve as exemplary models, having successfully integrated arts education into their national curriculum with a clear focus on holistic development. Finnish education prioritizes creativity through play-based learning, where art activities are seamlessly woven into everyday experiences, thereby supporting children's overall growth. In this progressive educational model, art is not taught as a standalone subject but is interlinked with other disciplines, allowing children to express their understanding of various concepts creatively (UNESCO, 2024). This holistic and integrated approach not only enhances cognitive and emotional development but also prepares children for a rapidly evolving world that increasingly values creativity and innovation. However, this raises important questions about how educational systems in other countries can adapt similar models to foster creativity while maintaining cultural relevance and contextual sensitivity.

In Australia, initiatives such as the "Creative Partnerships" program exemplify the potential for collaboration between schools and local artists or cultural institutions. These initiatives enhance learning experiences by enabling children to engage in hands-on projects that develop artistic skills while simultaneously connecting them to their community's cultural heritage. Such programs promote equitable access to arts education, particularly in underserved areas, ensuring that more children benefit from creative learning opportunities (UNESCO, 2023). Australia's emphasis on collaborative arts initiatives raises critical questions about accessibility and inclusivity in arts education, especially for marginalized populations. It challenges educators and policymakers to consider how community involvement can enrich educational experiences and foster a sense of belonging among young learners. The implications of these collaborative efforts extend beyond individual skill development; they also aim to cultivate a shared cultural identity and pride within diverse communities, further emphasizing the role of arts education as a vehicle for social cohesion and collective well-being.

Moreover, the recent UNESCO Framework underscores the importance of integrating culture and arts into educational systems globally. This framework promotes lifelong learning by encouraging continuous engagement with the arts across all educational settings. It highlights the role of arts education in enhancing emotional and social skills, fostering emotional intelligence, creativity, and critical thinking—all qualities that are vital for children's overall well-being. Furthermore, the framework advocates for supporting cultural diversity by emphasizing local and Indigenous cultures, promoting intercultural dialogue and understanding (UNESCO, 2024). The focus on lifelong learning and cultural diversity reinforces the essential role of arts education in developing well-rounded, culturally aware individuals capable of critical thinking and emotional expression. However, the challenge lies in ensuring that this framework is effectively implemented across different educational contexts, particularly in regions where arts education may not be prioritized or adequately funded.

Research has consistently shown that engaging in artistic activities stimulates various areas of a child's brain, enhancing problem-solving skills, spatial awareness, and critical thinking abilities. These cognitive benefits are complemented by emotional growth, as children learn to express their emotions and ideas through artistic mediums, which supports their social and emotional development as they communicate and collaborate with peers (Basak & Erdem, 2022). These findings underscore the cognitive and emotional benefits of arts engagement, illuminating how creative activities can foster essential life skills that extend beyond the classroom. However, it is crucial to address the disparities in access to quality arts education and consider how these gaps can hinder the developmental benefits that artistic activities can provide.

Ensuring that all children have equal access to quality arts education is not merely an educational issue; it is a matter of social justice and equity.

Turning to the Philippines, the national curriculum encourages the integration of diverse materials—such as clay, paint, and textiles—to help children grasp abstract concepts like texture and color. This hands-on approach supports fine motor skill development while allowing children to express their creativity (Laguna University, 2006). The Philippine curriculum incorporates various learning areas where art activities are used to teach subjects such as science and social studies. For instance, lessons may involve creating art pieces that reflect local culture or historical themes, fostering a sense of nationalism and cultural appreciation (Baquial, n.d.). This educational approach emphasizes the practical application of art in teaching broader subjects, reinforcing the idea that creativity can serve as a bridge to understanding cultural identity and enhancing academic learning. Yet, this integration is not without challenges; educators must navigate the fine line between fostering creativity and ensuring that curricular goals are met, all while catering to diverse learning needs and backgrounds.

Some educators in the Philippines adopt a Discipline-Based Art Education (DBAE) approach, which encompasses four key disciplines: Art History, Art Criticism, Art Production, and Aesthetics. This method enhances children's artistic skills while encouraging them to articulate their ideas about their work through discussions and evaluations. Activities may include creating original artworks using various materials in Art Production and exploring Filipino artists and their contributions to cultural identity in Art History (Baquial, n.d.). The DBAE approach not only enriches artistic skills but also deepens students' understanding of art's historical and cultural significance, promoting a more comprehensive education that resonates with their personal experiences and identities. However, there are concerns regarding the effectiveness of DBAE in diverse classroom settings, particularly in addressing the varying levels of artistic exposure and experience among students. The success of such an approach may hinge on educators' ability to create an inclusive environment that nurtures individual artistic voices while encouraging collective exploration.

A comprehensive art education program in the Philippines promotes knowledge, understanding, and skills that contribute to students' intellectual, social, emotional, and physical development. DBAE highlights art as a body of knowledge, engaging students in research into the historical, social, and cultural contexts of art while allowing them to create artworks in response to their observations and feelings (Baquial, n.d.). This comprehensive approach ensures that art education is not merely about creating but also about understanding and connecting with the broader societal context, fostering well-rounded development in young learners. Nevertheless, the challenge remains in equipping educators with the necessary training and resources to implement such comprehensive programs effectively.

In a study on DBAE in the Philippines, 16 preschool children aged six to seven years from a coeducational school in Quezon City participated in an assessment of creativity using the Torrance Tests of Creative Thinking (TTCT). Results showed a significant improvement in the artistic skills of gifted preschoolers who participated in the DBAE sessions, demonstrating that structured art education can effectively enhance creativity in young learners (Baquial, n.d.). This significant improvement underscores the effectiveness of structured art education in fostering creativity and talent from an early age, but it also raises important questions about how such educational interventions can be scaled and adapted to reach all children, especially those in under-resourced settings. The study's findings also highlight the necessity for ongoing assessment and refinement of art education programs to ensure they meet the evolving needs of students.

Art activities such as cutting, coloring, molding, and painting are essential for enhancing fine motor skills. These activities strengthen hand-eye coordination, as tasks like using scissors or drawing require children to synchronize their hand movements with visual input, improving precision. Additionally, manipulating various art materials, such as clay and paintbrushes, enhances finger dexterity, which is crucial for tasks like writing and buttoning clothes. Holding tools like crayons, paintbrushes, or scissors also helps develop grip strength, important for everyday activities and academic tasks. Supporting this, Gower Street Kindergarten notes that activities like cutting and coloring foster fine motor skill development, serving as a foundation for future academic success. Similarly, Montessori Art emphasizes that art projects promote healthy cognitive sensory development while strengthening fine motor muscles through activities such as clay modeling and sensory painting (Grow Street Kindergarten, n.d.). This emphasis on fine motor skill development through art activities illustrates how foundational these skills are for overall academic success and personal growth, establishing a clear link between artistic engagement and physical capability. Yet, as educators promote these skills through art, they must also be mindful of each child's unique developmental trajectory and provide tailored support to facilitate their growth.

Engaging in art activities supports cognitive development by encouraging problem-solving and critical thinking. As children plan their artistic projects, they foster cognitive connections that complement their physical skill development. Additionally, art serves as a platform for emotional expression, enabling children to communicate their feelings through creative outlets. This emotional engagement allows for personal expression and motivates them to participate in fine motor activities as they explore various materials (Michigan State University, 2015). The dual role of art in fostering cognitive and emotional development highlights its importance as a holistic educational tool that nurtures both critical thinking and personal expression. Furthermore, the ability to express oneself artistically can lead to greater self-confidence and resilience, qualities that are vital for navigating the challenges of both childhood and adulthood.

The MATATAG curriculum for Kindergarten (DepEd, 2024) marks a significant shift toward a holistic, learner-centered approach to early childhood education, set to be implemented in the school year 2024-2025. This curriculum emphasizes aesthetic and creative experiences as vital components of child development. It is designed to support children's cognitive, emotional, social, and physical growth, encouraging them to explore their identities and express themselves creatively. Play-based learning, a central aspect of the curriculum, makes learning enjoyable and engaging by allowing children to learn through exploration. The integration of arts is also a strong focus, helping children develop artistic skills while promoting cultural awareness and appreciation through activities like creating artworks using local materials and engaging in music and movement.

The MATATAG curriculum encourages self-expression through art and music, fostering creativity and enhancing problem-solving and critical thinking skills. It also cultivates cultural appreciation by helping children learn about their cultural heritage while exploring diverse traditions. Specific competencies for kindergarten learners include artistic creation, physical movement, and social interaction. These competencies promote well-rounded development, allowing children to express themselves creatively, develop physical health through movement, and enhance communication skills and teamwork through collaborative projects. In conclusion, the MATATAG curriculum aims to develop well-rounded individuals equipped with 21st-century skills by prioritizing creative and aesthetic learning experiences. These experiences foster children's identities and prepare them for future academic challenges.

The Kindergarten Curriculum Guide from the Department of Education (DepEd) for 2024 is organized

around four themes. The first theme, "Knowing Who We Are and Our Families," emphasizes the development of learners' understanding of emotions, attitudes, and differences between themselves and others. It also highlights the importance of family and physical health, safety, and appropriate movement. Performance expectations include managing emotions, making decisions, recognizing similarities and differences, and engaging in physical activities that foster coordination and self-expression.

The second theme, "Exploring Our Community," focuses on values such as discipline, honesty, respect, friendship, and concern for others. Learners are expected to demonstrate these values in their interactions and show proper discipline and respect towards others, emphasizing the social aspect of learning.

"Appreciating Our Country" is the third theme, where learners are expected to understand their identity, rights, and responsibilities as Filipino citizens. Performance standards encourage them to appreciate their culture and show a sense of responsibility towards their community and nation.

The final theme, "Caring for Our World," is centered on fostering an appreciation for the environment through creative expressions. Learners are encouraged to express their thoughts, feelings, and imaginations, connecting their creative activities to the beauty of the world around them.

In the theme "Knowing Who We Are and Our Families," there are 6 competencies in Makabansa, 5 in Languages, 4 in Physical and Natural Environment, 3 in Mathematics, and 2 in Good Manners and Right Conduct. For "Exploring Our Community," there are 2 competencies in Makabansa, 5 in Languages, 1 in Physical and Natural Environment, 3 in Mathematics, and 1 in Good Manners and Right Conduct. In the theme "Appreciating Our Country," there is 1 competency in Makabansa, 2 in Languages, 1 in Physical and Natural Environment, 2 in Mathematics, and 1 in Good Manners and Right Conduct. Lastly, in "Caring for Our World," there is 1 competency in Makabansa, 1 in Languages, 3 in Physical and Natural Environment, 1 in Mathematics, and 1 in Good Manners and Right Conduct. Overall, there are 10 competencies in Makabansa, 13 in Languages, 9 in Physical and Natural Environment, 9 in Mathematics, and 5 in Good Manners and Right Conduct, summing up to a total of 46 competencies.

The Kindergarten Curriculum is divided into four main themes, each containing several subthemes that focus on different aspects of a child's development. To begin with, under Theme I: Knowing Who We Are and Our Families, children explore the concept of uniqueness by understanding their likes, dislikes, and personal traits. Furthermore, they learn about emotions, recognizing basic feelings such as happiness and sadness, and become familiar with their body parts and senses. In addition, the theme addresses the physical abilities of the body, family roles, basic needs like food and shelter, and the celebration of special occasions. Moreover, it emphasizes health and safety by teaching children about safety measures at home and the importance of a healthy environment.

Moving on, Theme II: Exploring Our Community introduces children to their school environment and community. Specifically, they learn about belonging to a class, understanding relationships with teachers and classmates, and identifying various places and people in their school. Additionally, children are introduced to the concept of community, including the roles of community helpers and ways to care for the community. As the theme progresses, it expands further by teaching children about directions, positions, and modes of transportation, both locally and globally.

Subsequently, Theme III: Appreciating Our Country aims to instill a sense of national identity in children. For instance, they learn about Filipino culture, traditions, and their rights and responsibilities as citizens. Also, children are introduced to common plants and animals in their environment, learning about their parts, classifications, and roles in the ecosystem. Furthermore, this theme encourages appreciation of nature and the environment, fostering an early sense of stewardship.

Finally, Theme IV: Caring for Our World helps children understand the beauty of the world they live in. In particular, they explore topics like weather, time, and the properties of objects, gaining an understanding of how things around them work. Moreover, the theme emphasizes global citizenship by teaching children to accept differences and care for the world around them. This includes learning about disaster preparedness and environmental conservation, as well as predicting outcomes in everyday situations. Through these subthemes, the curriculum nurtures a sense of responsibility toward their environment and encourages children to take active steps in protecting it.

The goal of this study was to develop modules that focused on aesthetic creativity for kindergarten learners, ensuring alignment with the four key themes of the MATATAG curriculum. This initiative aimed to foster holistic child development by integrating play-based learning strategies with artistic expression, allowing young learners to explore their creativity in a structured yet flexible manner. By aligning these modules with the MATATAG curriculum, the study sought to address essential developmental areas such as cognitive, emotional, social, and physical growth while simultaneously promoting the appreciation of culture and self-expression through the arts.

These modules provided opportunities for children to engage in creative activities that stimulated imagination, enhanced problem-solving skills, and fostered emotional and social competencies. Ultimately, the modules aimed to create an enriched learning environment that supported the development of well-rounded individuals equipped with critical thinking skills, emotional intelligence, and a strong sense of identity and belonging. Through this research, the study contributed valuable insights into the integration of arts education within early childhood settings, offering a comprehensive and engaging framework for educators and curriculum developers to implement in their classrooms.

Statement of the Objectives

This study was focused on the development and validation of Aesthetic Creative Modules for Kindergarten. Specifically, the study sought to achieve the following objectives:

1. To develop aesthetic/creative modules aligned with the MATATAG curriculum based on the processes in the ADDIE model in terms of:

- 1.1. Analysis;
- 1.2. Design and Development;
- 1.3. Implementation; and
- 1.4. Evaluation.

2. To evaluate the results of the aesthetic creative competencies modules for kindergarten described along:

- 2.1. Content Quality;
- 2.2. Instructional Quality; and
- 2.3. Technical Quality.

3. To evaluate the results of educational soundness of the aesthetic creative competencies modules for kindergarten in terms of:

- 3.1. Integrity;
- 3.2. Learner Focus;
- 3.3. Usability; and
- 3.4. Accessibility.

Theoretical Framework

The development of aesthetic creative competencies in kindergarten is deeply rooted in Jean Piaget's Constructivist Theory, which posits that children actively construct their knowledge by interacting with their environment (Piaget, 1952). In this theory, creative activities such as drawing, painting, and sculpting allow children to process their experiences and make sense of the world around them. Through hands-on engagement, children can express their ideas, explore new concepts, and develop essential cognitive skills. The aesthetic creative modules reflect this theory by encouraging children to learn through exploration, discovery, and artistic expression, thereby fostering a deeper understanding of their surroundings.

Lev Vygotsky's Social Constructivism adds another layer by emphasizing the importance of social interaction in a child's cognitive development (Vygotsky, 1978). According to Vygotsky, learning is facilitated through guided interactions with more knowledgeable individuals, such as teachers or peers. Art activities, particularly those that involve collaboration, provide a platform for social learning, where children can share ideas, learn from each other, and explore cultural symbols together. These collaborative artistic projects foster not only individual creativity but also promote social and emotional development. The aesthetic creative modules are designed to incorporate group-based activities, aligning with Vygotsky's "Zone of Proximal Development," where the role of the teacher is to scaffold and guide children's learning experiences.

In addition to these theories, Howard Gardner's Multiple Intelligences Theory supports the idea that children possess different types of intelligences, with "visual-spatial" and "bodily-kinesthetic" intelligences being particularly relevant to artistic creativity (Gardner, 1983). Art activities such as drawing, painting, and movement-based expressions cater to these specific intelligences, allowing children to engage in diverse forms of creative expression. By offering a variety of artistic experiences, the aesthetic creative modules provide opportunities for children to develop not only their artistic skills but also their problem-solving abilities and critical thinking. This holistic approach ensures that the modules support the development of multiple intelligences, helping children explore their potential in different ways.

The modules were created using the ADDIE approach. According to the ADDIE paradigm, the study went through the following phases:

First, in the Analysis phase, the focus was on identifying the learning needs of Filipino kindergarten learners, particularly in developing aesthetic and creative competencies. The analysis aligned with the second theme of the DepEd Kindergarten Curriculum, Exploring Our Community. This phase assessed how artistic activities could address this theme while fostering holistic child development across emotional, social, cognitive, and physical domains.

Next, in the Design phase, specific learning objectives, instructional strategies, and assessment methods were crafted. Based on the theme Exploring Our Community, children engaged in artistic representations of local community helpers or landmarks, promoting social learning and cultural awareness.

Subsequently, in the Development phase, the modules were created based on the designs. Activities were structured to include hands-on creative experiences such as drawing, painting, crafting, and collaborative projects, ensuring alignment with the MATATAG curriculum. The development process integrated various art materials and resources suitable for young learners, emphasizing Filipino culture and creativity. Following this, the modules were examined by kindergarten teachers, master teachers, and principals before implementation, using the DepEd LRMSD Print Materials Evaluation Sheet and the Educational Soundness General Evaluation Checklist. In the Implementation phase, the modules were tested in actual classroom settings to ensure they were engaging and effective. Teachers were trained to facilitate activities

that encouraged self-expression and creativity while exploring the four themes. Continuous feedback was gathered from both teachers and students to refine the activities, ensuring they met the learners’ developmental needs and the curriculum’s goals.

Finally, in the Evaluation phase, the effectiveness of the modules was assessed in terms of content quality, instructional quality, and technical quality. Additionally, the modules were evaluated for their educational soundness, including learner focus, usability, integrity, and accessibility. Special attention was given to how well the modules fostered aesthetic creativity within the context of the four DepEd themes, ensuring that they promoted artistic development, cultural appreciation, and holistic growth.

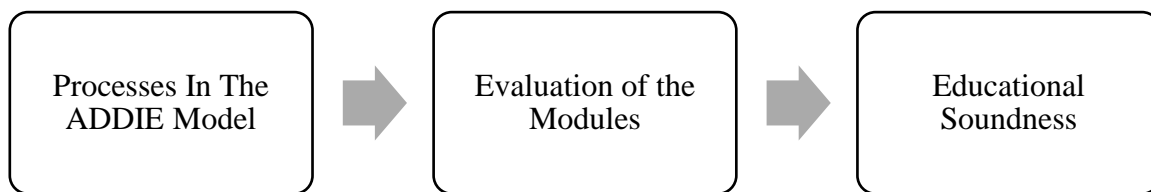


Figure 1. Paradigm of the Study

2. METHODS

This section presents the complete scheme of the study on how the research will proceed considering the objectives focused on the development and validation of aesthetic creative competency for kindergarten.

Research Design

The study employed a Research and Development (R&D) Design, which was highly suitable for educational studies aimed at creating, testing, and refining instructional materials. It incorporated a Mixed Methods Sequential Explanatory Design, wherein quantitative data collection and analysis preceded qualitative data collection. This method allowed for a more robust interpretation of the research findings. The quantitative phase involved collecting measurable data on the effectiveness and appropriateness of the developed print materials, while the qualitative phase provided a deeper understanding of the contextual factors that influenced the success or limitations of these materials. By adopting this sequential explanatory approach, the study ensured a comprehensive analysis that integrated both statistical rigor and in-depth, experiential insights.

Additionally, the study applied the ADDIE model, which is widely recognized in instructional design. This model emphasized iterative development, ensuring that each phase informed the next, leading to continuous improvement. Through Analysis, Design, Development, Implementation, and Evaluation, the study established a well-rounded, validated framework for fostering aesthetic and creative competencies in young learners.

1. Analysis Phase:

The Analysis Phase was crucial as it served as the foundation for the entire study. In this phase, the primary focus was on understanding the learning needs of Filipino kindergarten learners, specifically in the context of developing aesthetic and creative competencies. This process involved a thorough investigation of the learners’ developmental stages, their cultural backgrounds, and the relevant learning standards outlined in the DepEd Kindergarten Curriculum.

The research analyzed how the four key themes of the curriculum could be effectively integrated into creative activities, specifically on the theme *Exploring Our Community*. Each theme was explored through

artistic activities, ensuring that children not only gained cognitive skills but also developed emotional intelligence, social awareness, and a sense of cultural identity. This phase involved a critical examination of existing educational literature, current pedagogy, and the learners' developmental characteristics, ensuring that the designed activities were tailored to their cognitive, social, and emotional needs. Additionally, the analysis identified gaps in current print materials and explored how these materials could better support the holistic development of children in these areas.

2. Design Phase:

The Design Phase focused on formulating specific learning objectives, instructional strategies, and assessment methods that aligned with the four thematic areas. This phase required a detailed understanding of the developmental milestones for young learners and how artistic activities could be tailored to meet these milestones.

The design of these modules was iterative, with feedback from kindergarten teachers, master teachers, and the principal ensuring that the learning objectives were developmentally appropriate, culturally relevant, and aligned with the DepEd Kindergarten Curriculum Guide. The modules were critiqued for their pedagogical soundness, cultural inclusivity, and engagement levels.

3. Development Phase:

The Development Phase involved the actual creation of the print materials. These included instructional guides for teachers, activity sheets for students, and assessment rubrics to measure students' artistic competencies. In this phase, particular attention was paid to the technical quality of the materials, ensuring that the design was visually appealing, age-appropriate, and user-friendly. The materials were designed to be easy to understand, durable, and capable of stimulating creativity in young learners.

To ensure the materials were effective, they were subjected to an initial trial period in a small, controlled setting where kindergarten learners and teachers used them in real classroom conditions. Feedback from teachers during this phase was essential in refining the materials before their broader implementation.

4. Implementation Phase:

In the Implementation Phase, the print materials were tested in actual classroom settings at Victoria East Central School. This phase tested whether the materials could engage students in creative activities while fostering the intended competencies in line with the curriculum's objectives. Teachers were trained on how to effectively implement the materials, including how to encourage creativity, self-expression, and reflection in their students.

5. Evaluation Phase:

This evaluation was conducted using the DepEd LRMSD Evaluation Rating Sheet for Print Materials and the Educational Soundness General Evaluation Checklist. Expert evaluators, including kindergarten teachers, a master teacher, and the principal, assessed the materials using a Likert scale ranging from 1 (Not Applicable) to 4 (Very Satisfactory). Additionally, teachers and students provided qualitative feedback through interviews, which offered insights into the practical use and effectiveness of the materials in fostering creative competencies.

Research Locale

The research was conducted at Victoria East Central School, located in the Division of Tarlac Province. This school was selected due to its representation of the educational standards in the region and its suitability for testing the designed print materials. Victoria East Central School had a diverse population of kindergarten learners who provided a valuable sample for the study. This setting offered an ideal

environment to assess how the modules were implemented in the context of local educational practices.

Research Participants

The primary participants in this study were kindergarten learners who used the designed print materials during their regular classroom activities. Their responses, observations, and engagement with the materials served as primary data points for evaluating the materials' effectiveness.

Kindergarten experts, including kindergarten teachers, a master teacher, and the school principal, also participated in the study. They assessed the modules' pedagogical soundness, content, and overall quality. Their expertise and familiarity with the curriculum ensured that the materials were developmentally appropriate and effective.

Research Instrument

This study utilized two instruments from the Learning Resources Management and Development System (LRMDS), which is run by the Department of Education. These tools were used to evaluate the effectiveness of the developed print materials for enhancing aesthetic creative competencies in kindergarten learners.

- DepEd LRMDS Evaluation Rating Sheet for Print Materials:
 - This sheet was used to evaluate the modules based on the following criteria:**
 - Content Evaluation: Included alignment with DepEd learning competencies, accuracy of information, logical development, and absence of cultural, gender, racial, or ethnic bias.
 - Pedagogical Soundness: Evaluated engagement, clarity of language, and relevance to learner experience.
 - Technical Quality: Assessed the print quality, physical attributes, and accessibility of the materials.
 - Intellectual Property Rights: Ensured copyright compliance and proper attribution.
- **Educational Soundness General Evaluation Checklist:**

This tool assessed the educational soundness of the materials in terms of their integrity, learner focus, usability, and accessibility. It also ensured that the modules effectively fostered aesthetic creativity and promoted holistic growth.

The Likert scale will be used to rate the materials:

- 4 - Very Satisfactory
- 3 - Satisfactory
- 2 - Poor
- 1 - Not Applicable

Data Gathering Procedure

The data gathering procedure in this study was executed in alignment with the Research and Development (R&D) design and the Mixed Methods Sequential Explanatory Design, ensuring a comprehensive approach to both quantitative and qualitative data collection. This process took place in several phases, starting from the development and review of the modules to their implementation and evaluation.

To ensure the study was conducted within ethical and legal guidelines, the researcher first sought formal permission from the Division of Tarlac Province. This involved submitting an official request to the Division of Tarlac Province Superintendent to conduct the study with both kindergarten experts and learners at Victoria East Central School. The request was accompanied by necessary documentation,

including a letter of endorsement from the researcher's university, proof of ethical clearance from the University Research Ethics Review Committee, and relevant consent forms for all participants.

In line with the DepEd's Regional Memorandum (RM 228 s. 2020), the following documents were submitted for review and approval:

- A formal letter of intent from the researcher
- Instrumentation and questionnaires for the study
- A letter of endorsement from the university
- A copy of the approved University Research Ethics Review Committee's clearance
- Informed consent forms (for all participants, including assent letters for those under 18 years of age)

1. Module Development and Expert Review (Phase 1)

A detailed description of data collection, security, storage, and destruction procedures

Once approval from the Division of Tarlac Province was granted, the researcher proceeded. In the first phase, the modules were developed based on the findings from the Analysis Phase. This development resulted in the creation of print materials, including teacher's guides and student activity sheets, designed to foster aesthetic creative competencies in young learners. These materials then underwent a rigorous expert evaluation before implementation.

Data Gathering Steps:

- **Expert Panel Review:**

A panel of kindergarten teachers, master teachers, and curriculum specialists from Victoria East Central School and other nearby schools evaluated the modules using two primary instruments:

- DepEd LRMS Print Materials Evaluation Sheet
- Educational Soundness General Evaluation Checklist

Each panelist assessed the modules based on the following criteria:

- **Content Quality:** Alignment with the DepEd Kindergarten Curriculum and thematic areas.
- **Pedagogical Soundness:** The materials' capacity to support learning and creativity.
- **Technical Quality:** The clarity, accessibility, and appeal of the print materials.

The evaluation was measured using a Likert scale ranging from 1 (Not Satisfactory) to 4 (Very Satisfactory).

- **Feedback and Suggestions:**

After the review, the experts participated in a focus group discussion (FGD) or structured interviews to provide more detailed, qualitative feedback on the strengths and weaknesses of the materials.

- **Module Refinement:**

The collected quantitative data and qualitative feedback were analyzed to identify areas for improvement. The modules were then refined and finalized based on this expert input.

2. Pilot Implementation and Teacher Training (Phase 2)

Once the modules were finalized, the next step involved training the teachers to implement the materials in their classrooms. Victoria East Central School served as the primary site for the pilot testing of the modules. The teachers received a comprehensive orientation on how to utilize the materials effectively, ensuring they understood both the learning objectives and the intended outcomes.

Data Gathering Steps:

- **Teacher Pre-Implementation Survey:**

Before the modules were introduced, teachers completed a pre-implementation survey to assess their prior knowledge, experience, and attitudes toward fostering creativity in young learners. This survey collected quantitative data on teacher preparedness and confidence in delivering artistic activities.

- **Module Implementation:**

Teachers implemented the modules over a set period. During this time, students engaged in the activities designed to promote creative competencies.

- **Classroom Observations:**

Research assistants or the principal observed the classes while the modules were being implemented. These observations focused on:

- **Student Engagement:** How actively students participated in the artistic activities.
- **Teacher Facilitation:** How effectively teachers guided the activities and fostered creativity.
- **Student Responses:** How students reacted to the activities, including their creativity, problem-solving, and artistic expressions.

These observations were recorded using an observation checklist, which documented key indicators of creativity and engagement.

3. Post-Implementation Evaluation (Phase 3)

After the modules were implemented, a thorough evaluation was conducted to assess their impact on both the students' creative competencies and the teachers' experiences with the materials. This phase involved collecting both quantitative and qualitative data to evaluate the effectiveness and quality of the materials.

Data Gathering Steps:

- **Post-Implementation Survey for Teachers:**

Teachers completed a post-implementation survey, which assessed:

- **Satisfaction with the Materials:** Teachers' views on the overall usefulness of the modules.
- **Impact on Students:** Teachers' perceptions of whether the materials helped improve students' creativity and artistic expression.
- **Ease of Use:** Teachers' evaluation of how easy it was to implement the materials in the classroom.

The survey included both Likert scale questions (rating from 1-4) and open-ended questions for qualitative responses. The Likert scale questions focused on aspects such as:

- Student engagement
- Creativity stimulation
- Appropriateness of the content for kindergarten learners

- **Student Creative Output:**

As part of the assessment, student work samples (drawings, crafts, and group art projects) were collected. These samples were analyzed to evaluate the students' artistic competencies, including:

- **Use of Color, Shapes, and Forms:** Demonstrated in drawings.
- **Creativity and Originality:** Evident in the design of crafts and group projects.
- **Emotional Expression:** Reflected in their artistic work.

A rubric was developed to assess the students' work based on criteria such as creativity, artistic technique, and emotional expression.

- **Focus Group Discussions (FGD) with Teachers:**

After the post-implementation surveys, a series of FGDs were conducted with the teachers to gather qualitative feedback. These discussions provided insights into:

- Teachers' perceptions of the module's effectiveness in fostering creativity.
- Challenges encountered during implementation and suggestions for improvement.
- Student feedback on the activities and their perceived enjoyment and engagement.

- **Final Module Evaluation by Experts:**

Finally, the modules were re-evaluated by the same expert panel that reviewed the materials in Phase 1. The experts assessed the modules' effectiveness in fostering creativity in students, using the same evaluation tools (DepEd LRMDs Print Materials Evaluation Sheet and Educational Soundness General Evaluation Checklist). This evaluation provided a final assessment of the modules' quality and potential for wider application.

Validation Phases

Validation Phases

To achieve each of the research's objectives, the following processes were employed in validating the modules for aesthetic creative competency development for kindergarten learners:

1. Textual Discussion of the Module Development Using ADDIE

A comprehensive textual discussion of the development procedures was conducted based on the ADDIE framework (Analyze, Design, Develop, Implement, Evaluate). This phase involved reviewing the alignment of the modules with the key themes of the DepEd Kindergarten Curriculum—Knowing Who We Are and Our Families, Exploring Our Community, Appreciating Our Country, and Caring for Our World. The discussion also covered the integration of age-appropriate, creative activities that fostered aesthetic competencies.

2. Evaluation by Kindergarten Experts

The kindergarten experts evaluated the modules using a weighted mean as a statistical tool to assess the quality of the materials in various aspects. The evaluation was based on four key areas: Content, Pedagogical Soundness, Technical Quality, and Intellectual Property Rights. The following score system was used to interpret the results:

Range	Descriptive Title
3.50 - 4.00	Very Satisfactory (VS)
2.50 - 3.49	Satisfactory (S)
1.50 - 2.49	Poor (P)
1.00 - 1.49	Not Applicable (NA)

The evaluation by the experts aimed to determine how well the modules aligned with the learning competencies of the DepEd curriculum, their educational relevance, and whether they were culturally and contextually appropriate for the learners.

3. Evaluation of Educational Soundness

The educational soundness of the modules was assessed by kindergarten experts and teachers using the following key criteria: Integrity, Learner Focus, Usability, and Accessibility. The weighted mean was used as the statistical tool to interpret the results. The scoring guide for interpreting the results was as follows:

Range	Descriptive Title
3.50 - 4.00	Very Satisfactory (VS)
2.50 - 3.49	Satisfactory (S)
1.50 - 2.49	Poor (P)

1.00 - 1.49

Not Applicable (NA)

Statistical Analysis

This study primarily employed the weighted mean to evaluate scores provided by the panel of kindergarten experts using the DepEd LRMSD Print Materials Evaluation Sheet and the Educational Soundness General Evaluation Checklist. This method assessed the modules' overall quality across three critical dimensions: content quality, pedagogical soundness, and technical quality.

Content quality measured how well the modules aligned with DepEd competencies and reflected cultural relevance. Pedagogical soundness evaluated the modules' capacity to engage learners, the clarity of instructions, and their appropriateness for developmental milestones. Technical quality assessed the usability, durability, and visual appeal of the print materials.

Evaluation scores were interpreted using a standard range with descriptive titles:

- **3.50–4.00:** Very Satisfactory (VS)
- **2.50–3.49:** Satisfactory (S)
- **1.50–2.49:** Poor (P)
- **1.00–1.49:** Not Applicable (NA)

3. RESULTS AND DISCUSSION

This section presents the findings of the study, focusing on the development, evaluation, and validation of the aesthetic/creative modules designed for kindergarten learners. The results are organized to highlight the systematic processes undertaken to ensure the modules' quality, alignment with the DepEd Kindergarten Curriculum, and effectiveness in fostering creativity and aesthetic competencies.

3.1. Development of Aesthetic/Creative Modules

The development of the aesthetic/creative modules was guided by the ADDIE framework, which ensured a systematic and iterative process to meet the study's objectives. Each phase of ADDIE contributed to creating modules that were both aligned with the DepEd Kindergarten Curriculum and tailored to the developmental needs of young learners.

3.1.1. Analysis

The module development began with a thorough analysis of the MATATAG curriculum, focusing on the theme "Exploring Our Community." Key elements such as discipline, empathy, and environmental awareness were identified as foundational values. Stakeholders, including educators and curriculum experts, provided insights into the specific needs of kindergarten learners, ensuring the content was developmentally appropriate and culturally relevant.

Table 1. Analysis

Core Areas of Focus	Description
Discipline and Community Care	Teaching children the importance of following rules and caring for their community.
Phonemic Awareness	Emphasizing the recognition of letter sounds to build foundational literacy skills.
Environmental Awareness	Helping learners identify and appreciate familiar sounds in their environment, fostering awareness.

The analysis highlights three core areas essential for the holistic development of kindergarten learners: Discipline and Community Care, Phonemic Awareness, and Environmental Awareness. These focus areas are thoughtfully designed to align with the unique developmental needs of young children, ensuring they receive a well-rounded foundation that supports their early learning journey.

The focus on Discipline and Community Care emphasizes teaching young learners the importance of following rules and caring for their community. At this age, children are beginning to understand the concepts of fairness, responsibility, and empathy, and this focus helps nurture those values in a relatable and engaging way. Activities centered on discipline and care, such as group tasks or role-playing scenarios, foster cooperative behaviors and a sense of belonging. By internalizing these values, children develop social skills that are critical for forming positive relationships, participating in group activities, and understanding their role in a community.

Phonemic Awareness is a critical component of early literacy development and serves as a foundation for reading and writing skills. For kindergarten learners, recognizing and differentiating letter sounds is an essential milestone that supports their ability to decode words, understand language structure, and eventually read fluently. Introducing phonemic awareness through playful and interactive methods, such as songs, rhymes, and sound-matching games, ensures that these young learners are not only building literacy skills but also enjoying the process. This engagement is crucial for fostering a lifelong love of learning.

The emphasis on Environmental Awareness encourages children to explore and connect with the sounds in their immediate surroundings. Whether it is recognizing the chirping of birds, the rustling of leaves, or the hum of everyday activities, these experiences help sharpen their auditory discrimination skills. This focus also instills a sense of curiosity and appreciation for the natural and built environments, encouraging them to develop a respect for nature and their role in preserving it.

Together, these three core areas integrate social, cognitive, and environmental education to provide a comprehensive approach to learning for kindergarten students. By addressing their developmental needs through engaging, age-appropriate activities, this analysis offers a framework that not only supports academic growth but also nurtures responsible, empathetic, and environmentally conscious individuals. This foundation equips young learners with the skills and values needed to thrive in their early education and beyond, setting the stage for lifelong learning and meaningful community engagement. (Legislative Research Service, 2023)

The MATATAG curriculum places a strong emphasis on thematic learning, with topics such as "Exploring Our Community" serving as foundational elements for early childhood education. These themes are carefully designed to introduce young learners to their immediate surroundings while instilling essential values such as discipline, empathy, and environmental awareness, which are considered crucial for their holistic development (Legislative Research Service, 2023).

To ensure the curriculum's effectiveness and relevance, a comprehensive analysis was conducted, involving active engagement with various stakeholders, including educators, curriculum developers, and child development experts. This collaborative process aimed to guarantee that the curriculum content is not only developmentally appropriate but also culturally responsive to the diverse backgrounds of kindergarten learners. By integrating these fundamental values into engaging and meaningful lessons, the MATATAG curriculum seeks to foster a strong moral foundation, social awareness, and a sense of responsibility among young children, preparing them for lifelong learning and active participation in their communities. Additionally, the curriculum was designed with flexibility in mind, allowing educators to

adapt teaching strategies based on the specific needs of their students. Ultimately, this curriculum seeks to go beyond traditional academic learning by nurturing well-rounded individuals who possess a deep sense of social awareness, empathy, and environmental responsibility, preparing them for a lifetime of meaningful contributions to society.

3.1.2. Design and Development

The module was designed to align with the MATATAG curriculum standards and competencies while incorporating best practices for early childhood education. Guided by the Content Standard and Performance Standard, the following features were integrated into the module

Table 2. Design and Development

Key Features	Description
Alignment with MATATAG Standards	The module aligns with MATATAG curriculum standards and competencies to meet educational goals.
Thematic Organization	Lessons are organized into clear topics such as rules and regulations, community care, letter sounds, and environmental sounds.
Hands-On Practical Tasks	Includes activities like role-playing and sound identification to engage learners in active learning.
Integration of Filipino Cultural Values	Embeds values like discipline and empathy to foster national pride and social responsibility.
Developmentally Appropriate Activities	Tailored to the cognitive and emotional abilities of kindergarten learners for accessibility and engagement.
Use of Visuals and Relatable Examples	Incorporates creative strategies, such as visuals and real-life examples, to enhance understanding and retention.

The design and development of the module reflect a comprehensive approach tailored to the developmental needs of kindergarten learners, aligning seamlessly with MATATAG curriculum standards.

This involves creating a blueprint for the instructional materials. This includes defining learning objectives, selecting appropriate assessment methods, and planning instructional activities that engage students effectively. The MATATAG curriculum aims to foster a learner-centered approach that encourages critical thinking and personal growth through active engagement with community themes (Uy et.al., 2024)

Furthermore, the alignment ensures that the module addresses foundational competencies while presenting lessons in clear thematic topics such as rules and regulations, community care, letter sounds, and environmental sounds. These themes provide coherence and relevance, enabling young learners to connect with the material meaningfully and engage with concepts appropriate to their stage of development.

Moreover, hands-on practical tasks, such as role-playing and sound identification, play a central role in fostering active participation and experiential learning. These activities sustain the short attention spans of kindergarten learners while encouraging exploration and reinforcing new concepts through play and

interaction. Additionally, the integration of Filipino cultural values, such as discipline and empathy, promotes an early sense of national pride and social responsibility, helping learners develop positive interpersonal skills and moral understanding.

To further engage learners, the module incorporates developmentally appropriate activities, vibrant visuals, and relatable examples from everyday life. These strategies make the content simple, accessible, and engaging, supporting learners’ cognitive and emotional growth while enhancing understanding and retention. By combining curriculum standards, cultural values, and creative methods, the module lays a strong foundation for social, cognitive, and emotional development, nurturing a lifelong love of learning and a sense of belonging within their community.

Moreover, the module’s focus on inclusivity ensures that it caters to the diverse needs of kindergarten learners. Activities are designed to accommodate varying learning styles, including visual, auditory, and kinesthetic approaches, making the content engaging and accessible for all students.

The inclusion of relatable real-life scenarios and tasks allows learners to see the relevance of their lessons in their everyday lives, fostering a deeper connection to the material. By emphasizing flexibility and adaptability, the module also empowers teachers to tailor activities to suit the unique needs of their learners, enhancing its effectiveness in diverse classroom settings.

This thoughtfully inclusive and highly adaptable design ensures that the module not only effectively supports the achievement of developmental milestones for young children across diverse backgrounds and abilities but also fosters an equitable, engaging, and dynamic learning environment. By embracing a variety of learning styles and needs, it creates a space where every child can thrive and engage meaningfully, ensuring equal opportunities for growth, development, and educational success.

3.1.3. Implementation

The module was piloted in kindergarten classrooms to evaluate its effectiveness in engaging learners and meeting the desired learning outcomes. Teachers facilitated lessons using a variety of approaches, including guided discussions, storytelling, and experiential activities. This highlights the observations during implementation.

Table 3. Implementation

Aspect	Description
High Engagement	Learners showed high levels of engagement during interactive activities, such as sound recognition and role-playing.
Positive Teacher Feedback	Teachers noted the module’s ease of use and its strong alignment with the MATATAG curriculum.
Opportunities for Improvement	Suggestions included integrating multimedia resources to further enhance interactivity and learner engagement.

The implementation phase of the module revealed its strengths and areas for enhancement through classroom observations and feedback from educators. One of its standout aspects was the high level of learner engagement, particularly during interactive activities such as sound recognition and role-playing. These activities utilized hands-on and experiential learning approaches, which are highly effective for kindergarten students. By incorporating playful and immersive tasks, the module captured students’

attention and sustained their interest, leading to better retention of concepts and active participation. This high engagement highlights the module’s success in creating a dynamic and enjoyable learning environment.

Interactive learning encourages children to actively participate in their education rather than passively absorb information. This approach transforms the classroom into a vibrant space where inquiry and involvement are paramount, allowing children to explore concepts through hands-on activities and discussions (New York Weekly, 2024).

Positive teacher feedback further reinforced the module’s effectiveness. Educators praised its ease of use, emphasizing that the clear structure and alignment with the MATATAG curriculum simplified lesson delivery. This alignment ensured that the module met curricular goals while supporting teachers in achieving desired learning outcomes with minimal additional preparation. The positive feedback indicates that the module is practical and user-friendly, addressing both instructional needs and content relevance. However, opportunities for improvement emerged during implementation. Teachers suggested integrating multimedia resources, such as videos, interactive games, or audio aids, to further enhance interactivity and engagement. These tools could provide additional sensory stimulation and varied learning experiences, making the module even more appealing and inclusive for diverse learning styles. Incorporating multimedia resources would not only sustain learner engagement but also introduce an additional layer of innovation and adaptability to the teaching process, ensuring that the module evolves to meet the changing needs of learners.

3.1.4. Evaluation

The module underwent evaluation through feedback from teachers, learners, and curriculum specialists.

Table 4. Evaluation

Evaluation	Description
Integration of Values	The module effectively integrates the values of discipline, empathy, and responsibility, aligning with the MATATAG curriculum objectives.
Suggestions for Improvement	Incorporating differentiated instruction strategies and multimedia resources to address diverse learning needs and styles.
Achievement of Objectives	The module successfully achieved its objectives, with learners demonstrating improved understanding of community rules, environmental sounds, and literacy skills.

The evaluation of the module highlights its strengths and areas for growth, offering valuable insights into its effectiveness in meeting learning objectives. A key strength is the integration of values, where the module successfully incorporates discipline, empathy, and responsibility into its content. These values align seamlessly with the MATATAG curriculum objectives, fostering not only academic development but also the moral and social growth of kindergarten learners. By embedding these values into lessons, the module helps young children understand their roles within their communities and encourages behaviors that promote respect, cooperation, and care for others.

The achievement of objectives further demonstrates the module's effectiveness. Learners showed significant improvement in understanding key concepts such as community rules, environmental sounds, and foundational literacy skills. These achievements indicate that the module not only aligns with curriculum goals but also effectively translates them into measurable outcomes. This success reflects the module's well-structured content, thematic coherence, and use of interactive activities that resonate with the developmental needs of kindergarten learners.

Children are more likely to engage with material that is relevant to their lives. Research suggests that thematic learning enhances interest and motivation by connecting academic concepts to real-world experiences. For example, a theme like "Transportation" could include field trips and hands-on activities that relate directly to children's experiences (Early Childhood Care and Education, 2024). Studies further indicate that children retain information better when it is presented in a thematic context rather than as isolated facts. By exploring a theme in depth, they can connect various pieces of information, leading to a more comprehensive understanding of the subject matter (Perk Printable Fun, 2022)

However, the evaluation also highlights suggestions for improvement, particularly the need for incorporating differentiated instruction strategies and multimedia resources. Differentiated instruction would allow the module to better accommodate the diverse abilities and learning styles of young children, ensuring inclusivity and equity in the classroom. Additionally, multimedia resources, such as videos, interactive games, or audio aids, could enhance engagement and provide alternative modes of learning, catering to visual, auditory, and kinesthetic learners. By addressing these areas, the module could evolve into a more versatile and comprehensive educational tool, further elevating its effectiveness in fostering both academic and social-emotional growth.

3.2. Aesthetic Creative Competencies Modules

This subsection presents the evaluation results of the developed aesthetic/creative modules. The findings focus on key dimensions of the modules' quality, including content quality, pedagogical soundness, and technical attributes. These results highlight the effectiveness of the modules in aligning with the DepEd Kindergarten Curriculum and their capacity to foster aesthetic creative competencies in young learners.

3.2.1. Content Quality

Content quality evaluation focused on how well the modules aligned with the learning competencies outlined in the DepEd Kindergarten Curriculum. This included assessing the cultural relevance, thematic integration, and developmental appropriateness of the activities. The results provide insights into the modules' ability to address the intended learning objectives effectively while reflecting the values and context of Filipino learners.

Table 5. Content Quality

Criteria	Mean	Verbal Description
Content is suitable to the student's level of development.	3.00	Satisfactory
Material contributes to the achievement of specific objectives of the subject area and grade/year level for which it is intended.	3.40	Satisfactory
Material provides for the development of higher cognitive skills such as critical thinking,	3.60	Very Satisfactory

creativity, learning by doing, inquiry, problem solving, etc.		
Material is free of ideological, cultural, religious, racial, and gender biases and prejudices.	4.00	Very Satisfactory
Material enhances the development of desirable values and traits	3.20	Satisfactory
Material has the potential to arouse interest of target reader	3.40	Satisfactory
Adequate warning/cautionary notes are provided in topics and activities where safety and health are of concern.	3.40	Satisfactory
Grand Mean	3.43	Satisfactory

Table 5 presents the evaluation of the content quality of the material based on specific criteria.

The criterion "Material is free of ideological, cultural, religious, racial, and gender biases and prejudices" is described as Very Satisfactory (4.00). This indicates that the material is highly inclusive and sensitive to diversity, ensuring its appropriateness for a wide range of learners.

Following closely, "Material provides for the development of higher cognitive skills such as critical thinking, creativity, learning by doing, inquiry, problem-solving, etc." rated as Very Satisfactory (3.60). This highlights the material's effectiveness in fostering advanced cognitive skills, which are essential for comprehensive learning.

Several criteria, including "Material contributes to the achievement of specific objectives of the subject area and grade/year level," "Material has the potential to arouse interest of the target reader," and "Adequate warning/cautionary notes are provided in topics and activities where safety and health are of concern," rated as Satisfactory (3.40). These results suggest that the material aligns well with its intended objectives, stimulates interest, and adequately addresses safety concerns, though there is potential for refinement to enhance these aspects further.

The criterion "Material enhances the development of desirable values and traits" categorized as Satisfactory (3.20). While this indicates that the material contributes to the cultivation of positive values, improvements could be made to strengthen this aspect and ensure greater impact.

Finally, "Content is suitable to the student's level of development" received the lowest weighted mean rated as Satisfactory (3.00). Although the material is generally appropriate for the learners' developmental stage, additional adjustments may be needed to ensure it fully meets the needs of the target audience.

The Grand Mean for all criteria is corresponds to Satisfactory (3.43) rating. Overall, the material demonstrates satisfactory quality, excelling in inclusivity and cognitive development. However, enhancing its suitability to the students' developmental level and strengthening its alignment with educational objectives could elevate the overall rating to a higher standard.

Schader et al. (2016) developed comprehensive quality criteria for textbooks, focusing on aspects such as alignment with curricular goals and ensuring freedom from biases. Similarly, Greaves and Furgal (2012) proposed a holistic framework for evaluating learning materials, emphasizing their relevance to the learner's developmental level and their capacity to foster critical thinking and problem-solving skills. These studies emphasize the need for materials to engage students while promoting higher-order cognitive abilities. Furthermore, UNESCO (2020) released guidelines for promoting diversity, equity, inclusion,

and accessibility in educational materials, providing strategies for creating inclusive content suitable for a wide range of learners.

The material demonstrates notable strengths in fostering higher-order cognitive skills and promoting inclusivity by being free from ideological, cultural, religious, racial, and gender biases, ensuring it effectively supports critical thinking and provides an equitable learning environment. However, its weaknesses lie in its alignment with students' developmental levels and its ability to fully cultivate desirable values and traits, suggesting that the content may not be entirely age-appropriate or adequately character-building. To enhance the material, adjustments should be made to tailor the content more closely to learners' developmental stages, such as simplifying complex concepts or incorporating relatable examples. Additionally, integrating explicit activities and discussions that emphasize values like empathy and responsibility, alongside interactive elements to boost engagement, would significantly improve its overall quality and impact.

3.2.2. Instructional Quality

The evaluation of instructional quality examined the modules' effectiveness in delivering engaging and developmentally appropriate learning experiences. This included an assessment of the clarity of instructions, alignment with pedagogical best practices, and the ability to stimulate creativity and artistic expression in kindergarten learners. The findings highlight the modules' capacity to support teachers in facilitating meaningful and interactive learning activities that align with curriculum objectives.

Table 6. Instructional Quality

Criteria	Weighted Mean	Verbal Description
Presentation is engaging, interesting, and understandable.	3.00	Satisfactory
There is logical and smooth flow of ideas.	3.00	Satisfactory
Vocabulary level is adapted to target reader's likely experience and level of understanding.	3.40	Satisfactory
Length of sentences is suited to the comprehension level of the target reader.	2.60	Satisfactory
Sentences and paragraph structures are varied and interesting to the target reader.	3.00	Satisfactory
Grand Mean	3.00	Satisfactory

Table 6 presents an evaluation of the instructional quality of the material based on specific criteria.

The criterion "Vocabulary level is adapted to the target reader's likely experience and level of understanding" received the highest weighted described as Satisfactory (3.40). This indicates that the vocabulary used in the material is generally appropriate for the intended audience, supporting comprehension and engagement.

Criteria such as "Presentation is engaging, interesting, and understandable," "There is logical and smooth flow of ideas," and "Sentences and paragraph structures are varied and interesting to the target reader" each rated as Satisfactory (3.00). These results suggest that while the material is generally

effective in presenting content in an engaging and coherent manner, there is potential for improvement to make the instructional design more compelling and dynamic.

The criterion "Length of sentences is suited to the comprehension level of the target reader" achieved the lowest weighted which is still rated as Satisfactory (2.60). However, this score indicates that sentence length could be better optimized to align with the comprehension capabilities of the target audience. Simplifying and restructuring sentences may help improve clarity and reader understanding.

The Grand Mean for all criteria corresponds to a Satisfactory (3.00) rating. This overall evaluation demonstrates that the instructional quality of the material meets basic expectations but leaves room for enhancement. Improvements in sentence construction, flow of ideas, and overall engagement could elevate the instructional quality to a higher standard, making the material more impactful and effective for its intended audience.

Evaluating the instructional quality of educational materials is essential to ensure they effectively support student learning. Several studies and frameworks align with the criteria outlined in Table 2. For example, the rubric developed by Foorman et al. (2017) for assessing reading and language arts materials emphasizes the importance of engaging and understandable presentations, logical flow of ideas, appropriate vocabulary levels, and sentence structures suited to the target audience. Similarly, the Instructional Materials Evaluation Tool (IMET) developed in 2019 focuses on the alignment of materials with educational standards, highlighting text complexity, the quality of questions and tasks, and the coherence of ideas. These tools stress the need for instructional materials to engage learners while ensuring clarity and relevance to their experience and comprehension levels. Additionally, reviews such as the Louisiana Department of Education's evaluation of English Language Arts materials in 2020 underscore the significance of engaging presentations and logical organization, particularly for young learners. Together, these studies provide a foundation for assessing and improving instructional materials, offering actionable strategies to enhance engagement, coherence, and appropriateness for the intended audience. The instructional quality of the material is satisfactory overall, with strengths in its appropriate vocabulary level, which supports comprehension and accessibility for the target audience. However, weaknesses are evident in the length of sentences, which may be overly complex for readers, and the lack of engaging and dynamic presentation. While the logical flow of ideas and sentence variation are adequate, they could be enhanced to make the material more compelling. To improve, simplifying sentence structures to align with the comprehension levels of the target readers is essential. Additionally, incorporating visually appealing elements, interactive activities, and relatable examples can boost engagement. Refining transitions and ensuring a smoother flow of ideas will also elevate the material, transforming it from meeting basic expectations to offering a more engaging and effective learning experience.

3.2.3. Technical Quality

The evaluation of technical quality focused on the physical and visual attributes of the modules, assessing their usability, durability, and overall appeal. This included an examination of the materials' layout, design, and accessibility to ensure they were age-appropriate and engaging for young learners. The results provide insights into the practicality of the modules for classroom use and their ability to support effective learning experiences.

Table 7. Technical Quality

Criteria	Weighted Mean	Verbal Description
Size of letters is appropriate to the intended user.	3.80	Very Satisfactory
Spaces between letters and words facilitate reading.	3.60	Very Satisfactory
Font is easy to read.	3.80	Very Satisfactory
Printing is of good quality (i.e., no broken letters, even density, correct alignment, properly placed screen registration).	3.20	Satisfactory
Simple and easily recognizable.	3.20	Satisfactory
Clarify and supplement the text.	3.40	Satisfactory
Properly labelled or captioned (if applicable)	2.80	Satisfactory
Realistic / appropriate colors.	2.60	Satisfactory
Attractive and appealing.	3.00	Satisfactory
Culturally relevant.	3.60	Very Satisfactory
Attractive and pleasing to look at.	3.00	Satisfactory
Simple (i.e., does not distract the attention of the reader).	3.40	Satisfactory
Adequate illustration in relation to text.	2.60	Satisfactory
Harmonious blending of elements (e.g., illustrations and text).	3.00	Satisfactory
Paper used contributes to easy reading.	3.40	Satisfactory
Durable binding to withstand frequent use.	2.60	Satisfactory
Easy to handle.	3.40	Satisfactory
Relatively light.	3.40	Satisfactory
Grand Mean	3.21	Satisfactory

Table 7 provides an assessment of the technical quality of the material based on specific criteria.

The highest ratings were given to the criteria "Size of letters is appropriate to the intended user" and "Font is easy to read," both rated as Very Satisfactory (3.80). These results indicate that the material effectively employs readable fonts and appropriately sized letters, ensuring accessibility for its intended users. Similarly, "Spaces between letters and words facilitate reading" and "Culturally relevant" also rated as Very Satisfactory (3.60), indicating that the material supports readability and reflects cultural relevance. Several criteria, such as "Clarify and supplement the text," "Simple (i.e., does not distract the attention of the reader)," "Paper used contributes to easy reading," "Easy to handle," and "Relatively light," rated as Satisfactory (3.40). These results suggest that the material meets general expectations for usability and design but could benefit from minor enhancements to achieve higher ratings.

Other aspects, such as "Printing is of good quality," "Simple and easily recognizable," and "Attractive and appealing," received weighted means ranging from 3.00 to 3.20, also rated as Satisfactory. These results suggest that while the material is visually appealing and structurally sound, further improvements could enhance its overall quality.

Lower ratings were observed in the criteria "Properly labelled or captioned (if applicable)," "Realistic/appropriate colors," "Adequate illustration in relation to text," and "Durable binding to withstand frequent use," which scored weighted means between 2.60 and 2.80, though they still fall within the Satisfactory range. These areas indicate room for significant improvement, particularly in the material's ability to clearly label or caption visual elements, use vibrant and appropriate colors, and ensure durability for frequent handling.

The Grand Mean for the technical quality is a Satisfactory (3.21) rating. This overall assessment demonstrates that while the material generally meets acceptable technical standards, targeted enhancements in areas such as labeling, illustration, and durability could elevate the technical quality to a higher level. Such improvements would contribute to a more polished and professional presentation, further engaging users and ensuring the material's long-term usability.

The State Instructional Materials Review Association (SIMRA, 2019) highlights the importance of clear and readable fonts, appropriate spacing, and culturally relevant content—factors reflected in the high ratings for font readability and cultural relevance in your evaluation. Similarly, the International Organization for Standardization (ISO/IEC 9126-1:2004) focuses on usability criteria like understandability, learnability, and operability, which are crucial for ensuring user-friendly materials, particularly in areas like labeling, illustrations, and printing quality, identified as needing improvement in your assessment. Additionally, research on High-Quality Instructional Materials (HQIM) by Defined Learning (2021) emphasizes the need for engaging, culturally responsive, and durable materials to enhance their effectiveness and longevity. These studies provide a strong foundation for assessing and improving the technical quality of educational materials, ensuring they meet the needs of diverse learners while maintaining a polished and professional presentation.

The technical quality of the material reflects a generally satisfactory level, indicating that while the material meets basic technical standards, there is significant room for enhancement. Strengths lie in its readability, as evidenced by high ratings for font size, ease of reading, and spacing, which ensure accessibility and support effective communication. Additionally, the material is culturally relevant, enhancing its appropriateness for diverse audiences. However, lower scores in areas such as labeling, the use of appropriate colors, durable binding, and adequate illustration suggest weaknesses that impact usability and aesthetic appeal. For instance, the lack of proper labeling or captions and insufficiently realistic or vibrant colors may hinder the material's ability to effectively support and complement the text. Furthermore, durability and illustration quality scored the lowest, signaling the need for better binding and more thoughtfully integrated visuals to enhance the material's usability and longevity. Addressing these weaknesses by improving labeling, refining color schemes, enhancing illustration relevance, and ensuring durability will elevate the material's technical quality, making it more engaging, user-friendly, and effective for its intended purpose.

Summary Table of the Results of Aesthetic Creative Competencies Modules

Criteria	Weighted Mean	Verbal Description
Content Quality	3.43	Satisfactory
Instructional Quality	3.00	Satisfactory
Technical Quality	3.21	Satisfactory
Overall Grand Mean	3.21	Satisfactory

This presents a summary of the grand means for the three evaluated aspects of the Aesthetic Creative Competencies Modules: Content Quality, Instructional Quality, and Technical Quality. The table also includes the Overall Grand Mean, reflecting the comprehensive assessment of the modules.

The criterion Content Quality achieved the highest grand mean of 3.43, described as Satisfactory. This indicates that the modules effectively meet the expectations for content suitability, alignment with learning objectives, and promotion of cognitive development. However, while the content quality meets acceptable standards, targeted improvements in engaging the learners further could elevate this aspect to a higher rating.

Instructional Quality, with a grand mean of 3.0, also received a Satisfactory rating. The modules demonstrate adequate instructional design, logical presentation, and appropriate vocabulary use for the target audience. However, aspects such as sentence construction and overall coherence could be refined to enhance their instructional effectiveness.

Technical Quality received a grand mean of 3.21, similarly rated as Satisfactory. This suggests that the modules are generally well-designed in terms of readability, usability, and visual appeal. However, improvements in areas like labeling, color appropriateness, and durability could significantly enhance the technical aspects of the modules.

The Overall Grand Mean across the three criteria is 3.21, corresponding to a Satisfactory rating. This reflects that the modules, as a whole, meet the expected standards for aesthetic and creative competencies, providing an adequate foundation for effective learning. The rating indicates that the modules are functional and reasonably well-designed, aligning with the basic requirements for usability and engagement. However, there remains significant potential for growth. By strategically refining both instructional and technical elements—such as incorporating more vibrant visuals, enhancing interactivity, and integrating differentiated instructional strategies—the modules could transition from merely meeting expectations to exceeding them. These enhancements would not only improve the overall quality of the modules but also amplify their impact on learner engagement and educational outcomes.

3.3. Educational Soundness of the Aesthetic/Creative Competencies Module

This section discusses the overall educational soundness of the developed modules, emphasizing their alignment with curriculum standards, their focus on learner needs, and their ability to foster aesthetic and creative competencies. The evaluation highlights key aspects that ensure the modules are effective, meaningful, and supportive of holistic child development.

3.3.1. Integrity

The evaluation of integrity focused on how well the modules adhered to the core principles of the DepEd Kindergarten Curriculum. This included assessing the modules' alignment with prescribed learning standards, thematic coherence, and their capacity to deliver accurate, unbiased, and culturally relevant content. The findings demonstrate the modules' reliability and consistency in promoting aesthetic and creative competencies.

Table 8. Integrity

Criteria	Weighted Mean	Verbal Description
The module content strictly adheres to the competencies outlined in the MATATAG curriculum.	3.00	Satisfactory
The module integrates activities that highlight Filipino cultural values and national pride, fostering a sense of identity and patriotism.	3.60	Very Satisfactory
The information provided in the module is accurate, fact-checked, and age-appropriate for kindergarten learners.	3.40	Satisfactory
The module content fosters respect for Filipino cultural heritage, presenting a balanced view of cultural traditions and societal values.	3.60	Very Satisfactory
The module encourages critical thinking about Filipino values, identity, and culture, with thought-provoking activities that inspire discussion.	3.40	Satisfactory
Grand Mean	3.40	Satisfactory

Table 8 provides an evaluation of the module’s integrity, focusing on its alignment with the MATATAG curriculum, cultural relevance, factual accuracy, and promotion of critical thinking. The weighted means and verbal descriptions reflect the module's performance in these key areas.

The criterion "The module integrates activities that highlight Filipino cultural values and national pride, fostering a sense of identity and patriotism" and "The module content fosters respect for Filipino cultural heritage, presenting a balanced view of cultural traditions and societal values" both received a Very Satisfactory rating (3.60). These results reflect the module's significant success in embedding culturally relevant activities and presenting Filipino heritage positively and fairly.

Meanwhile, the criteria "The information provided in the module is accurate, fact-checked, and age-appropriate for kindergarten learners" and "The module encourages critical thinking about Filipino values, identity, and culture, with thought-provoking activities that inspire discussion" were both rated Satisfactory (3.40). These scores indicate that the module provides reliable information and fosters critical thinking effectively, although there is potential for improvement to achieve higher ratings.

"The module content strictly adheres to the competencies outlined in the MATATAG curriculum" received the lowest rating at Satisfactory (3.00). While this suggests that the module aligns adequately with the curriculum, further refinement could ensure a more thorough alignment with the outlined competencies.

The Grand Mean of 3.40 (Satisfactory) reflects the module's overall ability to meet the standards of integrity. While it performs strongly in cultural relevance and factual accuracy, additional focus on curriculum alignment and critical thinking activities could enhance its overall evaluation and move it toward a Very Satisfactory rating.

The concept of content integrity in educational modules is deeply rooted in the idea that maintaining high-quality instructional materials requires a multidimensional approach that encompasses various aspects of content development, learner engagement, and instructional effectiveness (Mamites et al., 2022). Ensuring content integrity goes beyond simply presenting accurate information—it involves carefully curating

learning materials that align with educational standards, foster meaningful student interaction, and promote critical thinking and self-reflection.

According to Mamites et al. (2022), content integrity is achieved through the dynamic interplay of three key factors: content reliability, learner characteristics, and institutional support. Content reliability ensures that the educational material is accurate, up-to-date, and aligned with prescribed learning competencies, enabling students to gain knowledge that is both credible and applicable. Additionally, the module's ability to cater to diverse learner characteristics plays a crucial role in maintaining content integrity. This includes considering students' varying backgrounds, abilities, and prior knowledge to create an inclusive and accessible learning experience. Institutional support further strengthens content integrity by providing educators with the necessary resources, professional training, and pedagogical guidance to implement high-quality instructional materials effectively.

While the module performs strongly in cultural relevance and factual accuracy, the raters recommended several enhancements to deepen its impact and engagement with kindergarten learners. They suggested adding more guided discussion questions and open-ended tasks to encourage young learners to think critically about Filipino identity, values, and culture in an age-appropriate manner. These activities can help spark curiosity, foster deeper understanding, and develop foundational critical thinking skills.

Additionally, incorporating multimedia tools such as vibrant visuals, culturally themed music, or interactive digital games can make the learning experience more engaging and immersive. These tools not only capture the attention of young learners but also reinforce cultural awareness in an interactive and meaningful way. By implementing these improvements, the module can better align with the developmental needs of kindergarten learners, ensuring a more dynamic and effective approach to cultural education.

3.3.2. Learner Focus

The evaluation of learner focus examined how well the modules addressed the developmental needs and interests of kindergarten learners. This included assessing the appropriateness of the activities for the learners' age, their ability to engage and motivate students, and their alignment with the cognitive, emotional, and social milestones of young children. The findings highlight the modules' effectiveness in creating a learner-centered environment that fosters creativity and artistic expression.

Table 9. Learner Focus

Criteria	Weighted Mean	Verbal Description
The module encourages active engagement, where learners are consistently participating in hands-on, creative tasks.	3.20	Satisfactory
The activities reflect Filipino values and traditions in a way that is accessible and meaningful to young learners, promoting national pride.	3.20	Satisfactory
The learning tasks are age-appropriate, designed to meet the cognitive and emotional developmental needs of kindergarten students.	3.60	Very Satisfactory

The module supports different learning styles (visual, auditory, kinesthetic), allowing all learners to succeed through multiple approaches.	3.00	Satisfactory
The module fosters self-expression, collaboration, and respect for others within the context of Filipino culture, encouraging a positive learning environment.	3.40	Satisfactory
Grand Mean	3.28	Satisfactory

Table 9 evaluates the learner focus aspect of the kindergarten module, emphasizing its ability to engage learners effectively, align with their developmental needs, and promote cultural relevance. The weighted means and verbal descriptions provide insights into the module's performance across these criteria.

The criterion "The learning tasks are age-appropriate, designed to meet the cognitive and emotional developmental needs of kindergarten students" achieved the highest weighted mean, rated as Very Satisfactory (3.60). This result reflects the module's strong alignment with the developmental requirements of young learners, ensuring that the tasks are both engaging and suitable for their age group. Meanwhile, "The module fosters self-expression, collaboration, and respect for others within the context of Filipino culture, encouraging a positive learning environment" received a weighted mean described as Satisfactory (3.40). This indicates the module's effectiveness in creating an environment where learners can express themselves while fostering collaboration and respect.

The criteria "The module encourages active engagement, where learners are consistently participating in hands-on, creative tasks" and "The activities reflect Filipino values and traditions in a way that is accessible and meaningful to young learners, promoting national pride" were both rated as Satisfactory (3.20). These scores suggest that while the module successfully engages learners and incorporates Filipino cultural values, there is room for improvement to make these aspects more impactful.

"The module supports different learning styles (visual, auditory, kinesthetic), allowing all learners to succeed through multiple approaches" received the lowest weighted mean categorized as Satisfactory (3.00). This score indicates that while the module accommodates diverse learning styles, it could benefit from more inclusive strategies to better cater to all learners.

The Grand Mean, rated as Satisfactory (3.28), reflects the overall adequacy of the module in addressing learner engagement and developmental needs.

Research suggests that preschool learning modules should foster holistic development across key areas, including language and literacy, mathematics, science, social-emotional growth, and physical skills. Activities such as storytelling, counting games, simple experiments, role-playing, and creative crafts engage children while building foundational skills. Play-based and hands-on learning approaches, such as The Creative Curriculum or HighScope, encourage active exploration and critical thinking. Social-emotional activities promote cooperation and empathy, while physical play enhances motor skills. A well-designed learning environment with accessible materials supports independence and curiosity, ensuring a balanced and engaging preschool experience (The Learning Experience, n.d.; HighScope, n.d.). To enhance the module's effectiveness, raters suggested incorporating more dynamic and interactive activities tailored to kindergarten learners. These enhancements could include playful and hands-on activities, such as storytelling, games, songs, crafts, and interactive visual aids that encourage exploration,

creativity, and active participation. Additionally, collaborative play and sensory experiences can further support diverse learning styles, including visual, auditory, and tactile learners.

By focusing on these aspects, the module could create a more engaging, inclusive, and developmentally appropriate learning environment. Strengthening these elements has the potential to significantly elevate the module’s overall effectiveness, moving its rating toward Very Satisfactory across all criteria and ensuring a more enriching and enjoyable experience for kindergarten learners.

3.3.3. Usability

The evaluation of usability assessed the practicality and ease of use of the modules in classroom settings. This included examining the clarity of instructions for teachers, the accessibility of materials for students, and the overall efficiency of implementation. The findings highlight how the modules support both teachers and learners in achieving the intended educational outcomes, ensuring seamless integration into regular classroom activities.

Table 10. Usability

Criteria	Weighted Mean	Verbal Description
The module is easy for teachers and students to understand and implement, with minimal need for additional clarification or support.	3.40	Satisfactory
The instructions are clearly written, concise, and actionable, enabling teachers to efficiently guide learners through activities.	3.60	Very Satisfactory
The layout and design of the module are user-friendly, visually organized, and structured in a way that aids comprehension and engagement.	3.80	Very Satisfactory
The visual aids and illustrations used throughout the module are relevant, enhancing the learning experience and making abstract concepts more accessible.	3.20	Satisfactory
The module requires minimal teacher intervention for students to complete activities independently, fostering autonomy and confidence in learning.	3.40	Satisfactory
Grand Mean	3.48	Satisfactory

Table 10 evaluates the usability of the module, focusing on its ease of use, clarity of instructions, and overall design. The weighted means and verbal descriptions highlight how well the module facilitates smooth implementation for both teachers and students.

The criterion "The layout and design of the module are user-friendly, visually organized, and structured in a way that aids comprehension and engagement" received the highest weighted mean, rated as Very Satisfactory (3.80). This indicates that the module’s design effectively supports comprehension and engagement, making it highly user-friendly for its intended audience.

The criterion "The instructions are clearly written, concise, and actionable, enabling teachers to efficiently guide learners through activities" followed closely with a Very Satisfactory (3.60) rating. This reflects the module's strength in providing clear and efficient guidance for teachers.

"The module is easy for teachers and students to understand and implement, with minimal need for additional clarification or support" and "The module requires minimal teacher intervention for students to complete activities independently, fostering autonomy and confidence in learning" were both described as Satisfactory (3.40). These scores suggest that the module is accessible and supports independent learning, although there is room to further enhance ease of use and learner autonomy.

The criterion "The visual aids and illustrations used throughout the module are relevant, enhancing the learning experience and making abstract concepts more accessible" received the lowest weighted mean, rated as Satisfactory (3.20). While the visual aids are relevant, improvements in quality or variety of illustrations could further enhance the module's effectiveness in supporting abstract concepts.

The Grand Mean for usability corresponds to a Satisfactory (3.48) rating.

The usability of educational modules, particularly in preschool settings, is crucial for effective teaching and learning. Key factors influencing usability include user-centered design, ensuring that the modules meet the needs and preferences of both teachers and students. Research underscores the importance of heuristic evaluation and usability assessments in identifying areas for improvement.

For instance, a scoping review on mobile learning (mLearning) for preschool teachers in Africa developed recommendations aimed at enhancing usability, emphasizing contextual relevance as a key usability attribute (DeWit & Plastow, 2021). Additionally, assessments of instructional modules have shown that incorporating multimedia elements, such as videos and quizzes, significantly improves user engagement and learning outcomes, while also identifying areas needing enhancement, such as navigation and document readability (Muprey et al., 2023). Furthermore, specific modules like the Preschool Nature Education Module (PreNEM) have demonstrated positive impacts on teachers' pedagogical skills and children's comprehension of environmental concepts, indicating that well-designed modules can enhance learning by aligning with educational objectives and fostering active participation (Masnan et al., 2021).

While the module demonstrates strong usability overall, as evidenced by its user-friendly layout and clear, actionable instructions, the raters identified opportunities to enhance its visual aids and interactive features to further elevate its effectiveness. The visual aids, though relevant and functional, could be improved by incorporating more vibrant, age-appropriate, and contextually meaningful illustrations that capture the attention of kindergarten learners. These enhancements would not only simplify abstract concepts but also make the material more visually appealing and engaging, helping young learners better connect with and retain the content. For example, using colorful depictions of familiar objects, characters, or scenarios could enrich the learning experience and foster greater curiosity and enthusiasm.

In addition to visual improvements, increasing the module's interactive elements would significantly boost its impact. Interactive features, such as hands-on activities, role-playing scenarios, or gamified learning tasks, would provide learners with more opportunities for exploration, experimentation, and play. These activities are particularly beneficial for kindergarten learners, who thrive on active engagement and sensory experiences. Gamified elements, such as matching games, puzzles, or progress rewards, could also encourage learner autonomy, build confidence, and sustain motivation throughout the lessons. These dynamic elements would make the module not only more enjoyable but also more effective in fostering meaningful learning.

By addressing these areas for growth, the module would complement its existing strengths in clarity and design with greater visual and interactive appeal. These enhancements would ensure that the module delivers a more dynamic and enriching experience tailored to the developmental needs of young learners. Moreover, they would create a more inclusive and stimulating environment that supports diverse learning styles, ultimately maximizing the module’s potential to inspire and educate kindergarten students effectively.

3.3.4. Accessibility

The evaluation of accessibility focused on the extent to which the modules could be effectively used by a diverse range of learners and educators. This included assessing the materials’ availability, affordability, and adaptability to various classroom contexts. The findings demonstrate how the modules ensure inclusivity, enabling all learners, regardless of background or ability, to benefit from the activities and achieve the intended aesthetic and creative competencies.

Table 11. Accessibility

Criteria	Weighted Mean	Verbal Description
The module is designed to be inclusive, ensuring accessibility for learners with different abilities, including those with physical or cognitive impairments.	3.00	Satisfactory
The font size, color contrast, and layout are appropriate for young learners, taking into consideration visual and cognitive accessibility needs.	3.40	Satisfactory
The module allows for easy adaptation by teachers to accommodate the diverse needs of students, including the option for differentiated instruction.	3.00	Satisfactory
The module’s content is available in print formats that are easily accessible and appropriate for all learners, including those who may require alternative formats.	3.40	Satisfactory
The materials promote inclusivity and reflect diversity, ensuring that students from different backgrounds see themselves represented in the content.	3.40	Satisfactory
Grand Mean	3.24	Satisfactory

Table 12 evaluates the accessibility of the kindergarten module, focusing on its inclusiveness, adaptability, and consideration for diverse learning needs. The weighted means and verbal descriptions provide a detailed overview of the module's performance in ensuring accessibility for all learners.

The criteria "The font size, color contrast, and layout are appropriate for young learners, taking into consideration visual and cognitive accessibility needs," "The module’s content is available in print formats that are easily accessible and appropriate for all learners, including those who may require alternative

formats," and "The materials promote inclusivity and reflect diversity, ensuring that students from different backgrounds see themselves represented in the content" all rated as Satisfactory (3.40). These results indicate that the module adequately addresses visual accessibility and promotes inclusivity, although there is potential to further enhance these aspects to achieve a higher rating.

The criteria "The module is designed to be inclusive, ensuring accessibility for learners with different abilities, including those with physical or cognitive impairments" and "The module allows for easy adaptation by teachers to accommodate the diverse needs of students, including the option for differentiated instruction" both rated as Satisfactory (3.00). These scores suggest that the module provides a basic level of inclusiveness and adaptability but may require additional improvements to better support learners with varying needs.

The Grand Mean rated as Satisfactory (3.24), reflects the module's overall accessibility.

While the module meets general expectations for inclusivity and accessibility, the raters suggested targeted improvements to address specific needs and enhance its usability for diverse learners. Although the module incorporates appropriate font size, color contrast, and layout, making it visually accessible for young learners, additional resources such as large-print versions or audio formats could further support learners with physical or cognitive impairments. The module's current design allows for some teacher adaptation to accommodate diverse learning needs, but providing more detailed guidance and tools for differentiated instruction would make it more versatile for a range of student abilities and styles.

Ensuring accessibility in educational modules is crucial for allowing all children, including those with disabilities or developmental delays, to fully engage in learning. Well-designed modules prioritize inclusivity by adjusting activities, routines, and physical environments to accommodate diverse needs. For example, the Early Childhood Universal Accessseries highlights the role of adaptations and assistive technology in enhancing participation and engagement (Ocali, n.d.). Similarly, modules for early childhood educators emphasize the value of inclusive practices, such as fostering communication development and encouraging positive behaviors to support interactions among children of varying abilities (Victoria State Government, n.d.). Additionally, accessibility involves offering materials in multiple formats to cater to different learning styles, ensuring that all students can effectively access information (Accessible Educational Material, n.d.). Ultimately, prioritizing accessibility in educational modules helps create supportive learning environments that foster empathy, acceptance, and meaningful participation for every child.

Furthermore, while the materials reflect diversity and promote inclusivity, ensuring broader representation and accessibility in alternative formats could strengthen these aspects. By addressing these recommendations, the module could elevate its rating to Very Satisfactory offering a more inclusive, adaptable, and effective learning experience for all students.

Summary Table for Educational Soundness

Criteria	Weighted Mean	Verbal Description
Integrity	3.40	Satisfactory
Learner Focus	3.28	Satisfactory
Usability	3.48	Satisfactory
Accessibility	3.24	Satisfactory
Overall Grand Mean	3.35	Satisfactory

This presents a summary of the evaluation results for the educational soundness of the kindergarten module. It consolidates the weighted means and verbal descriptions for the four main criteria: Integrity, Learner Focus, Usability, and Accessibility, along with the Overall Grand Mean.

The highest-rated criterion is Usability, with a weighted mean of 3.48, rated as Satisfactory. This reflects the module's strong performance in facilitating user-friendly features, clear instructions, and effective design for both teachers and students. However, further refinements in the design and interactivity could elevate this rating to a Very Satisfactory (VS).

Integrity, with a weighted mean of 3.40, also rated as Satisfactory, highlights the module's alignment with the MATATAG curriculum and its promotion of Filipino cultural values and critical thinking. While the module meets expectations, adding more specific curriculum-aligned activities could strengthen this aspect.

Learner Focus and Accessibility received weighted means of 3.28 and 3.24, respectively, both rated as Satisfactory. These results indicate that the module is developmentally appropriate, inclusive, and adaptable for diverse learners. Suggestions for improvement include incorporating more differentiated instructional strategies and enhancing accessibility features, such as alternative formats and diverse cultural representation.

The Overall Grand Mean of 3.35, rated as Satisfactory, reflects the module's ability to meet general expectations for educational soundness. While the module is functional and adequately designed, targeted improvements in usability, inclusivity, and curriculum alignment could elevate its effectiveness to a Very Satisfactory level. This would ensure that the module fully supports the developmental and educational needs of Filipino kindergarten students.

CONCLUSION AND RECOMMENDATIONS

This section provides a comprehensive summary of conclusion and recommendation based on the findings in each research objectives.

Conclusion

Based on the data gathered, the following conclusions were derived:

1. An aesthetic/creative module was created for kindergarten learners under the Exploring our Community Theme
2. The Aesthetic Creative Competencies Modules achieved a Satisfactory rating across all criteria demonstrating their alignment with educational standards and effectiveness in supporting learners' developmental needs.
3. The Educational Soundness of the modules were rated as Satisfactory, indicating their effectiveness in addressing integrity, learner focus, usability, and accessibility.

Recommendations

Based on the conclusions above, the following recommendations are given:

1. Enhance the interactivity of the module by integrating multimedia elements such as audio and visual aids to deepen engagement and understanding of the community theme.
2. Improve instructional quality by incorporating differentiated teaching strategies that cater to diverse learning styles, such as kinesthetic, auditory, and visual learners.
3. Refine the usability of the modules by simplifying navigation and instructions further, ensuring effortless implementation for both teachers and students.

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