

Instructional needs and creative practices: Basis for the development of proposed creative learning materials for Grade 9 Araling Panlipunan

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Abstract

Aim: This study aimed to develop a proposed Creative Learning Materials for Grade 9 Araling Panlipunan (Economics) based on identified instructional needs and creative teaching practices of teachers in the Division of Taguig City and Pateros.

Methodology: The study employed a descriptive-developmental mixed-methods design involving 102 junior high school teachers, including an Education Program Supervisor, Head Teachers, Master Teachers, and Grade 9 teachers. Quantitative data were gathered through a validated Likert-scale questionnaire assessing six dimensions of usability: learning objectives, content, enhancement activities, creativeness, accuracy, and usefulness. Qualitative data from open-ended responses were analyzed using thematic analysis to determine instructional needs and criteria for material development.

Results: Findings revealed a grand mean of 4.36 (Strongly Agree), indicating a high level of usability and acceptability of the developed materials. Learning objectives obtained the highest mean (4.40), followed by creativeness (4.37) and usefulness (4.35), while content, enhancement activities, and accuracy each garnered a mean of 4.34. Qualitative results supported these findings, highlighting clarity, relevance, engagement, and practical classroom applicability as key strengths of the materials.

Conclusion: The developed Creative Learning Materials met established pedagogical and design standards and were highly accepted by evaluators. The results suggest that structured, theory-based, and contextually grounded materials can enhance instructional effectiveness in Grade 9 Araling Panlipunan and may serve as a model for innovative material development in secondary education.

Keywords: *creative learning materials, instructional needs, usability validation, Araling Panlipunan, instructional design, ADDIE model*

INTRODUCTION

The demand for innovative and engaging instructional approaches has intensified in the twenty-first century, particularly in social studies education, where abstract concepts require contextual understanding and critical analysis. Globally, education systems have emphasized learner-centered strategies that promote active participation, creativity, and higher-order thinking skills. The integration of interactive and technology-supported learning resources has been widely recognized as essential in improving student motivation and engagement (Kalogiannakis et al., 2021; Domingo et al., 2025). In the Philippine context, national education policies have likewise underscored the importance of enhancing instructional materials to address learning gaps and improve educational outcomes, particularly following disruptions brought about by rapid shifts in learning modalities.

Araling Panlipunan (Social Studies) plays a crucial role in developing students' understanding of socio-economic systems, historical contexts, and civic responsibilities. Specifically, Grade 9 Araling Panlipunan focuses on Economics, a discipline that requires analytical thinking, conceptual understanding, and the ability to interpret real-world data. However, several studies have reported that students experience difficulties in grasping economic terminologies, abstract principles, and applied concepts when instruction relies heavily on traditional lecture-based approaches (Salacup-Policay & Garcia, 2024; Pascua, 2024). Teachers likewise face challenges in producing creative, localized, and interactive instructional materials because of limited institutional support and resources.

Recent literature has explored the effectiveness of gamification, strategic intervention materials (SIMs), and interactive digital tools in improving learner engagement and performance (Argenal et al., 2024; Limbago-Bastida & Bastida, 2022). While these studies have demonstrated positive outcomes, most have focused primarily on measuring academic performance through experimental designs. Limited research has examined the systematic development of a comprehensive creative learning package anchored in an instructional design framework and evaluated through multi-level expert validation. Furthermore, there remains a need for contextualized materials specifically designed for Grade 9 Araling Panlipunan (Economics) within the Philippine secondary education setting.

Addressing this gap, the present study developed Creative Learning Materials guided by the ADDIE instructional design model and anchored in Bruner's Discovery Learning Theory. Unlike prior studies that concentrated solely on intervention effectiveness, this research emphasized structured material development, usability validation across multiple dimensions, and the integration of both quantitative and qualitative evaluation methods. By doing so, the study aimed to contribute a theory-based, contextually grounded, and empirically validated instructional resource that may serve as a model for creative material development in secondary social studies education.

Review of Related Literature and Studies

This section presents a review of local and international literature relevant to teaching-learning delivery, with emphasis on instructional strategies, technological integration, and creative materials that enhance student learning. The reviewed studies highlight the need for innovative approaches to address diverse learning needs and to improve academic outcomes.

Teaching Strategies and Techniques

Effective teaching strategies are critical in developing holistic competencies among twenty-first-century learners. According to Gonzalez-Perez and Ramirez-Montoya (2022), modern educational paradigms emphasize the integration of technological tools within teaching-learning strategies to guide a logical, sequenced, and organized process. The proper application of these strategies, coupled with appropriate technologies, enhances learning outcomes.

Complementing this perspective, Aquino (2024) emphasizes the importance of considering students' varied learning styles in instruction. By employing different teaching approaches and modalities, educators can accommodate diverse learning preferences. This aligns with the findings of Cabual (2021), who observed that tailoring instruction to kinesthetic, auditory, and visual learners promotes deeper comprehension, sustains motivation, and improves academic performance. Collectively, these studies highlight that teaching strategies must be flexible and learner-centered to respond effectively to the diverse needs of students.

Integration of Gamification

The integration of gamification into education has emerged as an effective method for increasing student engagement and motivation. Figueiredo and García-Peñalvo (2024) further emphasize that gamification leverages motivational techniques to engage learners by making learning enjoyable while fostering achievement.

As cited by Joaquin and Imbat (2024), playing game-based situations enables children to gain a deeper understanding of objects and to develop specific skills in observing and acquiring knowledge, allowing them to grasp the symbolic and spiritual meanings represented in these activities. This form of play can be utilized by teachers as a learning vehicle or instructional technique to develop understanding through role-playing activities or the use of various available media.

In addition, Weitzman and Perrin (2023) stated that interactive activities and reading games are vital in helping children develop early literacy skills. These activities help students engage actively in the learning process, encourage collaboration and constant communication among classmates, and support the development of oral language skills. In addition to encouraging students to participate in ongoing discussions, this method aids in the development of their anticipatory abilities and facilitates their capacity to deduce new words from context, which is a highly effective strategy for helping struggling readers expand their vocabulary.

Creative Learning Materials

Innovative learning materials play a crucial role in supporting student-centered education. Limbago-Bastida et al. (2022) highlight strategic intervention materials (SIMs) as structured, interactive resources designed to address

learning gaps. By including tools such as activity cards, guide cards, and enrichment activities, SIMs foster active participation, simplify complex concepts, and support learners who struggle with challenging topics.

Singca (2022) underscores the combined importance of teacher competencies and learning resources in improving student performance, particularly in Araling Panlipunan. The study indicates that resources such as PowerPoint presentations, graphic organizers, and journals complement instructional strategies, classroom management, and assessment skills to create a more effective and engaging learning environment.

Collectively, these studies suggest that both instructional strategies and well-designed materials are essential for modern education. While teaching strategies focus on process and learner engagement, gamification and SIMs enhance motivation and conceptual understanding. The integration of these approaches provides a holistic framework that accommodates diverse learning preferences and promotes improved academic performance.

Theoretical Framework

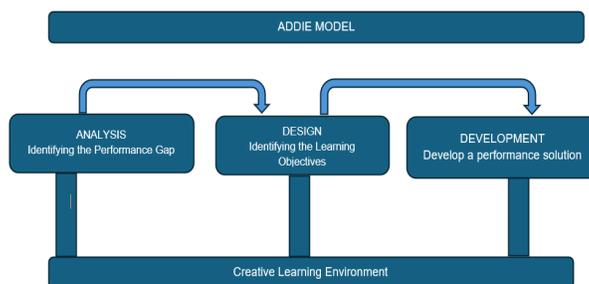
This study is anchored in Bruner's Discovery Learning Theory (1961), which is grounded in a constructivist framework that emphasizes active engagement, exploration, and inquiry throughout the learning process. The theory suggests that learners construct their own understanding of concepts through discovery rather than through the passive reception of information. Bruner believed that learning is most effective when students actively participate in problem-solving and critical thinking, guided by teachers who scaffold the process and provide structure. This strategy involves the active search for knowledge by learners and has been shown to produce optimal learning outcomes (Nasution & Nasution, 2023). The discovery learning method creates an active learning process in which material or content is not provided directly by the teacher at the beginning of instruction (Syaiful, 2022). Instead, students are encouraged to find ways to solve problems during the learning process. Furthermore, this learning model explains how students understand concepts, meanings, and relationships through an intuitive process that leads them to formulate conclusions (Medani et al., 2022).

Conceptual Framework

In this portion, the researcher used the ADDIE Instructional Model Design as a framework for developing a Creative Learning Materials. This is a classic instructional design model used for developing educational and training programs and instructional materials. In the 1970s, Florida State University developed the ADDIE concept for the military. The model was intended to serve as a guide for developing training and instructional materials, and its name is an acronym for the five stages of design: analysis, design, development, implementation, and evaluation. In this study, the researcher used the first 3 stages:

1. Analysis: Identifying the performance gap
2. Design: Identifying the learning objectives
3. Development: Develop a performance solution

Figure 1. Phases of the ADDIE model in the development of creative learning



From these, the researchers developed a Creative Learning Materials as the output of the study. These will be recommended to the Araling Panlipunan 9 teachers in the Division of Taguig City and Pateros.

Statement of the Problem

Despite the increasing integration of gamification and interactive instructional strategies in secondary education, many Grade 9 Araling Panlipunan (Economics) classrooms continue to rely on traditional teaching approaches that limit learner engagement and contextual understanding. While previous studies have examined the effectiveness of Strategic Intervention Materials and gamified activities in improving academic performance, limited

research has systematically developed and validated a comprehensive creative learning package grounded in a formal instructional design framework and evaluated through multi-dimensional usability assessment within the Philippine secondary education context.

Given the need for visually engaging, culturally responsive, and pedagogically aligned instructional resources, there remains a significant gap in the structured development and empirical validation of Creative Learning Materials specifically designed for Grade 9 Araling Panlipunan (Economics). Addressing this gap is essential to ensure instructional quality, contextual relevance, and sustained learner engagement in social studies education.

Research Questions

The study sought to answer the following questions:

1. What are the instructional needs of Grade 9 Araling Panlipunan teachers?
2. What creative teaching activities are commonly utilized by Araling Panlipunan teachers?
3. To what extent do Grade 9 Araling Panlipunan teachers use creative teaching methods in their classrooms?
4. What criteria should be considered in the development of Creative Learning Materials?
5. What Creative Learning Materials can be developed for Grade 9 Araling Panlipunan (Economics) based on identified needs and criteria?
6. What is the level of usability of the developed Creative Learning Materials in terms of:
 - 6.1 Learning objectives
 - 6.2 Content
 - 6.3 Enhancement activities
 - 6.4 Creativeness
 - 6.5 Accuracy
 - 6.6 Usefulness?

Methodology

This chapter outlines the research methodology and design used in in the study, including details of the participants and setting, the sample selection process, the research tools employed, the data collection methods, and the data analysis techniques.

Research Design

This study employed a descriptive developmental mixed-method design using a convergent parallel approach. The design was deemed appropriate because the study aimed both to develop Creative Learning Materials and to evaluate their usability through numerical ratings and qualitative feedback. The quantitative component measured the level of usability of the developed materials, while the qualitative component provided contextual explanations and insights to support and clarify the statistical findings.

The convergent design allowed the simultaneous collection of quantitative and qualitative data from the same group of evaluators. Both data sets were analyzed separately and later integrated during interpretation to determine areas of convergence and consistency. This approach ensured a comprehensive validation of the developed materials by combining measurable evaluation with descriptive feedback.

The developmental aspect of the design supported the systematic creation of the instructional materials using an instructional framework, ensuring alignment among objectives, content, activities, and evaluation prior to usability assessment.

Population and Sampling

The study involved 102 respondents from public secondary schools in the Division of Taguig City and Pateros. The participants consisted of 1 Education Program Supervisor, 7 Head Teachers, 21 Master Teachers, and 73 Grade 9 Araling Panlipunan teachers.

A purposive sampling technique was employed to select respondents who possessed relevant expertise in teaching and supervising Araling Panlipunan. Inclusion criteria required that participants: (1) were currently assigned to teach or supervise Grade 9 Araling Panlipunan, (2) had at least one year of teaching or supervisory experience in the subject area, and (3) were directly involved in curriculum implementation within their respective schools.

The selection of supervisors and master teachers ensured content validation at multiple levels of instructional authority, while Grade 9 teachers provided classroom-based evaluation of usability. The total sample size of 102 respondents was deemed adequate to provide comprehensive expert assessment across supervisory and instructional roles within the division.

Instruments

A modified questionnaire adapted from Moral and Cabigan (2022) was used in the study. The instrument consisted of two parts. Part I contained seven (7) items measuring the frequency of creative teaching practices using a five-point Likert scale (1 = Never to 5 = Very Often).

Part II assessed the usability of the developed Creative Learning Materials across six dimensions: learning objectives, content, enhancement activities, creativeness, accuracy, and usefulness. Each dimension included five (5) items, for a total of thirty (30) statements rated on a five-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree).

The instrument underwent content validation by subject experts in Araling Panlipunan and instructional material development. It was pilot tested to establish reliability, yielding a Cronbach's alpha of ($\alpha=0.943$), indicating acceptable internal consistency.

Data Collection

Data were collected during the second semester of AY 2024 – 2025 from public secondary schools in the Division of Taguig City and Pateros.

For the quantitative component, the validated questionnaire was distributed online to 102 respondents through Google Forms. Responses were automatically recorded and prepared for statistical analysis.

For the qualitative component, open-ended questions included in the same form gathered written feedback regarding the developed Creative Learning Materials, which were later subjected to thematic analysis. Data collection was conducted after securing the necessary institutional permissions.

Treatment of Data

Quantitative data were analyzed using JASP version 0.8.5. Descriptive statistics, including weighted mean and standard deviation, were computed to determine the level of usability of the developed Creative Learning Materials across the six dimensions. These statistical measures were appropriate for summarizing Likert-scale responses and identifying overall trends in evaluators' ratings.

Qualitative responses from the open-ended questions were analyzed using thematic analysis. The responses were first read repeatedly for familiarization. Initial codes were generated to identify significant statements related to usability and instructional value. Similar codes were grouped into categories, which were then organized into broader themes. The identified themes were reviewed and refined to ensure alignment with the research objectives. Representative responses were selected to support each theme while maintaining participant anonymity.

The quantitative and qualitative findings were integrated during interpretation to determine areas of convergence and to provide contextual explanations for the statistical results.

Ethical Considerations

The study underwent ethical review and was approved by the National Teachers College Research Ethics Committee prior to data collection. The required ethics review form was duly evaluated and signed by the designated reviewing authority. Permission to conduct the study was likewise secured from the Schools Division Office of Taguig City and Pateros and from the respective school heads.

Participation was voluntary. All respondents were provided with an informed consent form outlining the purpose of the study, procedures involved, and their right to withdraw at any time without penalty.

Confidentiality and anonymity were strictly maintained. No personal identifiers were collected, and all responses were used solely for research purposes. Electronic data were securely stored and accessible only to the researcher and will be retained for one year after completion of the study before permanent deletion.

RESULTS AND DISCUSSION

This chapter presents the results and discussion of the study, including the analysis and interpretation of data collected through the instruments specified in the methodology.

Instructional Needs of the Araling Panlipunan Teachers

Grade 9 teachers reported various needs to teach Araling Panlipunan effectively and creatively. Table 1 summarizes emerging themes from interviews, highlighting requirements for learning tools, culture-sensitive materials, visually appealing materials, flexible classroom dynamics, and institutional support for production.

Table 1: Teachers' Respondents' Need on Teaching Araling Panipunan

Emerging Theme	Select Responses
Learning Tools	<i>I need more creative and interactive materials that can catch my students' attention (R1) I need ready-to-use multimedia materials like videos, economic simulations (R2) I need updated and creative PowerPoint presentations (R7)</i>
Culture Sensitive Material	<i>I need localized learning materials that show the economic activities, livelihoods, and real-life market situations (R3) When students see examples of local industries, livelihoods, and community markets on the walls, it makes learning more meaningful and inspiring. (R6)</i>
Visually Appealing Materials	<i>I need visual aids like posters, infographics, and charts that simplify complex economic concepts (R4) I need creative activity sheets and games that make learning fun (R5)</i>
Flexible classroom dynamic	<i>A flexible space helps make discussions and group tasks in Araling Panlipunan more engaging (R9)</i>
Support for Production	<i>I need institutional support and resources to produce my own creative materials (R10)</i>

This table shows the data of respondents' responses during interviews. (See appendices for table shows the data of respondents' responses during interviews.)

These results suggest that teachers value materials that are both engaging and contextually relevant. The emphasis on localized and visually appealing resources aligns with Aquino (2024) and Cabual (2021), who argue that tailored materials accommodate diverse learning styles and enhance comprehension. Furthermore, qualitative insights reveal that the lack of institutional support can limit teachers' ability to create innovative materials, emphasizing the need for administrative and infrastructural backing.

Table 2: Common Creative Learning Activities

Learning Activities/Materials	Frequency	Percentage
Poster/collage making	16	34.04
Role playing/dramatization	23	48.94
Project based learning	8	17.02
TOTAL	47	100.00

This table shows the common Creative Learning Materials used by teachers inside the classroom.

Role-playing/dramatization emerged as the most frequent activity (48.94%). This indicates a preference for kinesthetic and interpersonal strategies, which enhance student engagement and comprehension of historical and economic concepts. These findings resonate with Gonzalez-Perez and Ramirez-Montoya (2022), who note that active learning methods support holistic competency development. Interview responses also confirm that students find dramatization enjoyable and motivating, suggesting the effectiveness of these strategies in achieving learning objectives.

Table 3: Creative Learning Materials used by the Araling Panlipunan 9 teachers in their classrooms

No.	STATEMENTS	Mean	Sd	Verbal Description
1	I used creative and engaging learning activities in the classroom.	4.15	0.70	Agree
2	Learners enjoyed participating in engaging activities.	4.44	0.74	Strongly Agree
3	I integrate gamified activities in my lesson	3.76	0.83	Neutral
4	Using Interactive PPT	4.17	0.83	Agree

5	Using Strategic Learning Materials	4.13	0.84	Agree
6	Using Traditional Activities (Poster Making, Role Playing, Debate, and others)	4.04	0.99	Agree
7	Learners engage different learning tasks that produce creative output	4.38	0.73	Agree
MEAN		4.15	0.81	Agree

The table shows the data of the respondents showcasing the usage of Creative Learning Materials of Araling Panlipunan 9 in their classroom.

The high mean scores indicate a generally positive environment for creative learning. Particularly, student enjoyment (M = 4.44) and engagement in creative tasks (M = 4.38) highlight the motivational value of these activities. However, the neutral rating for gamified activities (M = 3.76) suggests an opportunity to integrate gamification more consistently. This aligns with Blyznyuk, T., and Kachak, T. (2024), who emphasizes interactive lessons become a great aid in the acquisition of not only the most important life values and communication skills, but also critical academic skills by the learners. Qualitative data triangulates this finding: teachers reported enthusiasm for gamified exercises but noted challenges in implementation due to limited resources and time constraints.

Table 4: The criteria that can be used in the development of Creative Learning Materials.

Emerging Theme	Select Responses
Clarity, Relevance, and Appropriateness	<i>My primary criterion is that it needs to be crystal clear and easy to follow (R1) The material has to be 100% appropriate for the age group (R3) For me, the crucial thing is direct relevance(R4)</i>
Visual Appeal and Artistic Design	<i>I look for materials that are highly artistic and well-designed—something that immediately catches the student's eye and makes them want to interact with it. (R2) A good piece of creative material marries aesthetics with function (R9)</i>
Engagement, Creativity, and Active Learning	<i>It must be an active experience. The materials should encourage students to do something (R5) It has to be creative—something I haven't seen before that presents the content in a novel way (R6). It must be creative, artistic, and designed to actively involve the learner (R10)</i>
Inclusivity and Accessibility	<i>The materials have to be designed so they are accessible and meaningful to all students (R7)</i>
Data Presentation and Analytical Skills	<i>The students need to practice displaying and interpreting information, so data analysis features are a must (R8)</i>

The table shows the respondents' responses in line with the criteria needed for creating a Creative Learning Materials. (See appendices for table showing the data of respondents' responses during interviews.)

These criteria require a very careful balancing of educational principles and emotional elements for the effective learning materials to be created. As graduate students, we recognize that an elaborate lesson plan will not work if it doesn't capture the students' attention, and that a beautiful product is not enough if it doesn't facilitate learning.

Proposed Creative Learning Materials

The proposed Creative Learning Materials are organized into three categories:

1. **Interactive PowerPoint / Gamified Activities** – Engaging, collaborative, and technology-based tasks that foster creative thinking.
2. **Strategic Intervention Materials (SIMs)** – Simplified guides, cards, and practical activities targeting learning gaps and enhancing critical thinking.
3. **Real-Life Application Activities** – Tasks that connect economic concepts to everyday experiences, promoting meaningful learning beyond the classroom.

This multi-pronged approach reflects best practices in differentiated and active learning, integrating both quantitative (survey ratings) and qualitative (interview insights) data for holistic instructional design.

The Level of Usability of Learning Materials

Reaching the planned educational goals, basically in Araling Panlipunan 9 (Economics) which is a fact-based subject and at the same time requiring critical analysis, really depends on the quality and effectiveness of educational resources. The skills are frequently emphasized by the curriculum at the ninth-grade level.

Table 5: CREATIVE LEARNING MATERIALS IN TEACHING ARLING PANLIPUNAN 9 (ECONOMICS) As to the Learning Objectives

No.	STATEMENTS	WM	SD	VERBAL DESCRIPTION
1	The objectives are measurable.	4.35	0.75	Strongly Agree
2	The objectives are clearly stated.	4.49	0.60	Strongly Agree
3	The objectives are aligned with the activities and content.	4.46	0.57	Strongly Agree
4	The objectives consist of MELCS.	4.37	0.67	Strongly Agree
5	The objectives were achieved in the end.	4.33	0.73	Strongly Agree
	Mean	4.40	0.66	Strongly Agree

The table shows the responses of the respondents in line with the Creative Learning Materials in teaching Araling Panlipunan 9 based on the Learning Objectives.

Table 1 shows the evaluation of the Creative Learning Materials (CLMs) in terms of learning objectives. The materials obtained a high mean rating (e.g., $M = 4.40$), interpreted as **Strongly Agree**, indicating that the objectives were clear, measurable, and aligned with Grade 9 Economics competencies.

Thus, excellent content starts with clearly stated learning objectives that will serve as a guide to the students toward meaningful learning and engagement. In a creative Araling Panlipunan 9 classroom, a clear objective will ensure that all activities align with learning competencies and target different levels of Bloom's Taxonomy. From lower order thinking skills like Remembering and Understanding to higher-order skills such as Analyzing, Evaluating, and Creating.

Table 6: CREATIVE LEARNING MATERIALS IN TEACHING ARLING PANLIPUNAN 9 (ECONOMICS) As to Content

No	AS TO CONTENT	WM	SD	Verbal Description
1	The content is parallel to its objective.	4.28	0.78	Agree
2	The content is organized and substantial.	4.4	0.58	Strongly Agree
3	The content helps answer activities	4.36	0.66	Strongly Agree
4	The content was up to date.	4.25	0.79	Agree
5	The content helped increase the understanding of the learners.	4.42	0.56	Strongly Agree
	Mean	4.34	0.67	Strongly Agree

The table shows the responses of the respondents in line with the Creative Learning Materials in teaching Araling Panlipunan 9 based on the Content.

The table presents the evaluation results for Category (2) As to Content of the proposed Creative Learning Materials, demonstrating a high degree of positive reception among respondents. The data indicates strong agreement that the content is high-quality, well-structured, and impactful.

Quality content is a source of knowledge that not only deepens the students' understanding but also keeps their motivation at a high level. As this kind of content helps students to develop the skills and acquire the knowledge that will make them successful both in the school and in the daily life, it is, therefore, of utmost importance for a successful education. According to Vygotsky (1978, as cited in Aquino, 2024), adequately supported learning experiences with appropriate content enable students to comprehend complex concepts and acquire essential skills.

Table 7: CREATIVE LEARNING MATERIALS IN TEACHING ARALING PANLIPUNAN 9 (ECONOMICS)

As to Enhancement Activities				
	AS TO ENHANCEMENT OF ACTIVITIES	WM	sd	Verbal Description
1	The outcome of the enhancement activities is measured objectively.	4.34	0.72	Strongly Agree
2	The activity is aligned to the content and objectives.	4.43	0.58	Strongly Agree
3	The enhancement activities are organized.	4.31	0.70	Strongly Agree
4	The enhancement activities helped increase the understanding of the topic.	4.35	0.67	Strongly Agree
5	The enhancement activities prepared the students for the next lesson.	4.27	0.80	Agree
	Mean	4.34	0.69	Strongly Agree

The table shows the responses of the respondents in line with the Creative Learning Materials in teaching Araling Panlipunan 9 based on the Enhancement of Activities.

The table illustrates the results of the assessment for Category (3) "Enhancement of Activities" in the new concept of a Creative Learning Materials.

According to Moral et al. (2022), among the elements of an instructional plan, the design of activities is the most essential. Effective teachers, understanding the value of active intellectual engagement, create tasks that challenge students cognitively, provide options for participation, and support the development of a deeper understanding of the content and objectives. On the other hand, Chen and Dan Li (2020), claimed that a valid instructional assessment and materials should have contents/topics, which are aligned to the learning objectives and appropriate level of difficulty, usefulness, and appropriateness to learners.

Table 8
CREATIVE LEARNING MATERIALS IN TEACHING ARALING PANLIPUNAN 9 (ECONOMICS) As to Creativeness

	AS TO CREATIVENESS	WM	SD	Verbal Description
1	The creativeness is evident.	4.31	0.67	Strongly Agree
2	I am satisfied with the creativity.	4.33	0.69	Strongly Agree
3	The creativeness helps in motivating the learner.	4.45	0.60	Strongly Agree
4	The design is aligned with the topic and content.	4.42	0.59	Strongly Agree
5	The layout and presentation of materials support focus and do not hinder learning.	4.36	0.56	Strongly Agree
	Mean	4.37	0.62	Strongly Agree

The table shows the responses of the respondents in line with the Creative Learning Materials in teaching Araling Panlipunan 9 based on the Creativeness.

The table shows the evaluation results for Category 4, Creativeness, of the proposed Creative Learning Materials. People surveyed showed that they were very satisfied, and they also felt very strongly that what was said was right.

The creative components of the suggested learning materials are highly effective, aesthetically pleasing, well-aligned, and successful in fostering learner motivation, according to the consistent scores that range from 4.31 to 4.45. Effective lesson material presentation promotes students' creativity and active skill development and application, according to Department of Education Order No. 39 (2012). According to Monding and Buniel (2022), these resources also assist students in becoming more engaged and motivated in their education.

Table 9: CREATIVE LEARNING MATERIALS IN TEACHING ARLING PANLIPUNAN 9 (ECONOMICS)

As to Accuracy

	AS TO ACCURACY	WM	sd	Verbal Description
1	The components are accurate.	4.30	0.58	Strongly Agree
2	The learning material is acceptable.	4.31	0.70	Strongly Agree
3	The accuracy is evident.	4.2	0.72	Agree
4	It enhances the knowledge of the learners.	4.46	0.57	Strongly Agree
5	The learning material's content is accurate for the learners.	4.44	0.58	Strongly Agree
	Mean	4.34	0.63	Strongly Agree

The table shows the responses of the respondents in line with the Creative Learning Materials in teaching Arling Panlipunan 9 based on the Accuracy.

The table represents the assessment results of the fifth category related to the accuracy of the proposed Creative Learning Materials that, overall, shows the highest level of confidence in the factual correctness and quality of the materials. The strongest ratings, which are all in the category of Strongly Agree, emphasize the great benefit and appropriateness of the content for students. Namely, the evaluators strongly agreed that the material "enhances the knowledge of the learners" (Mean: 4.46) and that "The learning material's content is accurate for the learners" (Mean: 4.44).

The reliable figures that vary from 4.31 to 4.45 show that the creative parts of the suggested learning materials are psychologically powerful, attractive, properly connected, and a successful way of raising learners' motivation. The effective presentation of lesson materials, as per Department of Education Order No. 39 (2012), is one of the main ways through which students' creativity is fostered, and the continuous development and application of skills are encouraged. Monding and Buniel (2022) also share the same view that these kinds of materials have a positive impact on student engagement and their extrinsic motivation to learn.

**Table 10
CREATIVE LEARNING MATERIALS IN TEACHING ARLING PANLIPUNAN 9 (ECONOMICS)**

As to Usefulness

	AS TO USEFULNESS	WM	SD	Verbal Description
1	It improves the learners' understanding.	4.45	0.60	Strongly Agree
2	It's easier to use and understand	4.44	0.66	Strongly Agree
3	It enables the learners to understand the lesson quickly.	4.3	0.71	Strongly Agree
4	It enhances the problem-solving skills of the learners.	4.21	0.68	Strongly Agree
5	It increases the productivity of the learners.	4.37	0.57	Strongly Agree
	Mean	4.35	0.64	Strongly Agree

The table shows the responses of the respondents in line with the Creative Learning Materials in teaching Arling Panlipunan 9 based on the Usefulness.

The accuracy of the suggested Creative Learning Materials is the main focus of the evaluation results for Category (5), which is shown in the table. The results show a high degree of confidence in the materials' overall quality and factual accuracy. The goal of education in the information age is to create active learners rather than just impart knowledge. Lessons should emphasize relevance and real-world applications to maximize learning experiences (Center for Innovation in Teaching & Learning, 2021).

Table 11: Summary of the Level of Learning Material Usability

CATEGORIES	MEAN	SD	VERBAL DESCRIPTION
Learning Objectives	4.40	0.66	Strongly Agree
Content	4.34	0.67	Strongly Agree
Enhancement Activities	4.34	0.69	Strongly Agree
Creativeness	4.37	0.62	Strongly Agree
Accuracy	4.34	0.63	Strongly Agree
Usefulness	4.35	0.4	Strongly Agree
Mean	4.36	0.65	Strongly Agree

The table shows the responses of the respondents in line with the Creative Learning Materials in teaching Araling Panlipunan 9 based on the Usability.

The average score of the six categories combined is 4.36 which is equivalent to the "Strongly Agree" verbal descriptor. Such a result shows that evaluators consider the educational materials to be very usable and effective. Hence, the average score per individual category also corresponded to the highest possible verbal rating thus, reflecting a strong agreement about the quality of the materials. Learning Objectives has the highest mean score with 4.40, suggesting that the objectives were regarded as the strongest part, understood as being clear, well-aligned, and achievable. A mean score of 4.37 was assigned to Creativeness, which is a clear indication that the learners' motivation through the design of the materials and its conformity with the content was very successful.

Conclusion

The findings indicate that the developed Creative Learning Materials are highly acceptable across all evaluated dimensions, including learning objectives, content quality, enhancement activities, creativity, accuracy, and usefulness. Among these, learning objectives emerged as the strongest component, reflecting clear alignment with classroom activities and subject standards. The materials were also rated highly for student engagement and practical applicability, demonstrating their effectiveness in supporting meaningful learning experiences. Content, enhancement activities, and accuracy received strong support, confirming that the materials are well-organized, relevant, and factually sound.

Overall, the Creative Learning Materials meet essential pedagogical and design standards, making them suitable for implementation in Grade 9 Araling Panlipunan classrooms. By providing innovative, contextually relevant, and interactive resources, these materials contribute to the discipline by enhancing teaching practices, supporting differentiated learning, and promoting student creativity and critical thinking in the study of Economics.

Recommendations

In consideration of the findings and conclusions made in the study, the recommendations are as follows.

1. School administrators may provide their support for the implementation of the Creative Learning Materials, which is a new way of teaching Araling Panlipunan 9.
2. Araling Panlipunan Teachers must use the innovative learning materials in their daily instructional practices to enhance students' critical abilities through creative learning activities.
3. The next developers may consider adding more features and redesigning the Creative Learning Materials as a mobile-based gamified application to increase user engagement and motivation.
4. To future researchers, they should be in a position to conduct such experimental research that would identify the effectiveness of developed Creative Learning Materials in enhancing the academic performance of the learners in Araling Panlipunan 9.

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