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Impact of Special Program in the Arts Curriculum Implementation on Students' Learning Domains

Zsydee May P. Obliosca[1], Crystal Jade S. Mongas[2]

[1]Southern de Oro Philippines College, Cagayan de Oro City, Philippines

[2]DepEd Division of Bukidnon, Philippines

ABSTRACT: This study focused on the impact of the Special Program in the Arts (SPA) on students' learning domains among select SPA schools within the Division of Cagayan de Oro City. It aimed to determine the extent of SPA curriculum implementation in terms of teachers' practices, learning resource materials, and assessment, the level of impact on the cognitive, affective, and psychomotor domains, its significant relationship between the variables, and which dimensions singly or in combination predict these learning domains. The study employed correlational and causal research designs. The respondents in this study were 124 SPA students, selected through stratified random sampling. An adapted and validated survey questionnaire was used in the study. Weighted Mean, Standard Deviation, Pearson Product Moment Correlation, and Multiple Linear Regression were used for statistical analysis. Results revealed that the SPA curriculum is very highly implemented and students' learning domains are very high. There is a low to moderate significant relationship between curriculum implementation and students' learning domains, with teachers' practices and learning resource materials identified as the strongest predictors. The study concludes that effective SPA curriculum implementation substantially enhances holistic learner development. Thus, it is recommended that SPA schools may strengthen resource provision and continuous professional development for teacher-specialists to sustain and improve program results.

KEYWORDS: arts, curriculum implementation, special program, students' learning domains

I. INTRODUCTION

Art, in all its variations, is a highly interesting and engaging subject for education. However, the arts have not yet shown a significant role in the curriculum of public or private schools, nor have they been significantly addressed through educational research. The integration of arts education within the curriculum is important to nurture creativity and develop a holistic education, given that the 21st century students are designed with multiple intelligences and develop students' learning domains, which are cognitive, affective and psychomotor.

Abragan et al. (2022) stated that Philippines is one of only three countries in Asia to have a ten-year pre-university education program prior to the K–12 system's adoption. The K–12 curriculum shows high quality education, particularly in relation to the global standards of education, employment readiness, and skill development. It is designed to give students the foundational skills they need for both job and lifelong learning. In addition, the curriculum in Junior High School has different special programs or strands aside from the mainstream curriculum which are offered in public schools in the Philippines. One of these special programs is the Special Program in the Arts.

According to Escorial and Escorial (2024), the Special Program in the Arts (SPA) started its pilot implementation last 2001 as referred from DepEd Memorandum No. 135, series of 2001. Through the years, the SPA curriculum has expanded into a nationwide program intended for those students who have potentials in arts. SPA has 6 specialized subjects, which are Music Arts, Dance Arts, Theater Arts, Visual Arts, Media Arts, and Creative Writing. The curriculum covers a variety of artistic disciplines and provides a comprehensive arts curriculum. SPA is designed as a learner-centered curriculum, that aims to maintain Filipino cultural history while producing young, talented artists for a holistic development in arts. It also seeks to develop and improve the students' potential in any artistic discipline opportunities.

The Special Program in the Arts enhances the students' cognitive domain through development of students' intellectual abilities and comprehension skills. Students are actively engaged to varied activities in their specialization classes in order for them

to increase their critical-thinking and problem-solving skills. They enhance their comprehension skills through analysis, interpretation, and application of artistic concepts. SPA encourages its students to connect between arts and core subjects. These experiences support higher-order thinking and lifelong learning skills. Thus, arts use human creativity and imagination to produce works valued for their visual and emotional meaning (Schneider & Rohmann, 2021).

Cultural activities are promoted in the SPA curriculum to enhance the students' affective domain through positive attitudes and emotional expression. Students engage in artistic expression in order to learn the importance of discipline, cooperation, and culture appreciation. Their active participation in arts education builds their self-confidence and intrinsic motivation. Students are encouraged to express feelings and ideas in a supportive environment. Thus, affective domain strengthens students' emotional involvement and commitment to learning (Winner et al., 2001).

SPA curriculum includes hands-on and performance-based activities in different specializations. Students are engaged in physical movements to develop coordination, control, and precision. Their artistic practices in specialization classes such as dance, music, theater, and visual arts enhance fine and gross motor skills. Performing on stage or showcasing of their work encourages them to face fears and trust their abilities. The consistent practice and efforts required in SPA curriculum teaches discipline and develop a strong work ethics that will carry over into school and their future chosen careers (Catalan, 2024).

As educational landscape continuously changes, the incorporation of arts-based programs into curriculum has become an opportunity for teachers and curriculum implementers. Arts-based program such as the SPA is considered as an opportunity to meet the demands of changing curriculum, particularly in developing students' learning domains. Evidences have shown that arts-based curriculum such as SPA increases student engagement, stimulates creativity, and develops critical thinking. However, it is also challenging in many schools to prioritize implementation due to the conflict of academic and financial demands. The global demand for core academic subjects and standardized testing and underfunding of arts programs frequently causes the arts to be disregarded in education (Abellana, 2025).

. Brillantes (2022) observed that there is a significant gap in how these programs are implemented across different educational settings. There are problems occurred in the SPA implementation in schools. These problems include the scarcity of rooms intended for SPA classes, learning resource materials and teachers who are capable to handle different art disciplines. Many teachers lack adequate training and resources to have an effective support to the students, which can lead to shallow learning experiences. Teachers often feel unprepared to deliver quality arts education due to insufficient professional development opportunities and a lack of familiarity with contemporary teaching strategies.

Garcia (2022) expounded that the SPA is implemented through content review, objective-setting, learning experience organization, and student performance evaluation. Its curriculum practices include screening and admissions, teacher qualifications, pedagogy, support systems, and resources based from official guidelines. Yet, there are challenges in implementation of the curriculum, such as lack in resources and support, administrative flaws and low enrolment.

Similarly, Pañares (2024) stated that some problems identified after conducting his study were insufficient textbooks, rooms, musical instruments, costumes and equipment. The initial actions taken through the school in order to address the gaps in the implementation of the SPA would include procurement of textbooks, learning materials, partnership with School Parents-Teachers Association officers, Government Organizations and Non-Government Organizations (NGOs). Moreover, SPA teachers need professional trainings and seminar-workshops in order for them to improve their teaching practices and strengthen pedagogies and approaches in teaching arts to students.

There is a limited number of practical researches that studies how the quality of curriculum **implementation of the Special Program in the Arts (SPA)** influences students' **learning domains**. Most local studies tend to focus either on program descriptions, implementation issues, or student achievements in isolated skill areas, without systematically linking curriculum design, teacher competence, learning resources, and assessment practices to students' cognitive, affective, and psychomotor development (Bruns, 2024).

Thus, the researcher aimed to explore the impact of the curriculum implementation of the Special Program in the Arts on the students' learning domains from select secondary schools under the Division of Cagayan de Oro City. This study was motivated based from a recognized gap on how the SPA curriculum, SPA teachers, learning resource materials and assessment interrelate with each other in order to influence students' holistic learning in terms of cognitive, affective and psychomotor factors.

This study was anchored from the Universal Design for Learning (UDL), which was emphasized on the importance of making learning environments adaptable to varied students. UDL is applicable to SPA curriculum upon implementation, encompassing teachers' training, resource allocation, instructional strategies, and assessment methods. Effective curriculum implementation, aligned with UDL, creates a learning environment where students can access information, demonstrate their learning in various ways, and remain engaged.

Impact of Special Program in the Arts Curriculum Implementation on Students' Learning Domains

According to Dela Cruz (2024), curriculum implementation is the process of putting the plans and suggestions created through topic experts and curriculum specialists into practice in a classroom or school setting. Curriculum implementation involves creating, delivering, and assessing curriculum materials to influence particular behavioral changes in students' activities. Teachers are primarily responsible for implementing the curriculum. In addition, parents, students, and school administrators may also be involved in some factors.

In addition, UDL under students' learning domains, this study has measured changes in knowledge, skills, attitudes, and behaviors that the SPA aims to achieve. Students' outputs can be assessed across cognitive, affective, and psychomotor domains. Fleming (2023) revealed in his study that the arts in education enhances the students' problem-solving skills, resilience, well-being, teamwork, confidence, school attendance, emotional intelligence, success in life, and academic performance, among many other results.

Additionally, Priyadharsini and Sahaya (2024) expounded that UDL promotes an inclusive learning environment. This inclusive learning environment gives every student equal learning opportunity through creating curricula and instruction that are adaptable and accessible to all groups of students. UDL seeks to eliminate obstacles and establish a welcoming classroom where all students can thrive.

II. METHODOLOGY

The study employed both correlational and causal research designs to study the curriculum implementation of Special Program in the Arts and its impact on students' learning domains for the School Year 2025-2026. This study has found relationships between variables through correlational approach with no intention of manipulating the variables. The correlational research design was a suitable choice for this study (Bag-Ao & Dioso, 2024).

According to Noori (2021), causal relationship referred to the one that demonstrates that only an independent variable may change a dependent variable. Additionally, it determined the degree of change that is evident in the dependent variable. Causal relationship can be used as associating tool in causal design to determine changes between variables.

In reference to the statement of the problem, the statistical tools used in the study were carefully selected based on the nature of each research question and the type of data collected. Weighted Mean and Standard Deviation were used for Problems 1 and 2. The Pearson Product Moment Correlation Coefficient was utilized for Problem 3. Finally, Multiple Linear Regression Analysis was used to answer the Problem 4.

III. RESULTS AND DISCUSSION

Problem 1. What is the extent of the curriculum implementation of SPA in terms of:

1.1. teachers' practices;

1.2. learning resource materials; and

1.3. assessment?

Table 1 shows the overall extent of Curriculum Implementation of SPA with the overall Mean of 4.31 with SD = 0.79, qualitatively described as Very High. The overall Mean revealed that the Special Program in the Arts (SPA) is implemented very well. This Strongly Agree rating indicates that stakeholders consistently observe that the curriculum components, activities, and processes are being carried out as intended. The standard deviation of 0.79 also shows that responses are fairly consistent, suggesting a shared positive perception of the program's strong and successful implementation.

It suggests that the SPA curriculum implementation is effective in improving the knowledge and skills acquisition of the students in terms of the use of teachers' practices, learning resource materials and assessment. In general, SPA curriculum has attained its objective to teach and develop students who are passionate in arts. Thus, continued support and refinement of the SPA program may take place to enhance its impact on developing artistic excellence among students.

Table 1. Summary Result of the Curriculum Implementation of SPA

Variables	Mean	SD	Qualitative Description
Teachers' Practices	4.49	0.70	Very High
Learning Resource Materials	4.14	0.89	High
Assessment	4.31	0.77	Very High
Overall Mean	**4.31**	**0.79**	**Very High**

Note: 4.21-5.00 Very High 3.41-4.20 High 2.61-3.40 Moderate 1.81-2.60 Low 1.00-1.80 Very Low

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This finding expounds the study of Cainoy et al. (2021) who posited that SPA curriculum is created as a response to the objective of a holistic art education for its students, despite of the schools' inadequate resources. SPA students should be able to communicate effectively, think critically, creatively and actively engage in cultural and artistic endeavors as well as wellness and lifelong fitness. The program emphasized students as the one who receive values, information, and abilities required for cultural literacy and artistic expression.

The dimension, *Teachers' Practices* has the highest Mean of 4.49 with SD = 0.70, qualitatively described as Very High. The high score in this category shows that teachers' practices served as the highest contributing factor for the effective implementation of the SPA curriculum. SPA teachers consistently and diligently teach theories and skills needed for the SPA students. The dedication, expertise, and consistent efforts of SPA teachers lead to an increase in student achievement and the successful implementation of the program.

This result is consistent with the findings of Sabit and Herrera (2024), which stated that teachers have a more positive outlook of their work performance for they have different expectations for how the program will be implemented in practice. In addition, work performance of SPA teachers varied in terms of the professional backgrounds, skills needed, resources available, and exposure to different community and cultural interactions.

The dimension, *Learning Resource Materials* has the lowest Mean of 4.14 with SD = 0.89, qualitatively described as High. It indicated that there may have been concerns on the availability and use of learning resource materials. SPA schools may have learning materials available, but these may be not enough due to the yearly increase of number of enrolled students. For instance, visual arts students are encouraged to have their own art materials during their specialization classes.

On the other hand, the findings of Ponce (2021) have showed that learning aids enhance one's own educational results. In order to cover the limitation of resources available in the public school's system, students use digital media to craft artworks from learning aids to printed documents. Visual arts, for example, may use alternatives using digital tools in the absence of tangible art materials.

Problem 2. How do SPA students assess their learning domains based on:

- **2.1. cognitive;**
- **2.2. affective; and**
- **2.3. psychomotor?**

Table 2. Summary Results of Students' Learning Domains

Variables	Mean	SD	Qualitative Description
Cognitive	4.23	0.78	Very High
Affective	4.46	0.73	Very High
Psychomotor	4.23	0.92	Very High
Overall Mean	**4.30**	**0.81**	**Very High**

Note: 4.21-5.00 Very High 3.41-4.20 High 2.61-3.40 Moderate 1.81-2.60 Low 1.00-1.80 Very Low

Table 2 shows the summary result of students' learning domains. It has an overall Mean of 4.30 with SD = 0.81, qualitatively described as Very High. It shows that the SPA curriculum implementation shows a very high impact on all of the students' learning domains. Thus, the study shows that SPA curriculum gives a holistic development to its students based on cognitive, affective and psychomotor responses. The curriculum itself is effective for it helps students to improve their mental, emotional and experiential learning.

This result is consistent with the findings of Al-Hasani (2022), which showed a strong evidence for the various advantages of well-structured and maintained art-based programs in schools. These advantages include improved academic performance, creativity, and cultural engagement. These findings emphasized the importance of arts education as a key component of holistic student development.

The variable *Affective Domain* has the highest Mean of 4.46 with SD = 0.73, qualitatively described as Very High. This indicates that among the three learning domains, affective domain has the greatest impact of learning on the SPA students. Emotions and feelings contribute much to create the best output of art expression. This also implies that the quality, authenticity, and meaning of students' artistic outputs are results from a strong emotional engagement with themselves and others, intrinsic motivation, and deep appreciation for the arts which strengthens their overall learning experience in the SPA program.

The result also agrees with Wu (2023), in which arts education should put more emphasis on offering chances for socio-emotional learning. This involves establishing a classroom environment where social interaction, emotional awareness, and self-

expression should be valued. It also needs to create instructional strategies that allow students to use art to express their feelings and experiences.

The variables *Cognitive Domain* and *Psychomotor Domain* have the lowest and similar Mean of 4.23. However, the two variables differ from their SD values. *Cognitive Domain* has SD = 0.78, while *Psychomotor Domain* has SD = 0.92. Both variables qualitatively described as Very High. The similarity of Mean scores indicates that both domains complement with each other. An indicator of a good student's output using the psychomotor skills is a good foundation of his or her cognitive skills. Nevertheless, based on the results, student's affective skill might give more contribution to improve the students' artistic outputs.

According to a study from Sari et al. (2020), teachers should emphasize psychomotor development for it significantly impacts both physical and mental well-being of students, and directly influences academic and overall academic success. Integrating psychomotor domains to arts education improves students' cognitive domains, motor skills, particularly fine and gross motor movements, stimulate intelligence, physical health, and mental well-being. In general, developing psychomotor skills improves physical and mental health and boosts student achievement.

Problem 3. Is there a significant relationship between the extent of curriculum implementation of SPA and level of students' learning domains?

Table 3 shows the correlation analysis between curriculum implementation of SPA and students' learning domains. For the Teachers' Practices, it registered a computed r-value of 0.557 with the computed p-value of 0.000. The computed p-value is less than the critical p-value at 0.05 level of significance. This means that a significant relationship (Moderate Positive) is registered between curriculum implementation of SPA and students' learning domains when teachers' practices is taken into consideration. Thus, the null hypothesis is rejected.

Table 3. Test of Correlation Between Curriculum Implementation of SPA and Students' Learning Domains

Variables	r-value	p-value	Level of Correlation	Decision on Ho	Interpretation
Teachers' Practices	0.557**	0.000	Moderate Positive Correlation	Reject Ho	Significant
Learning Resource Materials	0.479**	0.000	Low Positive Correlation	Reject Ho	Significant
Assessment	0.575**	0.000	Moderate Positive Correlation	Reject Ho	Significant

Note: 0.91 - 1.00 Very High Positive Correlation 0.71 – 0.90 High Positive Correlation
0.51 – 0.70 Moderate Positive Correlation 0.31 – 0.50 Low Positive Correlation
0.00 – 0.30 Negligible Positive Correlation *Significant when computed p-value <0.05*
**. Correlation is significant at the 0.01 level (2-tailed).

The result indicates that SPA teachers who are implementing the curriculum will matter on how students perform across various learning domains. Teachers' instructional strategies, active engagement with students, and effective application on the curriculum influence student learning domains. Therefore, the result suggests that the curriculum implementation of SPA is positively related to students' learning domains and this relationship is strengthened through the quality of teachers' practices. If teachers are effective in their teaching practices, then students are more likely to demonstrate higher levels of learning across different domains. Thus, this relationship is statistically significant.

Moreover, Walton (2020) explained that the teacher would be in-charge of lesson and unit planning. Different guidelines would apply depending on the teacher to guarantee that students learn particular techniques to improve their written, spoken, physical, and interpretive theater abilities. There would be significant variations in the quality and content of instruction among teachers, classrooms, and circumstances.

For Learning Resource Materials, it registered a computed r-value of 0.479 with the computed p-value of 0.000. The computed p-value is less than the critical p-value at 0.05 level of significance. This means that a significant relationship that is low positive was registered between curriculum implementation of SPA and students' learning domains when learning resource materials is taken into consideration. Thus, the null hypothesis is rejected.

Although the strength of the relationship is not high, it still reflects a meaningful and consistent connection between the availability and utilization of learning resources and the students' learning domains. This suggests that when learning resource materials are adequate, appropriate, and effectively used, they positively contribute to students' learning domains such as knowledge acquisition, skills development, creativity, and performance in SPA. The data provide enough evidence that

improvements in curriculum implementation related to learning resources are associated with improvements in students' learning domains within the SPA program.

For Assessment, it registered a computed r-value of 0.575 with the computed p-value of 0.000. The computed value is less than the critical p-value at 0.05 level of significance. This means that a significant relationship (Moderate Positive) was registered between curriculum implementation of SPA and Students' Learning Domains when Assessment is taken into consideration. Thus, the null hypothesis is rejected. The result suggests that improving assessment practices in the SPA curriculum is expected to be associated with significant improvements in students' performance across learning domains. Thus, better assessment practices rely for a higher student performance in the measured learning domains.

This result agrees to the study of Calixtro (2024), in which SPA curriculum should give emphasis to integrate larger competencies like performance-based activities to fit the artistic skills needed from the students. Curricular changes and student assessment system aim to develop students' 21st century skills across cognitive, affective and psychomotor domains. Local leaders, school administration and community stakeholders should collaborate to answer the challenges in curriculum implementation and student assessment.

Problem 4. Which of the dimensions in the independent variable predicts singly or in combination the students' learning' domains?

Table 4 revealed on the regression analysis highlights the predictive relationships between curriculum implementation of SPA and students' learning domains. Particularly, Assessment stands out as the most statistically significant predictor of students' learning domains ($\beta = 0.320$, $t = 3.010$, $p = 0.003$). The strong beta coefficient and highly significant p-value highlight its importance in developing students' learning domains within arts-based education. This indicates that assessment has the strongest association with students' learning domains. Thus, the result suggests that **assessment practices should be improved. Assessing students** using clear rubrics, aligned tasks, formative feedback and authentic performance assessment are needed to produce measurable improvements in students' learning domains in SPA.

Assessment on SPA students rely on performance, creativity, and skills demonstration. It should be well-designed and aligned with authentic artistic performances can increase students' learning experiences and results. Effective assessments guide students toward clear expectations, provide meaningful feedback, create instructional decisions, and motivate learners to refine their artistic skills.

Table 4. Linear Regression on Curriculum Implementation of SPA and Students' Learning Domains

	Unstandardized Coefficients		Standard Coefficients			
Independent Variables	**B**	**SE**	**B**	**t-value**	**Sig. (P-value)**	**Decision**
Constant	1.425	0.337		4.321	0.000	Reject Ho
Teachers' Practices	0.207	0.111	0.207	1.863	0.065	Accept Ho
Learning Resource Materials	0.174	0.074	0.203	2.347	0.021	Reject Ho
Assessment	0.294	0.098	0.320	3.010	0.003	Reject Ho
	R	**R^2**	**Adjusted R^2**	**f-value**	**Sig. (P-value)**	
Model	0.630	0.397	0.384	26.318	0.000	Reject Ho

Note: Dependent Variable = Students' Learning Domains *Significant when computed p-value <0.05.*

Predictors: (Constant), Teachers' Practices, Learning Resource Materials, Assessment

In addition, the results suggest that assessment practices may be enhanced to give a greatest impact on students' learning domains. Therefore, professional development programs for SPA teachers should emphasize assessment literacy, development of performance-based rubrics, alignment of tasks with artistic competencies, and the use of formative assessment to aid SPA students' continuous improvement.

Flórez (2024) expounded that learning different art forms must be balanced and integrated. Moreover, students develop their life skills aside from artistic talents through effective assessments. Arts education is different from other academic disciplines. Thus, students' holistic development made them actively engaged in the community.

The importance of assessment is also agreed through Rutas (2022), which was stated that there should have a need to improve the students' performance and help them attain learning objectives. These may be done through regular instruction, workshops and assessments. Moreover, the school may offer activities that create opportunities for the SPA students to expose their acquired skills and to encourage students to learn and apply through authentic assessments and student competitions.

Learning Resource Materials shows a significant influence of Students' Learning Domains ($\beta = 0.203$, $t = 2.347$, $p = 0.021$). This implies that learning resource materials in the SPA curriculum contributes also to the students' learning during specialization classes. Thus, learning resource materials should be available and accessible in SPA schools. Learning resource materials' availability and quality may be strengthened through the school and the SPA teachers. Schools may have appropriate reference materials, instruments, tools and equipment, practice spaces, and varied approaches in teaching-learning process in order to have high influences and positive results into students' outputs.

Additionally, Sorolla (2025) emphasized that learning resource materials in SPA may be effective through skill-based training and mentorship programs for SPA teachers. Policy makers, administrators, artists, indigenous groups, and local cultural leaders may have a collaborative effort to contextualize the curriculum and create appropriate learning resource materials. Students will be able to showcase their artistic expression through proper guidance in using learning resource materials.

In contrast, Teachers' Practices shows a positive but not statistically significant effect with Students' Learning Domains ($\beta = 0.207$, $t = 1.863$, $p = 0.065$). This suggests that more focus in pedagogical interventions, more specific standards for instruction and better assessments of teaching practices are necessary to fully capture their impact. Enhancing teachers' pedagogical strategies can still improve the learning process in general. However, in order to have a more significant and measurable effect, it is necessary to support with better evaluation tools and more comprehensive learning materials.

Furthermore, the results have been agreed through Frianeza et al. (2024), which stated that the success of educational transformations lies on the teachers' influence and performance. In order to achieve success in teaching-learning process, teachers need more assistance in giving quality education. This is due to insufficient content expertise, restricted resources and references, and a shortage of supplies and equipment.

The regression model demonstrated statistical significance ($F = 26.318$, $p = 0.000$) with an adjusted R^2 of 0.384. This indicates that approximately 38.4% of the variance of Students' Learning Domains can be explained through the combined influence of all independent variables. The result suggests that the curriculum implementation contributes to consider students' learning domains. In addition, it implies that there should be a strong enhancement on students' cognitive, affective, and psychomotor development through strengthening teachers' practices, improving learning resource materials, and refining assessment strategies under the SPA curriculum.

The findings imply that curriculum implementation contributed much to develop students' learning domains based from the significant F-value and the proportion of explained variance. An adjusted R^2 of 0.384 indicates a moderate effect size, showing other factors not included in the dimensions may also help to improve students' learning outcomes. Nevertheless, the statistically significant result ($p < .001$) confirms that the relationship between curriculum implementation and students' learning domains is valid. The results implied on the importance of strengthening curriculum practices to further enhance students' overall learning development.

This is similar to the study of Kerthrough et al. (2021) where teachers and the arts sector may collaborate in order to have an effective implementation of the arts curriculum. Students from different skills, backgrounds, cultures can engage learning through arts in varied learning domains. Therefore, different stakeholders may involve to arts curriculum development in order to set achievable goals and give valuable insights to students' exposure in the arts.

Overall, the findings show that improving students' learning domains in SPA requires a well-aligned curricular system where assessment practices are intentionally designed, learning resources are adequately provided, and teaching practices are continuously enhanced. These results will serve as a guide for SPA curriculum implementation development and make capacity-building initiatives to ensure that students receive the highest quality of arts education.

Furthermore, the results emphasized that a well-aligned curricular system serves as an interconnected framework where teachers' practices, learning resources, and assessment strategies complement one another to support holistic learner development. When assessment practices are intentionally aligned with learning objectives, they provide meaningful feedback that guides both instruction and student improvement. Students can fully engage in hands-on and performance-based activities to ensure a holistic learning in arts education through adequate learning resources, including facilities, equipment, and instructional materials. At the same time, a continuous and enhanced teaching practices enable teachers to deliver lessons that are responsive, inclusive, and aligned with students' diverse learning needs.

Moreover, these findings highlight the need for a sustained school support and strategic planning to strengthen SPA curriculum implementation. Capacity-building initiatives such as professional development programs, collaborative planning sessions, and resource optimization strategies may be prioritized to address identified gaps and reinforce best practices. Schools can ensure that curriculum implementation remains dynamic and responsive to emerging educational demands through a systematic monitoring and evaluation. A strengthened and well-supported SPA curriculum raises not only students' artistic excellence but also their comprehensive cognitive, affective, and psychomotor.

IV. CONCLUSIONS

Based on the findings of the study, the following conclusions were formulated:

1. The implementation of the SPA curriculum is at a very high level reflecting strong adherence to its intended goals, standards, and instructional practices.
2. Students' cognitive, affective, and psychomotor learning domains have significantly improved, indicating a very high impact of the SPA curriculum on their overall development.
3. SPA curriculum implementation and students' learning domains, confirmed its relevance and influence on students' holistic growth.
4. Assessment practices and the provision of learning resource materials have a significant impact on enhancing students' learning domains.

V. RECOMMENDATIONS

Based on the findings and conclusions of the study, it is recommended that the:

1. SPA teachers may consistently align instruction with the curriculum's learning targets and incorporate diverse, engaging learning activities to sustain its very high level of implementation.
2. SPA teachers may continue integrating varied instructional strategies and authentic assessment methods across the cognitive, affective, and psychomotor domains to maintain and further strengthen students' learning outcomes.
3. School administrators may provide continuous professional development and specialized training programs to further enhance SPA teachers' pedagogical competence and subject-matter expertise.
4. School administrators and stakeholders may allocate additional funding and resources to ensure adequate and updated learning materials that will support effective SPA curriculum implementation.

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