



STRENGTHENING ALS LEARNERS' LIFELONG LEARNING SKILLS THROUGH TEACHERS' INTEGRATION OF REAL-LIFE APPLICATIONS IN INSTRUCTION AT BALAYAN EAST CENTRAL SCHOOL

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ABSTRACT

This study examined the effectiveness of integrating real-life applications in strengthening lifelong learning skills of Alternative Learning System (ALS) learners at Balayan East Central School. Findings revealed that learners demonstrated a high level of lifelong learning skills (WM = 4.24), particularly in collaboration, resourcefulness, and applying knowledge to real-life contexts. Their curiosity and ability to connect prior knowledge with new learning indicated readiness for continuous growth. However, lower scores in self-confidence, persistence, and initiative highlighted the need for targeted interventions to build resilience and independence.

Teachers strongly affirmed the integration of real-life applications in instruction (WM = 4.47), with hands-on activities as the most emphasized strategy. Contextualized lessons were found to enhance motivation, problem-solving, participation, and confidence, making learning more meaningful and relevant to learners' personal, community, and work-related experiences. While improvements in problem-solving, collaboration, and goal-setting were modest, these areas suggest the necessity for sustained support.

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The study concludes that real-life applications significantly contribute to both cognitive and personal growth of ALS learners. To maximize impact, continuous innovation, professional development, and community involvement are recommended to strengthen self-confidence, collaboration, and critical thinking, ensuring holistic lifelong learning outcomes.



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