IMPORTANCE OF LOCALIZED MODULE IN GENERAL MATHEMATICS FOR ALS SENIOR HIGH SCHOOL

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Learning becomes meaningful when it mirrors the realities of the learners' everyday lives. The focus of the study is on the development of a localized module in General Mathematics designed specifically for Alternative Learning System (ALS) Senior High School learners. There exists a clear gap between the existing standardized modules and the contextual needs of ALS learners who often come from diverse social and economic backgrounds. Many struggle to relate abstract mathematical concepts to real-life situations, making comprehension and application difficult. The Enhanced Basic Education Act of 2013 (Republic Act No. 10533) supports contextualization and localization of the curriculum to suit learners' diverse backgrounds and environments. Likewise, DepEd Order No. 32, s. 2015 mandates the use of localized and indigenized instructional materials to ensure relevance and learner engagement. Moreover, Article XIV, Section 2 of the 1987 Philippine Constitution emphasizes the establishment of an education system that is relevant to the needs of its people. These legal bases strengthen the call for the creation of localized modules that align mathematical learning with learners' lived experiences.

A major challenge faced by ALS Senior High School learners is the lack of instructional materials that reflect their realities and local environment. Existing modules in General Mathematics are primarily designed for formal school settings, which often alienate learners whose experiences differ significantly (Saron, 2021). This mismatch contributes to poor understanding, low retention, and limited appreciation of the subject. One solution is to design localized modules that incorporate examples and problems

drawn from community activities, livelihood situations, and everyday problem-solving scenarios. Teachers and curriculum developers should collaborate to create materials that use familiar language and relatable contexts. Integrating local data, visuals, and participatory learning tasks can further strengthen engagement (Zotov et al., 2021). Such an approach promotes a deeper grasp of mathematical ideas and helps learners connect academic learning with real-world application, fostering both competence and confidence.

The push to pursue the localization of learning materials in the ALS program arises from the need to make education more inclusive, relevant, and responsive to diverse learners. ALS students often juggle work, family, and community responsibilities, which makes traditional learning materials less accessible and meaningful to them. By developing localized modules in General Mathematics, educators can bridge the divide between academic knowledge and practical application, ensuring that learning connects to everyday experiences such as budgeting, small business management, or community development. The motivation to localize stems from the understanding that when learners see their own culture, language, and environment reflected in the lessons, they become more engaged and confident. Pursuing localization is not merely a strategy but a commitment to equity to empowering every learner, regardless of background, to understand that mathematics is not distant or abstract, but a vital part of their lives and future. This effort reflects a broader vision of transforming education into a tool for empowerment and lifelong learning.

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