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MALLILLIN MODEL THEORY OF LEARNING

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Abstract:
The study aims to introduce the MALLILLIN Model Theory of Learning as to mastery learning, attitude learning, learning characteristics, learning-centered curriculum design, inclusive learning, learning-teaching process, learning analysis, independent learning, and new learning. The research utilized quantitative methods to measure the contribution of the MALLILLIN model theory of learning. Purposive sampling is also utilized in the selection of the population and sample size of the research process. The study comprised seventy-five (75) respondents. Results show that mastery learning grasps students deeper learning in promoting knowledge and minimizing gaps process and predicts aptitude of students' rates and level pace on personalize learning environment, show that attitude learning initiates self-learning for both professional and personal development, motivation, curiosity, and prioritizes the process of learning in pursuing new knowledge and interest to enrich and enjoy learning to the fullest, show that learning characteristics involves learning skills competency task as to application-based learning inclination and acquisition and chooses new ways on new learning ideas critically and creating thinking on various skills, interactions, and experiences, show that learning centered curriculum design participates actively on the decision-making process to learning motivation and promotion of education and creates differentiated directions for instructional plan that allows to choose activities and learning experiences, show that inclusive learning explains the school setting real opportunity for the success of teaching competency output and addresses needs of students approach ability in various teaching modalities and backgrounds, show that learning teaching process caters diverse learning needs unique pace and style to address and ensure inclusive learning, preference, diverse needs and tailors with personalize learning in different teaching methods to meet the needs of students interests in adapting individual learners, show that learning analysis involves improvement of learning outcome insights and contexts in analyzing, collecting, and measuring needs of students as centers of learning and analyzes learners' improvement and understanding outcome to reveal true learning potential possibility needs, show that independent learning exercises creativity and opportunity to encourage

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independent learning strategy in equipping self-regulation learning and develops critical thinking for students' study habits in various practices and strategies in the learning process independently, and show that new learning utilizes the mnemonic devices in understanding improve outcome, leveraging technology, learning environment, visualization techniques, and space repetition in the role of metacognition process of learning and acquires skills on the set learning goals to be achieved and developed on the goals that is essential in the model knowledge of learning.

Keywords: MALLILLIN model theory of learning, model theory learning, mastery learning, attitude learning, learning characteristics, learning-centered curriculum design, inclusive learning, learning-teaching process, learning analysis, independent learning, and new learning

1. Introduction

MALLILLIN's Model Theory of Learning explains the process, details, and various framework knowledge. The key theories include mastery learning, attitude learning, learning characteristics, learning-centered curriculum design, inclusive learning, learning-teaching process, learning analysis, independent learning, and new learning (Lu, 2023, pp. 57244-57255). It identifies the contribution of the model theory to the concept of educational systems for augmented and virtual reality, immersive learning, management learning, classroom interaction, social media learning, environment learning, and collaborative learning (Mallillin, 2023, pp. 1-17). It helps instructional designers to engage and understand effective knowledge in learning transfer to facilitate teaching improvement and information. It emphasizes imitation and observation learning model theory. It describes the learning model theory on how a student retains knowledge and the process of learning (Almulla & Al-Rahmi, 2023, p. 3978). It acquires change in the knowledge of skills. It presents a theory for the specific representation and application of learning models. It is concrete and practical based on the needs of students as centers of learning. It incorporates structured frameworks and theoretical principles for the delivery of learning experiences and designs. It examines the contribution of effective teaching and learning models for the instructional theory process to interactive resources, games, graphics, visualization, technology devices, and printed materials for learning competency (Mallillin, 2024, pp. 120–132).

The objectives of the MALLILLIN Model Theory of Learning include understanding how the learners enhance knowledge, process, and observation, such as mastery learning, attitude learning, learning characteristics, learning-centered curriculum design, inclusive learning, learning-teaching process, learning analysis, independent learning, and new learning. It focuses on understanding for people to learn and integrates a sense of information into the transfer of knowledge and new contexts, develops effective instructions to design and provides lesson plans and programs aligned to students' needs and learning process, and improves learning output and outcome to build self-esteem, confidence, and improves learning effectiveness and ability(Wen, 2023,

pp. 494-499). It integrates literacy learning strategies for students to uplift competency learning guide and set-up-based domains of learning as to psychomotor, affective, and cognitive processes. It utilizes integration of learning literacy to uplift student's competency level towards academic performance and attitude (Mallillin, n.d.). It also motivates and understands how people learn based on circumstances and other learning processes (Cunningham, 2023). It provides individual differences and understandings to explain various ways of different backgrounds and experiences. It explores the function of the global approach in teaching learning theory in terms of social approach, cultural, economic, physical, political, and natural process systems (Mallillin, 2024, pp. 7686-7700).

2. Cycle of MALLILLIN Model Theory of Learning

The cycle of MALLILLIN Model Theory of Learning is necessary in teaching pedagogy, which is illustrated below:

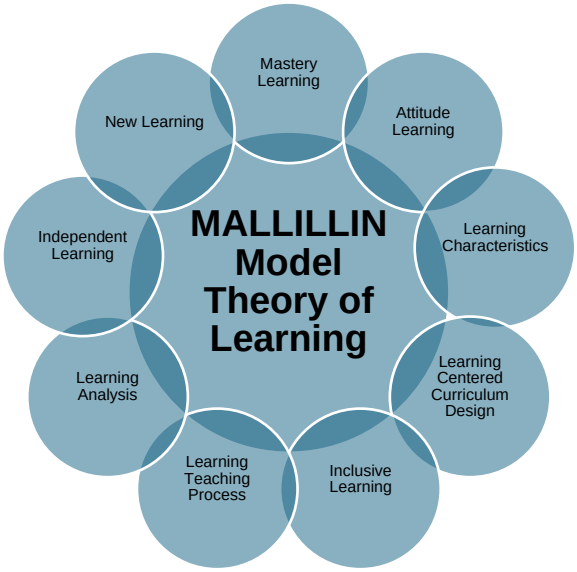

Figure 1: MALLILLIN Model Theory of Learning

2.1 Mastery Learning

It is focused on the learning aptitude approach based on demonstrating skills and mastery of knowledge expectations in teaching (Zare, 2023, pp. 101-112). This includes:

- Educational approach mastery of learning for students to achieve and understand a high level of proficiency.
- Grasping students' deeper mastery learning in promoting knowledge and maximizing gaps in the model theory.
- Mastery of learning content approach in learning and students' aptitude in an amount of time.
- Mastery-based learning demonstration before moving to knowledge and skills expected output.

- Aptitude of students' prediction rates and level pace in a personalized learning environment.
- Mastery learning benefits to focus on problem-solving, collaboration, and communication necessary in the workplace.
- Mastery context description accuracy and assessment defined in the process of learning.
- Mastery learning involvement on various steps such as enrichment, corrective, formative, and initial activities process and system.
- Mastery learning raises academic standard goals to ensure higher expectations of learning.
- Mastery learning approach to distinguish teaching and learning techniques to support understanding and competency.

2.2 Attitude Learning

It is focused on the behavior of learning to demonstrate the best and aspiration of skills needed to improve the learning process, such as enthusiasm, independence, involvement, collaboration, and effort (Lin & Lin, 2023, pp. 1308-1317). This includes:

- Attitude learning information to influence individual processes and perceptions, overall decision making and thoughts.
- Attitude learning context in the educational system to play a significant role in enhancing positive learning outcomes.
- Attitude learning to engage in fostering and understanding effectiveness and efficiency in the educational experiences.
- Attitude learning has implications in providing motivation, beliefs towards learning, problem-solving abilities, goal setting, and academic performance.
- Discover a new opportunity to enjoy a positive attitude toward learning ability and beliefs.
- Academic success is needed to build a strong learning attitude and develop resiliency in a positive outcome.
- The mindset approach to challenging attitude learning optimism, insurmountable obstacles, and growth opportunities initiates the self-learning attitude for both professional and personal development, motivation, and curiosity.
- New knowledge and interest in prioritizing the process of attitude learning to enrich and enjoy learning to the fullest.
- Individual growth and mindset to promote attitude and development effort, encouragement, intelligence, and perseverance opportunity for learning.

2.3 Learning Characteristic

It is focused on the influence of diverse traits and processes of learning that can categorize characteristics of learning as cognitive domain, affective domain, psychomotor domain, emotions, social, academic, personal experiences, skills, and knowledge (Djalilova, 2023, pp. 29-38). This includes:

- Application-based learning characteristics to involve skills competency inclination and acquisition.
- Skills and understanding to provide concepts in various chain processes for intellectual learning characteristics.
- Learning characteristics to experience to catch new facts and consideration through sense and process.
- Behavior aspects and observation to imply learning characteristics needed for skills and competency.
- Cognitive concepts are used to design learning characteristics and influence the process aspects of individual skills.
- Learning characteristics and will in exploring engagement through fun engagement output and competency.
- Navigating in trying to concentrate, keep, achieve, and enjoy the set of active learning characteristics.
- Creative thinking in various skills of learning characteristics to choose new ways or new ideas, interactions, and experiences.
- Focusing on the learning process application of characteristics, behaviors, and attitudes to develop learning efficiency.
- Styles in various teaching and understanding in describing learning characteristics, methods, strategies, and processes.

2.4 Learning-Centered Curriculum Design

It is focused on learning-centered curriculum design as a model of teaching consideration such as aspirations, interests, and unique needs for students as centers of learning. It is the approach to creating and supporting inclusive environment instructions in the learning process (Ecker, 2023). This includes:

- The educational approach to designing a learning-centered curriculum focuses on the process and aspirations relevant to the engagement of the lesson.
- Decision-making process to participate actively in learning curriculum design motivation and promotion in the educational setting.
- Motivation of students to increase engagement values to excel in the process of learning-centered curriculum design.
- Sense of belongingness to improve higher retention process and unique background in the learning-centered curriculum design.
- Learning-centered curriculum design to empower students to boost morale, confidence, and self-learning skills direction.
- Alternative support in addressing the challenges of learning curriculum design to create student needs.
- Instructional plans and activities to create differentiated directions for learning experiences.
- Learning-centered curriculum to take an active role in designing and customizing based on the skill needs of students.

- Focusing on the learner-centered curriculum in the entire process of teaching and learning to prepare students for active participation in the classroom setting.
- Benefiting the learning centered curriculum design as to flexibility, instruction lecture-type, increase retention, and promote problem-solving skills and critical thinking.

2.5 Inclusive Learning

It is focused on an inclusive learning environment in teaching that values students' respect regardless of belief, race, religion, social identity, background, and status. It creates a variety of ideas, intellectual space, and perspectives (Nahorna *et al.*, 2023, pp. 193-209). This includes:

- An educational approach to recognize inclusive learning diversity and respect for students to ensure participation in the learning process.
- Development support for inclusive learning in providing access to equitable education engagement knowledge needs and preferences.
- Method involvement to cultivate inclusive learning for equal access and support values of the teaching process.
- Real opportunity to explain inclusive learning in the school setting for the success of teaching competency output.
- A quality education system is needed to effectively define inclusive learning access and process.
- Diverse needs and support to describe inclusive learning for students to ensure responsiveness and acceptance of quality education.
- Teaching pedagogy to strive and to serve inclusive learning engagement for students regardless of identity in the educational system.
- Inclusive learning to address the needs of students' approach and ability in various teaching modalities and backgrounds.
- Effective academic support to identify and provide inclusive learning and equal opportunities for students as centers of learning.
- Responsibility for ensuring inclusive learning support and checking diversity teaching materials, progress, and focus.

2.6 Learning Teaching Process

It is focused on learning teaching process methods in various pedagogical disciplines to assist students in preparing lessons in various types of instructional materials and strategies such as expeditionary learning, game-based learning, kinesthetic learning, inquiry-based learning, individual learning, group learning, technology-based learning, lecture-based instruction, and differentiated instruction (Ataboyev & Tursunovich, 2023). This includes:

- Preparation of lesson materials to help comprehend learning teaching presentation modality to enhance understanding of the knowledge process.
- Learning the teaching pedagogy process as the basis for better execution of the subject matter and practices.

- Cognitive intellectual development to enhance the process of knowledge in learning, teaching, understanding acquisition and engagement.
- Engagement approach and active attention in fostering learning and teaching subject matter and deeper connection processes.
- The learning-teaching process must cater to a unique pace and style to address and ensure inclusive learning, preference, and diverse needs.
- Improvement of retention for the learning-teaching process and right approach to impart skills and knowledge to students.
- Innovation of learning teaching process to integrate curriculum technique engagement for students' concepts and challenges.
- Student-centered approach in the learning-teaching process journey to facilitate active participation and execution of the lesson.
- Collaboration of learning strategies in teaching power to leverage students' strengths and weaknesses in the classroom setting.
- Different learning processes to personalize methods of teaching to meet the needs of students' interests in adapting individual learners.

2.7 Learning Analysis

It is focused on learning analysis in the process of collecting the learner's knowledge to improve skills in optimizing and understanding to identify learning paths and training programs effectively (Endo, 2023, pp. 001-012). This includes:

- Designing learning analysis and understanding the needs of individual backgrounds for the real outcome and goals.
- Analyzing the gaps and learning needs goals and performance solutions from good, better, and best.
- Involvement of learning environment analysis among students' observation improvement skills and knowledge.
- Identifying the process of learning analysis and understanding the key aspects of students' needs and prior knowledge.
- An educational system approach is used to help meet the needs of students and to analyze learning.
- Improvement involvement of learning outcome insights and contexts in analyzing, collecting, and measuring the needs of students as centers of learning.
- Practice process improvement and understanding to utilize learning analysis of individual students.
- Designing proper learning analysis and process that is crucial in discovering the characteristics of students' development and delivery.
- Providing new tools for learning analysis in teaching that offer feedback to learners for improvement of academic outcomes and performance.
- Analyzing learners' improvement and understanding outcomes to reveal true learning potential and possible needs.

2.8 Independent Learning

It is focused on the learning process independently, where students take responsibility and are in control of their own growth learning mindset goals, meet learning needs and decision-making, evaluate the learning process, monitor progress, and assess the self-learning outcome (Setyaningsih *et al.,* 2023, pp. 142-147). This includes:

- Improvement of independent learning benefits the academic performance of students, as well as increases confidence and motivation.
- Creativity to exercise opportunity encouragement for independent learning strategy in equipping self-regulation skills.
- Establishment of students' routines driven by the knowledge process of independent learning and activity choices, knowledge and skills.
- Control independent learning process and ownership in assessing skills, regulation, direction, and action.
- Exploration of a self-directed approach for independent learning engagement inquiry to provide teachers with materials for the learning process.
- Development of critical thinking for students' study habits independently in various practices and strategies in the learning process.
- The reliability of teaching strategies for independent learning progress in monitoring students' goals in the educational system.
- Encouragement of independent learning forms, active choices of learners' academic performance and time management.
- Regulation and assessment of the learning independently of students in shifting the learning process and information for the educational system and process.
- Structuring the learning environment and independent learning to support students' learning outcomes.

2.9 New Learning

It is focused on any experiences that can be revealed in the new learning environment. It reaches the outcome process needed for intrinsic motivation of learning as to case-based learning, problem orientation, discovery, context, reflective, goal-directed, constructive, cumulative, and active new learning (Sghir *et al.* 2023, pp. 8299-8333). This includes:

- Utilization of the mnemonic devices in understanding improvement outcomes, leveraging technology, learning environment, visualization techniques, and space repetition role of the metacognition process of learning.
- Acquisition of new learning process preferences, attitudes, values, skills, behaviors, knowledge, and understanding.
- Recognition portals of new learning access and hands-on practice in the improvement of accomplishment skills of students.
- Leveraging the advanced knowledge of new learning skills and positions of students is beneficial to learning competency.
- Commitment of new learning skills to increase advanced opportunity networks and enhanced knowledge learning goals and accomplishments.

- Acquisition skills on the set learning goals to be achieved and development goals that are essential in the model knowledge of learning.
- Breaking down skills set for new learning to encompass knowledge skills in the educational setting process.
- Identifying potential issues on the new learning approach and methods for the challenges of the learning process.
- Determination outline process accessibility and realistic development system output.
- Focusing on the new learning personalizes development challenges, practice skills and progress.

3. Research Question

- What is the contribution of the MALLILLIN Model Theory of Learning in the areas of mastery learning, attitude learning, learning characteristics, learning-centered curriculum design, inclusive learning, learning-teaching process, learning analysis, independent learning, and new learning among the respondents?

3.1 Research Design

The research design utilizes quantitative methods. It measures and quantifies the contribution of the MALLILLIN Model Theory of Learning in areas of mastery learning, attitude learning, learning characteristics, learning-centered curriculum design, inclusive learning, learning-teaching process, learning analysis, independent learning, and new learning among the respondents. It designs pivotal research to ensure the credibility of the methods and processes. It validates the clear focus and findings of the study under investigation and attention. It focuses on the basic order of the MALLILLIN model theory of learning reliability. It highlights the design to answer the posited questions in the research process, tools, and objective setting (Mahat *et al.,* 2024, pp. 20-27).

3.2 Sampling Techniques and Population of the Study

Purposive sampling techniques are employed in the selection of the study population size based on the pre-defined criteria. They are experts in quantitative research, have doctorate degrees, and have supervisory level positions in the various Higher Educational Institutions in both public and private sectors. The study comprised only seventy-five (75) respondents.

4. Results

Research Question: What is the contribution of the MALLILLIN Model Theory of Learning in the areas of mastery learning, attitude learning, learning characteristics, learning-centered curriculum design, inclusive learning, learning-teaching process, learning analysis, independent learning, and new learning among the respondents?

Table 1: Contribution of MALLILLIN Model Theory in the Area of Mastery Learning

Indicators	WM	I	R
1. It provides an educational approach to mastery learning for students to achieve and understand a high level of proficiency.	4.12	A	3.5
2. It grasps students' deeper learning in promoting knowledge and minimizing gaps in the process.	4.20	SA	1.5
3. It explores the mastery learning content approach in learning students' aptitude in an amount of time.	4.08	A	5.5
4. It demonstrates mastery-based learning before moving to knowledge and skills expected output.	3.39	MA	9.5
5. It predicts the aptitude of students' rates and level pace in a personalized learning environment.	4.20	SA	1.5
6. It benefits the mastery of learning to focus on problem-solving, collaboration, and communication necessary in the workplace.	3.88	A	8
7. It describes the accuracy and assessment of mastery of the learning context defined in the process of learning.	4.08	A	5.5
8. It involves mastery learning on various steps such as enrichment, corrective, formative, and initial activities process and system.	4.00	A	7
9. It raises mastery learning on academic standard goals to ensure higher expectations of learning.	3.39	MA	9.5
10. It distinguishes the mastery learning approach in teaching and learning techniques to support understanding and competency.	4.12	A	3.5
Average Weighted Mean	**3.94**	**A**	
Standard Deviation	**0.307**		

It shows in the table that rank 1 is shared by the two indicators, which are "It grasps students deeper learning in promoting knowledge and minimizing gaps process" and "It predicts aptitude of students' rates and level pace on personalized learning environment", with a weighted mean of 4.20 or Strongly Agree which means that mastery learning is highly observed. Rank 2 is shared by the two indicators, which are "It provides an educational approach in mastery learning for students to achieve and understand the high level of proficiency" and "It distinguishes the mastery learning approach in teaching and learning technique support understanding and competency", with a weighted mean of 4.12 or Agree which means that mastery learning is observed. Rank 3 is also shared by the two indicators, which are "It explores the mastery learning content approach in learning and students' aptitude in amount of time" and "It describes accuracy and assessment of mastery learning context defined in the process of learning", with a weighted mean of 4.08. The lowest rank is "It demonstrates mastery-based learning before moving to knowledge and skills expected output" and "It raises mastery learning on academic standard goal to ensure higher expectations of learning", with a weighted mean of 3.39 or Moderately Agree, which means that mastery learning is limited. The overall average weighted mean is 3.94 (SD=0.307) or Agree, which means that the contribution of the MALLILLIN model theory of learning in the area of mastery learning is observed among the respondents. Findings show that mastery of learning is based on the motivation and academic performance of students (Zare, 2023, pp. 101-112).

Table 2: Contribution of MALLILLIN Model Theory in the Area of Attitude Learning

Indicators	WM	I	R
1. It influences the individual's attitude to learning, information, processes, and perceptions in terms of overall decision-making and thoughts.	3.37	MA	9.5
2. It plays a significant role in the context of education to enhance positive learning outcomes.	4.00	A	3.5
3. It fosters understanding and a proper attitude of learning to engage in effective and efficient educational experiences.	3.87	A	5.5
4. It provides implications for attitude learning, such as motivation, beliefs towards learning, problem-solving abilities, goal setting, and academic performance.	3.70	A	7
5. It helps individuals to enjoy and discover new opportunity processes towards a positive attitude of learning ability and beliefs.	4.00	A	3.5
6. It builds a strong learning attitude to succeed academically and develop resilience in a positive outcome.	3.68	A	8
7. It challenges the mindset and approach of attitude learning optimism, insurmountable obstacles, and growth opportunities.	3.37	MA	9.5
8. It initiates a self-learning attitude for both professional and personal development, motivation, and curiosity.	4.23	SA	1.5
9. It prioritizes the process of learning and pursuing new knowledge interests to enrich and enjoy learning to the fullest.	4.23	SA	1.5
10. It promotes a learning attitude for individual growth and a mindset to develop effort, encouragement, intelligence, and perseverance opportunities for learning.	3.87	A	5.5
Average Weighted Mean	**3.832**	**A**	
Standard Deviation	**0.306**		

It shows in the table that rank 1 is shared by the two indicators, which are “It initiates self-learning attitude for both professional and personal development, motivation, and curiosity” and “It prioritizes the process of learning in pursuing new knowledge interests to enrich and enjoy learning to the fullest”, with a weighted mean of 4.23 or Strongly Agree which means that attitude learning is highly observed. Rank 2 is shared by the two indicators, which are “It plays a significant role in the context of education to enhance positive learning outcome” and “It helps individual to enjoy and discover new opportunity process towards positive attitude learning ability and beliefs”, with a weighted mean of 4.00 or Agree which means that attitude learning is observed. Rank 3 is shared by the two indicators, which are “It fosters understanding and proper attitude of learning to engage effective and efficient educational experiences” and “It promotes learning attitude for individual growth and mindset to develop effort, encouragement, intelligence, and persevere opportunity for learning”, with a weighted mean of 3.87 or Agree which means that attitude learning is observed. The lowest rank is also shared by the two indicators, which are “It influences the individual attitude learning, information, process, and perceptions on overall decision making and thoughts” and “It challenges the mindset and approach of attitude learning optimism, insurmountable obstacle, and growth opportunity”, with a weighted mean of 3.37 or Moderately Agree which means that attitude learning is limited. The overall average weighted mean is 3.832 (SD=0.306) or Agree, which means that the contribution of the MALLILLIN model theory of learning

in the area of attitude learning is observed among the respondents. Findings show that attitude learning is based on motive, behaviors and self-regulated learning (Lin & Lin, 2023, pp. 1308-1317).

Table 3: Contribution of MALLILLIN Model Theory in the Area of Learning Characteristics

Indicators	**WM**	**I**	**R**
1. It involves learning skills competency tasks as to application-based learning inclination and acquisition.	4.21	SA	1.5
2. It provides concepts on various chain processes of skills and understanding in making intellectual characteristics of learning.	3.83	A	5.5
3. It experiences perceptual learning characteristics in catching new facts and consideration through sense and process.	3.38	MA	9.5
4. It implies learning characteristic behavior in the aspects of observation needed skills and competency.	3.74	A	7.5
5. It designates the cognitive concept of learning characteristics and influences the process aspects of individual skills.	4.02	A	3.5
6. It explores engagement and will of learning characteristics through fun to obtain learning output and competency.	3.83	A	5.5
7. It involves concentration, such as trying, keeping, achieving, and enjoying the set of active learning characteristics.	3.38	MA	9.5
8. It chooses new ways of learning ideas critically and creates thinking on various skills, interactions, and experiences.	4.21	SA	1.5
9. It focuses on the learning process application of characteristics, behaviors, and attitudes to develop learning efficiency.	3.74	A	7.5
10. It describes the learning characteristics and styles in various understanding methods, strategies, and processes.	4.02	A	3.5
Average Weighted Mean	**3.836**	**A**	
Standard Deviation	**0.294**		

It shows in the table that rank 1 is shared by the two indicators, which are “It involves learning skills competency task as to application-based learning inclination and acquisition” and “It chooses new ways on new learning ideas critically and creating thinking on various skills, interactions, and experiences”, with a weighted mean of 4.21 or Strongly Agree which means that learning characteristics are highly observed. Rank 2 is also shared by the two indicators, which are “It designates cognitive concept of learning characteristics and influences in the process aspects of individual skills” and “It describes the learning characteristics and styles in various understanding methods, strategies, and processes”, with a weighted mean of 4.02 or Agree which means that learning characteristics are observed. Rank 3 is shared by the two indicators, which are “It provides concepts on various chain process of skills and understanding in making intellectual characteristics of learning” and “It explores engagement and will of learning characteristics through fun to obtain learning output and competency”, with a weighted mean of 3.83 or Agree which means that learning characteristics are observed. The least in rank is shared by the two indicators, which are “It experiences perceptual learning characteristics in catching new facts and consideration through sense and process” and “It involves concentration such as trying, keeping, achieving, and enjoying the set of

active learning characteristics", with a weighted mean of 3.38 or Moderately Agree which means that learning characteristics are limited. The overall average weighted mean is 3.836 (SD=0.294) or Agree, which means that the contribution of the MALLILLIN model theory of learning in the area of learning characteristics is observed among the respondents. Findings show that characteristics of learning revolutionize the process of teaching efficiency, characteristics, and essence (Djalilova, 2023, pp. 29-38).

Table 4: Contribution of MALLILLIN Model Theory in the Area of Learning-Centered Curriculum Design

Indicators	**WM**	**I**	**R**
1. It focuses on students' learning process and aspirations relevant to engagement of the lesson.	3.72	A	8
2. It participates actively in the decision-making process to learn motivation and promotion of education.	4.12	A	1.5
3. It increases engagement in students' motivation to excel and values the process as a learning-centered curriculum design.	3.35	MA	9.5
4. It provides a higher retention process for a sense of belongingness to lead to improvement and a unique background in the learning-centered curriculum design.	4.04	A	4
5. It empowers students to boost morale and confidence in the learning-centered curriculum design and self-learning skills direction.	3.91	A	5
6. It creates individual learning for students' needs and alternative support in addressing the challenges and in the curriculum design for learning.	3.35	MA	9.5
7. It creates differentiated directions for instructional plans that allow to choose activities and learning experiences.	4.12	A	1.5
8. It designs a learning-centered curriculum for students to take an active role in a customize learning based on the needs of students.	3.85	A	6.5
9. It focuses on the learner-centered curriculum to the entire process of teaching and learning to prepare students for active participation in the classroom setting.	4.09	A	3
10. It benefits the learning centered curriculum design as to flexibility, instruction lecture-type, increases retention and promotes problem-solving skills and critical thinking.	3.85	A	6.5
Average Weighted Mean	**3.84**	**A**	
Standard Deviation	**0.290**		

It shows in the table that rank 1 is shared by the two indicators, which are "It participates actively in the decision-making process to learning motivation and promotion of education" and "It creates differentiated directions for an instructional plan that allows choosing activities and learning experiences", with a weighted mean of 4.12 or Agree which means that learning centered curriculum design is observed. Rank 2 is "It focuses on the learner-centered curriculum to the entire process of teaching and learning to prepare students for active participation in the classroom setting", with a weighted mean of 4.09 or Agree, which means that learning-centered curriculum design is observed. Rank 3 is "It provides a higher retention process for a sense of belongingness to lead to an improvement in the unique background in the learning-centered curriculum design", with a weighted mean of 4.04 or Agree, which means that learning-centered curriculum

design is observed. The least in rank is shared by the two indicators, which are "It increases engagement on student's motivation to excel and values the process as learning centered curriculum design" and "It creates individual learning for students needs and alternative support in addressing the challenges and in the curriculum design for learning", with a weighted mean of 3.35 or Moderately Agree which means that learning centered curriculum design is limited. The overall average weighted mean is 3.84 (0.290) or Agree, which means that the contribution of the MALLILLIN model theory of learning in the area of learning-centered curriculum design is observed among the respondents. Findings show that learner-centered curriculum embraces the system of teaching and learning response flexibility to meet the diverse needs of students (Ecker, 2023).

Table 5: Contribution of MALLILLIN Model Theory in the Area of Inclusive Learning

Indicators	**WM**	**I**	**R**
1. It recognizes the educational approach for inclusive learning diversity and respect for students to ensure learning process participation.	3.87	A	5
2. It supports inclusive learning development in providing access to equitable education engagement knowledge needs and preferences.	4.00	A	3
3. It cultivates inclusive learning method involvement for equal access and supports the values of the teaching process.	3.70	A	6.5
4. It explains inclusive learning in the school setting as a real opportunity for the success of teaching competency output.	4.07	A	1.5
5. It explains inclusive learning to assess the quality of the education system and process effectively.	3.36	MA	9.5
6. It describes inclusive learning for students to ensure diverse needs and support, responsiveness, and acceptance of quality education.	3.61	A	8
7. It strives to serve teaching pedagogy and inclusive learning engagement for students regardless of identity in the educational system.	3.92	A	4
8. It addresses the needs of students in inclusive learning teaching approachability in various teaching modalities and backgrounds.	4.07	A	1.5
9. It identifies effective academic support to provide inclusive learning and equal opportunities for students as centers of learning.	3.36	MA	9.5
10. It ensures that inclusive learning is responsible for supporting and checking the diversity of teaching materials, progress, and focus.	3.70	A	6.5
Average Weighted Mean	**3.766**	**A**	
Standard Deviation	**0.266**		

It shows in the table that rank 1 is shared by the two indicators, which are "It explains inclusive learning in the school setting real opportunity for the success of teaching competency output" and "It addresses needs of students in inclusive learning teaching approachability in various teaching modalities and backgrounds", with a weighted mean of 4.07 or Agree which means that inclusive learning is observed. Rank 2 is "It supports inclusive learning development in providing access to equitable education engagement knowledge needs and preferences", with a weighted mean of 4.00 or Agree, which means that inclusive learning is observed. Rank 3 is "It strives to serve teaching pedagogy inclusive learning engagement for students regardless of identity in the educational system", with a weighted mean of 3.92 or Agree, which means that inclusive learning is

observed. The least in rank is shared by the two indicators, which are "It explains inclusive learning to access the quality of education system and process effectively" and "It identifies effective academic support to provide inclusive learning and equal opportunities for students as centers of learning", with a weighted mean of 3.36 or Moderately Agree which means that inclusive learning is limited. The overall average weighted mean is 3.766 (SD=0.266) or Agree, which means that the contribution of the MALLILLIN model theory of learning in the area of inclusive learning is observed among the respondents. Findings show inclusive learning is fulfilled in pedagogical practice and implementation (Nahorna *et al.* 2023, pp. 193-209).

Table 6: Contribution of MALLILLIN Model Theory in the Area of Learning Teaching Process

Indicators	**WM**	**I**	**R**
1. It helps to comprehend the learning teaching materials for the preparation of lesson presentation modality to enhance understanding of the knowledge process.	3.73		5
2. It is based on the idea of a pedagogical learning-teaching process for better execution of the subject matter and practices.	3.49		8
3. It enhances the process of learning and teaching understanding acquisition to engage in cognitive intellectual development.	3.85		4
4. It enhances the engagement approach and active attention to foster learning and teaching with the subject matter and deeper connection process.	3.69		6
5. It caters to learning needs at a unique pace and style to address and ensure inclusive learning, preference, and diverse needs.	4.20		1.5
6. It improves retention for the learning-teaching process and the right approach to impart skills and knowledge to students.	3.38		9.5
7. It innovates the learning-teaching process to integrate curriculum technique engagement for students' concepts and challenges.	3.58		7
8. It focuses on a student-centered approach in the learning-teaching process journey to facilitate active participation and execution of the lesson.	4.00		3
9. It emphasizes collaborative learning strategies in teaching power to leverage students' strengths and weaknesses in the classroom setting.	3.38		9.5
10. It tailors personalize learning in different teaching methods to meet the needs of students' interests in adapting individual learners.	4.20		1.5
Average Weighted Mean	**3.75**		
Standard Deviation	**0.307**		

It shows in the table that rank 1 is shared by the two indicators, which are "It caters learning needs unique pace and style to address and ensure inclusive learning, preference, and diverse needs" and "It tailors personalize learning in different teaching methods to meet the needs of students interests in adapting individual learners", with a weighted mean of 4.20 or Strongly Agree which means that learning-teaching process is highly observed. Rank 2 is "It focuses on student-centered approach in the learning-teaching process journey to facilitate active participation and execution of the lesson", with a weighted mean of 4.00 or Agree, which means that the learning-teaching process is observed. Rank 3 is "It enhances the process of knowledge in learning and teaching understanding acquisition to engage in cognitive, intellectual development", with a weighted mean of 3.85 or Agree, which means that learning-teaching process is observed.

The least in rank is shared by the two indicators, which are "It improves retention for learning teaching process right approach to impart skills and knowledge for students", and "It emphasizes collaborative learning strategies in teaching power to leverage students' strengths and weaknesses in the classroom setting", with a weighted mean of 3.38 or Moderately Agree which means that learning-teaching process is limited. The overall average weighted mean is 3.75 (SD=0.307) or Agree, which means that the contribution of the MALLILLIN model theory of learning in the area of the learning-teaching process is observed among the respondents. Findings show that the teaching and learning process provides various goals to achieve learning competency (Ataboyev, & Tursunovich, 2023).

Table 7: Contribution of MALLILLIN Model Theory in the Area of Learning Analysis

Indicators	**WM**	**I**	**R**
1. It designs learners' analysis and understanding of the needs of individual backgrounds for the real outcome and goals.	3.90	A	4.5
2. It analyzes the gaps and learning needs analyzes goals and performance solutions from good, better, and best.	3.50	A	8
3. It involves learning environment analysis among students' observation improvement skills and knowledge.	3.97	A	3
4. It identifies the process of learning analysis and understanding of the key aspects of students' needs and prior knowledge.	3.36	MA	9.5
5. It helps the educational system approach to meet the needs of students and learning analysis.	3.66	A	7
6. It involves improvement of learning outcome insights and contexts in analyzing, collecting, and measuring the needs of students as centers of learning.	4.13	A	1.5
7. It utilizes learning analysis and practice in the process of improving and understanding the learning of individual students.	3.90	A	4.5
8. It designs proper learning analysis and process that is crucial in discovering the characteristics of students' development and delivery.	3.74	A	6
9. It provides new tools for learning analysis in teaching that offer feedback to learners for improvement of academic outcomes and performance.	3.36	MA	9.5
10. It analyzes learners' improvement and understanding outcomes to reveal true learning potential and possibility needs.	4.13	A	1.5
Average Weighted Mean	**3.765**	**A**	
Standard Deviation	**0.289**		

It shows in the table that rank 1 is shared by the two indicators, which are "It involves improvement of learning outcome insights and contexts in analyzing, collecting, and measuring needs of students as centers of learning" and "It analyzes learners' improvement and understanding outcome to reveal true learning potential possibility needs", with a weighted mean of 4.13 or Agree which means that learning analysis is observed. Rank 2 is "It involves learning environment analysis among students' observation improvement skills and knowledge", with a weighted mean of 3.97 or Agree, which means that learning analysis is observed. Rank 3 is shared by the two indicators, which are "It designs learners' analysis and understanding to the needs of individual background for the real outcome and goals" and "It utilizes the learning analysis and

practice in the process of improving and understanding the learning of individual students", with a weighted mean of 3.90 or Agree which means that learning analysis is observed. The lowest in rank is shared by the two indicators, which are "It identifies the process of learning analysis understanding on the key aspects of students' needs and prior knowledge" and "It provides new tools for learning analysis in teaching that offers feedback to learners for improvement of academic outcome and performance", with a weighted mean of 3.36 or Moderately Agree which means that learning analysis is limited. The overall average weighted mean is 3.765 (SD=0.289) or Agree, which means that the contribution of the MALLILLIN model theory of learning in the area of learning analysis is observed among the respondents. Findings show that learning analysis determines the needed features in teaching and learning (Endo, 2023, pp. 001-012).

Table 8: Contribution of MALLILLIN Model Theory in the Area of Independent Learning

Indicators	**WM**	**I**	**R**
1. It improves independent learning and benefits the academic performance of students, increasing confidence and motivation.	3.79	A	5.5
2. It exercises creativity and the opportunity to encourage independent learning strategies to equip self-regulation learning.	4.00	A	1.5
3. It establishes students' routines driven by the knowledge process of independent learning and activity choice knowledge and skills.	3.37	MA	9.5
4. It helps control independent learning processes and ownership in assessing own learning regulation, direction, and action.	3.87	A	4
5. It is a self-directed approach for independent learning engagement inquiry to provide teachers with materials for the learning process.	3.60	A	7
6. It develops critical thinking for students' study habits in various practices and strategies in the learning process independently.	4.00	A	1.5
7. It relies on the teaching strategy for independent learning progress in monitoring the goals of students in the educational system.	3.79	A	5.5
8. It encourages independent forms of learning for active choices of learners' academic performance and time management.	3.37	MA	9.5
9. It regulates assessing the learning independently of students in shifting the learning process and information for the educational system and process.	3.94	A	3
10. It structures the learning environment and independent learning to support students in the learning outcome.	3.52	A	8
Average Weighted Mean	**3.725**	**A**	
Standard Deviation	**0.244**		

It shows in the table that rank 1 is shared by the two indicators, which are "It exercises creativity and opportunity to encourage independent learning strategy in equipping self-regulation learning" and "It develops critical thinking for students' study habits in various practices and strategies in the learning process independently", with a weighted mean of 4.00 or Agree which means that independent learning is observed. Rank 2 is "It regulates to assess the learning independently of students in shifting the learning process and information for the educational system and process", with a weighted mean of 3.94 or Agree, which means that independent learning is observed. Rank 3 is "It helps control independent learning process and ownership in assessing own learning regulation,

direction, and action", with a weighted mean of 3.87 or Agree, which means that independent learning is observed. The lowest in rank is shared by the two indicators, which are "It establishes students' routines driven knowledge process of independent learning and activity choice knowledge and skills" and "It encourages an independent form of learning for active choices of learners' academic performance and time management", with a weighted mean of 3.37 or Moderately Agree which means that independent learning is limited. The overall average weighted mean is 3.725 (SD=0.244) or Agree, which means that the contribution of the MALLILLIN model theory or learning in the area of independent learning is observed among the respondents. Findings show that independent learning addresses academic performance, strategies in learning, motivation, mindset, and growth (Setyaningsih *et al.,* 2023, pp. 142-147).

Table 9: Contribution of MALLILLIN Model Theory in the Area of New Learning

Indicators	**WM**	**I**	**R**
1. It utilizes mnemonic devices to understand improved outcomes, leverage technology, learn about the environment, visualize techniques, and perform space repetition roles in the metacognition process of learning.	4.22	SA	1.5
2. It acquires new learning process preferences, attitudes, values, skills, behaviors, knowledge, and understanding.	3.39	MA	9.5
3. It recognizes the portals of new learning access and hands-on practice in the improved accomplishment skills of students.	4.09	A	3.5
4. It leverages the advanced knowledge of new learning skills and positions of students that are beneficial to learning competency.	3.71	A	8
5. It commits new learning skills to increase advanced opportunity networks and enhanced knowledge learning goals and accomplishments.	3.91	A	5
6. It acquires skills on the set learning goals to be achieved and developed on the goals that are essential model knowledge of learning.	4.22	SA	1.5
7. It breaks down the skills set for new learning to encompass knowledge skills in the educational setting process.	3.84	A	6.5
8. It identifies potential issues with the new learning approach and methods for the challenges of the learning process.	3.39	MA	9.5
9. It is determined to outline process accessibility and realistic development system output.	4.09	A	3.5
10. It focuses on new learning for personal development challenges, practice skills, and progress.	3.84	A	6.5
Average Weighted Mean	**3.87**	**A**	
Standard Deviation	**0.303**		

It shows in the table that rank 1 is shared by the two indicators, which are "It utilizes the mnemonic devices in understanding improved outcome, leveraging technology, learning environment, visualization techniques, and space repetition role of metacognition process of learning" and "It acquires skills on the set learning goals to be achieved and developed on the goals that are essential model knowledge of learning", with a weighted mean of 4.22 or Strongly Agree which means that new learning is highly observed. Rank 2 is also shared by the two indicators, which are "It recognizes the portals of new learning access and hands-on practice in the improved accomplishment skills of students" and "It determines to outline process accessibility and realistic development system output",

with a weighted mean of 4.09 or Agree which means that new learning is observed. Rank 3 is "It commits new learning skills to increase advanced opportunity network and enhanced knowledge learning goals and accomplishments", with a weighted mean of 3.91 or Agree, which means that new learning is observed. The least in rank is shared by the two indicators, which are "It acquires new learning process preference, attitude, values, skills, behaviors, knowledge, and understanding" and "It identifies the potential issues in the new learning approach and methods for the challenges of the learning process", with a weighted mean of 3.39 or Moderately Agree which means that new learning is limited. The overall average weighted mean is 3.87 (SD=0.303) or Agree, which means that the contribution of the MALLILLIN model theory of learning in the area of new learning is observed among the respondents. Findings show that new learning is vital in the academic performance and outcome of students (Sghir *et al.,* 2023, pp. 8299-8333).

5. Discussion

It shows that the contribution of the MALLILLIN model theory of learning in the area of mastery learning grasps students' deeper learning in promoting knowledge and minimizing gaps in the process. This includes prediction aptitude of students' rates and level pace in a personalized learning environment. It provides an educational approach to mastery of learning for students to achieve and understand a high level of proficiency and distinguishes the mastery learning approach in teaching and learning techniques to support understanding and competency (Giannakos & Cukurova, 2023, pp. 1246-1267). It describes the structure and understanding domains of learning as psychomotor, effective, and cognitive learning. It includes teaching strategies and approaches to learning as to the academic performance, attitude towards the lesson, and comprehension level. It affects the learning domain knowledge and mastery learning (Mallillin *et al.*, 2021). In addition, the contribution of the MALLILLIN model theory of learning in the area of master learning explores the content approach in learning and students' aptitude in amount of time. It describes the accuracy and assessment of mastery context defined in the process of learning. This includes demonstrating mastery-based learning before moving to knowledge and skills expected output and raising mastery learning on academic standard goals to ensure higher expectations (Almulla & Al-Rahmi, 2023, p. 3978). It assists successfully the content mastery learning of students' struggling progress. It fits the mastery learning procedures, interprets, examines, and analyzes adopted services in an effective manner. It implements mastery learning content to carry the improvement benefits on the academic performance of students as centres of learning. It carries the mastery of learning services and enthusiasm (Hazima & Khairuddin, 2023).

Accordingly, it shows that the contribution of the MALLILLIN model theory of learning in the area of attitude learning initiates a self-learning attitude for both professional and personal development, motivation, and curiosity. It shows how to prioritize the process of learning in pursuing new knowledge and interests to enrich and enjoy learning to the fullest. It plays a significant role in the context of education to

enhance positive learning outcomes and helps individuals to enjoy and discover new opportunity processes towards a positive attitude of learning ability and beliefs (Khalil *et al.,* 2023, pp. 573-594). It explores identifying the attitude learning on instructional practice of professional development on the basis of teaching pedagogy. It indicates attitude learning to the success of teaching and evaluation output. It provides attitude learning to plan, initiate, lead, and develop skills. It provides insights into the learning process (Mallillin & Lopez, 2024, pp. 97–108). Hence, attitude learning fosters understanding to engage in effective and efficient educational experiences. It promotes a learning attitude for individual growth and a mindset to develop effort, encouragement, intelligence, and perseverance opportunity learning. It influences the individual attitude, learning, information, process, and perceptions of overall decision-making thoughts (Urhahne & Wijnia, 2023, p. 45). It challenges the mindset and approach of attitude learning optimism, insurmountable obstacles, and growth opportunities. It analyzes and mediates attitude learning in organizational dimensions and behavior innovation (Mallillin *et al.,* n.d.). It leads to sustainable development goals and effectiveness in learning. It requires change and support in the learning process. It indicates a system connection to the learning process attitude, inquiry, and strategic learning outcome (Rusok *et al.,* 2023, p. 9).

Furthermore, the contribution of MALLILLIN model theory of learning in the area of learning characteristics involves learning skills competency task as to application-based learning inclination and acquisition. It chooses new ways to learn ideas critically and creates thinking on various skills, interactions, and experiences. It also designates the cognitive concept of learning characteristics and influences the process aspects of individual skills (Gibson *et al.,* 2023, pp. 1125-1146). It describes the learning characteristics and styles in various learning understanding methods, strategies, and processes. It designates learning characteristics to provide interesting and exciting experiences and practice to enhance learning, practice, and teaching (Mallillin, 2021). The learning characteristics are designed to explore various activities and knowledge in learning. It helps to explore and understand style and work learning characteristics to the fullest. It is viewed to be the learning perspectives-based knowledge success process and domains of learning (Mallillin, 2020, pp. 1-11). Also, the contribution of MALLILLIN model theory of learning in the area of learning characteristics provides concepts on various chain processes of skills and understanding in making intellectual characteristics of learning. It explores engagement and will of learning characteristics through fun to obtain learning output and competency (Mallillin & Mallillin, 2019). It experiences perceptual learning characteristics in catching new facts and consideration through sense and process. It involves concentration for trying, keeping, achieving, and enjoying the set of active learning characteristics. It examines the learning environment and its various learning characteristics. It influences preferences of the learning process based on the needs of the individuals. It utilizes academic learning design in the educational setting and engagement support for various needs. It distinguishes the novel attempt at the learning characteristics to establish individual output and performance preference processes (Urhahne & Wijnia, 2023, p. 45).

Notably, the contribution of the MALLILLIN model theory of learning in the area of learning-centered curriculum design shows participation actively in the decision-making process, learning motivation and promotion of education. It creates differentiated directions for instructional plans that allow to choose activities and learning experiences (Alanoglu, 2023). It focuses on the learner-centered curriculum to the entire process of teaching and learning to prepare students for active participation in the classroom setting. It examines the function of instructional design in the effective classroom teaching and learning process. It identifies a learning-centered curriculum for effective classroom competency. It shows that the strategy of teaching and learning process actively involves learning output and instruction process to include analyzing, inferencing, formation, and critical thinking (Mallillin *et al.*, 2023, pp. 41-52). Furthermore, the contribution of the MALLILLIN model theory of learning to learning-centered curriculum design shows that it provides a higher retention process for a sense of belongingness to lead to the improvement of unique background learning-centered curriculum design. It increases engagement in student's motivation to excel and values the process as learning-centered curriculum design. It creates individual learning for students' needs and alternative support in addressing the challenges and curriculum design for learning (He, 2023). It examines the objectives of cognitive and emotional dimensions in teaching to elucidate the manifestation of different self-efficacy and perspectives in the process of learning curriculum design based on the learning process competency. It distinguishes self-efficacy and perspective of learning-centered teaching and practices. It challenges the demand and context of possessing values and skills (Pan *et al.*, 2024, p. 104604).

Indeed, the contribution of the MALLILLIN model theory of learning in the area of inclusive learning shows that inclusive learning in the school setting provides real opportunities for the success of teaching competency output (Mallillin, 2024). It addresses the needs of students in inclusive learning teaching approachability in various teaching modalities and backgrounds. It also shows to support inclusive learning development in providing access to equitable education engagement knowledge needs and preferences. (Ioannidi & Malafantis, 2023). It promotes and explores inclusive innovation, diversity, and equity in the educational system as a commitment to global challenges in the school organization and setting. It discusses the need for inclusive learning innovation in terms of diversity, an equity development approach curriculum, and a holistic learning approach. It is designed for the classroom setup process based on the implementation of inclusive learning (Mallillin *et al.,* n.d.). In addition, the contribution of MALLILLIN's model theory of learning in the area of inclusive learning shows that it strives to serve teaching pedagogy inclusive learning engagement for students regardless of identity in the educational system. It explains inclusive learning to assess the quality of the education system and process effectively (Mansur *et al.,* 2023, p. 35). It identifies effective academic support to provide inclusive learning and equal opportunities for students as centers of learning. It analyzes the trends of inclusive learning modes in various domains of educational levels and systems. It is a systematic, inclusive learning to interpret and compile the application learning process. It adapts inclusive learning effectiveness and

efficiency among the students as centers of learning. It describes the model of learning theory, especially in reference to classroom and inclusive learning (Iryani *et al.,* 2023, pp. 143-158).

Similarly, the contribution of the MALLILLIN model theory of learning in the area of the learning-teaching process shows that it caters to unique paces and styles to address and ensure inclusive learning, preferences, and diverse needs. It tailors personalize learning in different teaching methods to meet the needs of students' interests in adapting individual learners. It focuses on a student-centered approach in the learning-teaching process journey to facilitate active participation and execution of the lesson (Spivakovsky *et al.,* 2023, p. 181). It is a pinnacle of the learning-teaching process since education is a continuous process. It is a framework for learning-teaching process. It identifies the various teaching-learning process frameworks through support on delivery mode teaching and implementation. It guides the learning and teaching process in the school system. It possesses the potential of the learning process and its application in a systematic design and existence (Mallillin *et al.,* 2020). Nonetheless, the contribution of the MALLILLIN model theory of learning in the area of learning-teaching process shows that it enhances the process of knowledge in learning and teaching understanding acquisition to engage in cognitive and intellectual development. It improves retention for the learning-teaching process and the right approach to impart skills and knowledge to students. It emphasizes collaborative learning strategies in teaching power to leverage students' strengths and weaknesses in the classroom setting. It reviews the systematic acts and learning process of teaching achievement and quality (Slimi & Carballido, 2023, p. 1627). It provides designs on effective teaching and learning processes. It enables us to create and identify optimal outcomes for an effective educational system in learning. It improves the learning and teaching process achievement of students. It demonstrates the quality of teaching-learning in a positive aspect of student achievement (Christ *et al.,* 2022, p. 101209).

Nonetheless, the contribution of the MALLILLIN model theory of learning in the area of learning analysis involves the improvement of learning outcome insights and contexts in analyzing, collecting, and measuring the needs of students as centers of learning. It analyzes learners' improvement and understanding outcomes to reveal true learning potential and possible needs. It involves learning environment analysis among students' observation improvement skills and knowledge. It identifies the process of professional lecturing and formation development learning analysis as to teaching management, development, training update trends, social culture, and skills productivity. It focuses on the focus plan and set tasks for learning analysis, clear outcomes, and success to improve the academic performance of the learners. It helps in the improvement program of learning analysis model theory goal for learning. It builds a strong core of learning capability and approach improvement in teaching (Mallillin, 2023, pp. 12-28). In consequence, the contribution of the MALLILLIN model theory of learning in the area of learning analysis shows to design learners' understanding of the needs of individual backgrounds for the real outcome and goals. It utilizes the learning analysis and practice process of improving and understanding the learning of individual

students. It identifies the process of learning analysis and understanding the key aspects of students' needs and prior knowledge. It provides new tools for learning analysis in teaching that offer feedback to learners for improvement of academic outcomes and performance. It plays a significant role in student engagement, learning context, and outcome. It influences the learning analysis of student engagement in the educational system. It promotes positive behaviors and factors on the personality characteristics of student thinking and learning ability (Li & Xue, 2023, p. 59).

Consequently, the contribution of the MALLILLIN model theory of learning in the area of independent learning shows creativity and the opportunity to encourage independent learning strategies to equip self-regulation learning. It develops critical thinking for students' study habits Mallillin, *et al.* (2020, pp. 1-10) in various practices and strategies in the learning process independently. It regulates the assessment of the learning independently of students in shifting the learning process and information for the educational system and process. It focuses on instructional management system theory teaching to promote independent learning. It is the process of identifying efficient instructional management to explore students' independent learning process strategy and methods of teaching, such as evaluating and measuring academic performance and student outcomes, as well as teaching independent outcomes and processes. It organizes the sequence of the activities towards the achievement of the learning goals of students' independent learning (Mallillin, 2023, p. 36). Hence, the contribution of the MALLILLIN model theory of learning in the area of independent learning is shown to help control process and ownership in assessing learning regulation, direction, and action. It establishes a student routine-driven knowledge process of independent learning and activity choice knowledge and skills. It encourages an independent form of learning for active choice of learners' academic performance and time management. It addresses the issues of independent learning and understanding of students' mindset, learning motivation strategies, as well as academic performance. It is associated with independent learning on motivational belief and positive association and cognitive strategies that lead to critical thinking and self-regulation. It elaborates strategies that highlight independent learning potential for students as the centers of learning interaction process and innovation (Dwiputra *et al.,* 2023, pp. 262-276).

Lastly, the contribution of the MALLILLIN model theory learning in the area of new learning shows how to utilize the mnemonic devices in understanding and improving outcomes, leveraging technology, learning environment, visualization techniques, and the space repetition role of the metacognition process of learning. It acquires skills on the set learning goals to be achieved and develops goals essential in the model knowledge of learning. It recognizes the portals of new learning access and hands-on practice in the improved accomplishment skills of students and determines to outline process accessibility and realistic development system output. It examines the intervention of new learning implementation and setting, particularly in teaching for student performance, learning activities, direct instruction, learning reflection, and student interest (Mallillin, 2022, pp. 99-121). Nonetheless, the contribution of the MALLILLIN model theory of learning in the area of new learning shows committed skills

to increase advanced opportunity networks and enhanced knowledge learning goals and accomplishments. It acquires new learning process preferences, attitudes, values, skills, behaviors, knowledge, and understanding. It identifies potential issues in the new learning approach and methods for the challenges of the learning process. It aims to explore a deeper learning approach to foster transition and facilitate new learning demands among students as centers of learning. It implements successful integration of new learning contribution transformation and diverse perspective integration. It concentrates on the changing style of new learning to possess and address broader collaboration and effective utilization assessment and regulation systems. It achieves a deeper new learning approach for the learners (Sliwka *et al.,* 2024, pp. 103-121).

6. Conclusions

- **Mastery learning** shows to grasp students' deeper learning in promoting knowledge and maximizing gaps process. It predicts aptitude of students' rates and level pace in a personalized learning environment where it provides an educational approach to mastery of learning for students to achieve and understand the high level of proficiency and distinguishes the mastery learning approach in teaching and learning technique support understanding and competency.
- **Attitude learning** shows to initiate self-learning for both professional and personal development, motivation, and curiosity and prioritizes the process of learning in pursuing new knowledge and interests to enrich and enjoy learning to the fullest where it plays a significant role in the context of education to enhance positive learning outcome and helps individual to enjoy and discover new opportunity process towards positive attitude of learning ability and beliefs.
- **Learning characteristics** show to involve learning skills competency task as to application-based learning inclination and acquisition and chooses new ways on new learning ideas critically and creating thinking on various skills, interactions, and experiences where it designates cognitive concept of learning characteristics and influences in the process aspects of individual skills and describes the learning characteristics and styles in various learning understanding methods, strategies, and processes.
- **Learning-centered curriculum design** shows participation actively in the decision-making process to learning motivation and promotion of education and creates differentiated directions for instructional plan that allows to choose activities and learning experiences. This includes the focus on the learner-centered curriculum to the entire process of teaching and learning to prepare students for active participation in the classroom setting, where it provides a higher retention process for a sense of belongingness to lead to improvement and a unique background in the learning-centered curriculum design.
- **Inclusive learning** shows to explain the school setting real opportunity for the success of teaching competency output and addresses the needs of students in

inclusive learning teaching approachability in various teaching modalities and backgrounds. This includes support for inclusive learning development in providing access to equitable education engagement knowledge needs and preferences and strives to serve teaching pedagogy inclusive learning engagement for students regardless of identity in the educational system.

- **Learning teaching process** shows a unique pace and style to address and ensure inclusive learning, preference, and diverse needs and tailors with personalized learning in different teaching methods to meet the needs of students' interests in adapting individual learners. This includes the focused student-centered approach to the learning and teaching process journey to facilitate active participation in the execution of the lesson and enhance the process of knowledge in learning and teaching understanding acquisition to engage cognitive and intellectual development.
- **Learning analysis** shows improvement of learning outcome insights and contexts in collecting and measuring needs of students as centers of learning and analyzes learners' improvement and understanding outcomes to reveal true learning potential and possible needs. This includes involvement of learning environment analysis among students' observation improvement skills knowledge and designs learners' analysis and understanding to the needs of individual background for the real outcome and goals where it utilizes learning analysis and practice in the process of improving and understanding the learning of individual students.
- **Independent Learning** shows to exercise creativity and the opportunity to encourage independent learning strategy in equipping self-regulation learning and develops critical thinking for students' study habits in various practices and strategies in the learning process independently. This includes regulation to assess the learning independently of students in shifting the learning process and information for the educational system process and helps control independent learning process and ownership in assessing learning regulation, direction, and action where it establishes students' routines driven knowledge process of independent learning and activity choice knowledge and skills.
- **New Learning** shows how to utilize the mnemonic devices in understanding to improve outcomes, leveraging technology, learning environment, visualization techniques, and space repetition role of metacognition process of learning and acquiring skills on the set learning goals to be achieved and developed on the goals essential model knowledge of learning. This includes recognition of the portals of new learning access and hands-on practice in the improved accomplishment skills of students and determination to outline process accessibility and realistic development system output where it commits new learning skills to increase advanced opportunity network and enhanced knowledge learning goals and accomplishments.

Conflict of Interest Statement

This research has no conflict of interest. It is purposely for the research process only.

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Leovigildo Lito D. Mallilin graduated with a Bachelor of Secondary Education, major in English, Cum Laude at Isabela State University, Master of Arts in Education, major in Administration and Supervision and Doctor of Philosophy (Ph.D.) major in Development Education. Recipient of Model Achiever Awardee for Education in 2005 and Model Achiever Awardee for English Language and Research Methodology in 2007. With a certificate in Teaching English to Speakers of Other Languages or Teaching English as a Foreign Language (TESOL/TEFL). He is a former professor at Far Eastern University and Philippine Normal University as a faculty member. At present, he is a Research Specialist and Consultant and a free-lance at the Research Consultancy in the Philippines Quezon City, connected to the graduate school program at Philippine Christian University, teaching Research Methodology with Statistics, Lyceum of the Philippines and Cavalla International University in Minnesota, USA. He is also a part-time professor at the University of Caloocan City and City of Malabon University. His research field of interest is English as a Second Language, Literature, Professional Education, Educational Management and Leadership, and Research Methodology.

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