



Exploring Self-Directed Learning Practices of an Arabic Language Teacher: A Phenomenological Study to Enhance Teaching Quality

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ABSTRACT

The reason for choosing this research stems from the researcher's interest in exploring the practice of an Arabic language teacher who conducts self-study, to improve the quality of learning that he does. The qualitative research method, using a phenomenological approach, was chosen because it was felt that this research method was the most appropriate to further explore information related to independent learning carried out by Arabic language teachers. Data was collected by looking at the whole process of daily activities, in-depth interviews, and observations of independent learning carried out. The subject of this research is an Arabic teacher who was chosen based on the criteria of self-learning represented through daily activities. The results of this study report that there are seven independent learning activities carried out, namely: reading, watching video tutorials, listening to podcasts, taking online courses, conducting experiments, discussing with others, and attending training programs. This research contributes to expanding the study of self-learning, which is important for teachers to do, as a self-effort to improve the quality of Arabic language learning.

KEYWORDS: Adult Self-Learning; Arabic Language Teacher; Phenomenology; Self-Regulated learning;

مستخلص البحث

هذا البحث مدفوع باهتمام الباحثين باستكشاف ممارسات التعلم المستقلة لمعلم اللغة العربية في محاولة تحسين جودة التعليم. تم اختيار أسلوب البحث النوعي بمنهج الظواهر لأنه كان يعتبر الأنسب للحصول على معلومات أعمق حول التعلم المستقل لمعلم اللغة العربية. تم جمع البيانات من خلال مراقبة الأنشطة اليومية والمقابلات المتعمقة ومراقبة الدراسة الذاتية. تم اختيار الموضوعات البحثية بناءً على معايير تمثيل التعلم المستقل من خلال الأنشطة اليومية. هذا البحث تحديد سبعة أنشطة تعليمية مستقلة قام بها معلم اللغة العربية، وهي القراءة، ومشاهدة دروس الفيديو، والاستماع إلى البودكاست، وأخذ الدورات عبر الإنترنت، وإجراء التجارب، والمناقشة مع الآخرين، والمشاركة في البرامج التدريبية. تساهم نتائج هذه الدراسة في تطوير فهم التعلم الذاتي، وهو أمر مهم جدًا لمعلمي اللغة العربية في تحسين جودة تعليمهم.

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Introduction

The development of information and communication technology has changed the way people obtain and access information. The world of education is no exception. Along with technological advances, education must also adapt in a more effective and efficient way to meet the needs of students in learning. In today's digital era, technological developments have had a major impact on the world of education (Amrina et al., 2022). Technological developments have also brought about changes in the demands and requirements of the job market (Aulia et al., 2022). The professions that exist today are very different from what they were a few years ago. This requires individuals to continuously develop their skills and knowledge to remain relevant and competitive in an increasingly tight job market (Hauge, 2021). In this case, self-directed learning becomes very important as a way to acquire new knowledge and skills needed to meet the demands of the ever-evolving job market.

Self-directed learning is one of the learning strategies needed to meet these demands (Tong et al., 2022). Independent learning allows students to take control of their own learning, set their own learning schedule, and choose the resources they need. (Pithouse-Morgan, 2022). It allows students to develop independent skills, such as problem-solving and critical thinking. Self-learning is a learning process in which individuals take responsibility for the development of their own knowledge, skills and attitudes through self-selected learning strategies. In self-directed learning, individuals take control of their learning process, from identifying their learning needs, planning and executing learning strategies, to evaluating their learning outcomes. In general, self-directed learning involves several characteristics, such as: First, internal motivation: Self-learning is triggered by internal motivation, where individuals feel interested in learning and motivate themselves to achieve their learning goals. Internal motivation is often based on personal interests or career needs. Second, planning ability: in self-directed learning, individuals need to be able to plan their learning process by choosing appropriate learning strategies and considering available time, resources and schedules. Third, prioritizing ability: individuals should be able to prioritize learning activities and materials that are most important and relevant to their learning goals. Fourth, the ability to self-regulate: in self-study, individuals must be able to self-regulate and overcome distractions that may arise during the learning process. Fifth, the ability to evaluate: individuals must be able to evaluate their learning outcomes and determine whether the learning strategies they use have been effective or not (Kara et al., n.d.). In the context of formal education, self-directed learning can improve students' learning outcomes and give them greater control over their learning process. Therefore, self-learning is considered an important skill that individuals must master, especially in the face of the ever-changing demands of the world of work.

The reason this research was conducted was based on the researcher's initial observations regarding independent learning carried out by Arabic language teachers at Madrasah Tsanawiah I Kapuas Central Kalimantan. The objectives of this research are: First, to provide a better understanding of the self-learning process. The results of this study can help us understand better how the self-learning process is carried out, and what are the characteristics and strategies used by teachers in self-learning. This information can help other educators and students to better understand the self-learning process and how they can improve their quality and ability in Arabic language learning. Secondly, the results of this study are expected to provide more effective strategies and methods for self-learning: The research can help identify more effective strategies and methods in supporting self-directed learning. By understanding the most effective strategies and methods educators can choose and develop appropriate learning strategies to improve their independent learning skills. Third, improving learning outcomes: Past research shows that self-directed learning can improve student learning outcomes (Jamil, 2022). So, we can understand how self-directed learning can be used effectively to improve student learning outcomes, including in the context of formal education.

The study of self-directed learning has been done by many academics, and even has its own methodology. The study of self-learning is considered as one of the quick breakthroughs, which learners can do to develop new skills that are more innovative, effective without time limitations in a way that suits themselves. (Tong et al., 2022). Moreover, in recent years, when the world is experiencing a pandemic, many studies have reported on self-learning by learners. As the following research mentioned. Research conducted by Patimah and Sumartini (Patimah & Sumartini, 2022). The results showed that there are several things that must be considered in realizing the learning independence of students, namely the need for motivation in students first, a sense of wanting to be able to learn independently, responsibility and confidence. Second, independence can be done with the support of facilities, be it learning media facilities, internet networks, and also costs. Third, it is necessary to familiarize from an early age in utilizing technology, learning styles and independent learning to get used to new things. And fourth, to increase learning independence can be helped by qualified learning models and media, so that students are more accustomed to independent learning. In general, this study describes how the realization of independent learning must be carried out by students. The process of independent learning has also been conveyed by Tasaik et al (Tasaik & Tuasikal, 2018) which states that teachers play a very important role in fostering and shaping an attitude of independence in the learning process, as evidenced by the results of the study that 60% of students have not been able to do tasks independently (Ilmiani et al., 2022). Therefore, teachers are required to play an important role in determining the theme of learning, so as to build student independence to improve better learning outcomes. The same thing was also added by Suardinata (Suardinata, 2021), In addition to teacher coaching and mentoring, learning materials or special textbooks should be added as a reference for self-learning.

There are several other studies, such as Wahyudi et al (Wahyudi et al., 2022), Bastari (Bastari, 2021), discusses descriptively how the implementation of independent learning is carried out by students and college students. Whereas research conducted by Sukri and Fatah (Sukri & Fatah, 2020), Herdyansyah dkk (Herdyansyah et al.,

2021), Sembiring et al (Sembiring et al., 2021), Kafi and Husna (Kafi & Husna, 2021), This research recommends self-learning by using teaching materials, media and interactive multimedia design.

Of the many independent learning studies that have been applied in Indonesia, researchers have not found independent learning studies applied by Arabic language teachers as actors of independent learning. The independent learning that researchers mean is an effort made by teachers, as a form of effort to improve the quality of learning. Researchers assume that self-learning should not only be done by students, but also by teachers. To ensure that they provide effective and quality learning, and to develop independent skills that can be inspired to students. This encourages researchers to conduct research related to self-learning which is in fact carried out by Arabic language teachers. However, there have not been many digital records or studies that explore the experiences of Arabic language teachers.

This research framework uses two grand theories as a reference in the discussion. The first theory is the Self-Regulated Learning theory and Brockett and Hiemstra's self-learning model. Self-Regulated Learning Theory: This theory explains how to organize and control the learning process independently. This theory emphasizes the importance of active engagement in the learning process and the use of metacognitive strategies (strategies that help us regulate and control our own understanding and performance) in optimizing self-learning. As for Brockett and Hiemstra's self-learning model: This model describes five dimensions of self-directed learning, namely motivation, planning, implementation, reflection, and evaluation. This model emphasizes the importance of independence in planning and implementing their own learning, as well as evaluating their learning outcomes to improve future performance.

The researcher used the Self-Regulated Learning theory and Brockett and Hiemstra's self-learning model theory, as the rationale or theoretical foundation that will be used to guide the entire research process. This can help researchers to understand and explain the self-learning process carried out by Arabic language teachers in a more holistic and comprehensive way. By using this theory, the researcher can obtain a theoretical perspective on self-learning that is consistent and systematic, making it possible to interpret the results of the study and relate them to existing theories in disciplines related to self-learning.

Method

This study aims to understand the experience of Arabic language teachers in implementing independent learning. The research method used is qualitative with a phenomenological approach that allows researchers to explore in depth the meanings and experiences experienced by teachers in the practice of independent learning (M.A, 2020). The operational definition of independent learning. As intended by the researcher is any form of effort made by Arabic teachers to improve the quality of teaching Arabic. Thus, this phenomenon can contribute to the theory of self-learning, especially in the field of Arabic.

The time of this research is six months, from October 2022 to April 2023 located in Madrasah Tsanawiyah I Kapuas Central Kalimantan. The subject of this research

is an Arabic language teacher at Madrasah Tsanawiyah I Kapuas Central Kalimantan who actively conducts self-learning to improve the quality of the learning he does. The research subjects were selected, selection based on characteristics and cases: The researcher selects research subjects based on the characteristics that the researcher has determined, such as experience in self-learning, language ability, and educational background of Arabic language teachers. The researcher can select research subjects based on self-learning cases that are relevant to the research topic. Based on the results of the researcher's initial observation of the activities carried out by the Arabic teacher of Madrasah Tsanawiyah I Kapuas Central Kalimantan in his daily life, the researcher determined the teacher as the research subject. The informants in this study were the students who participated in the Arabic language learning, as well as the local school principal.

Data were collected through in-depth interviews, participant observation, and documents relevant to the practice of independent learning. The following are the steps for collecting data on self-learning, through interviews: (1) Prepare interview questions: The researcher prepares questions related to the topic of independent learning related to the research objectives. (2) Determining interview participants: Select participants who can provide information relevant to the research topic. In this case, the participants that can be selected are Arabic language teachers who have conducted self-learning in the context of Arabic language learning as the primary source, students and the local school principal as the secondary source. (3) Explaining the purpose and process of the interview: Before the interview starts, the researcher explains the purpose and process of the interview. (4) Recording the interview: The researcher records the interview so as not to lose important information, such as audio or video recording. (5) Asking questions: Start the interview with open-ended questions that allow the Arabic teachers, students and the principal to explain their experiences with self-directed learning conducted by the Arabic teachers. (6) Listening carefully: Listen carefully and record participants' responses. (7) Evaluating the data: After the interviews were completed, the researcher listened carefully to the recorded interviews and recorded the participants' responses. Then, evaluate the data collected and identify the main themes that emerged. (8) Confirming data: Ensure that the data collected is accurate by asking participants to check the interview notes or transcripts and provide feedback if any information is incorrect or inaccurate. (9) Using the data: The researcher uses the data collected to validate the theory and/or provide practical recommendations related to self-learning in the context of Arabic language learning.

The following are the steps for collecting data on self-learning through observation: (1) Determining the purpose of observation: Before making observations, researchers determine the purpose of observation in accordance with the focus of the research, namely what activities are carried out by Arabic language teachers within the scope of independent learning. (2) The researcher determines the observation technique to be used. Researchers used field notes, video recordings, audio recordings, and photographs. (3) Researchers prepare observation instruments such as observation lists or checklists, to facilitate observation and data recording. (4) Conducting observation: After the observation instruments and techniques are determined, the researcher observes the research subject in an ongoing independent learning situation. The researcher records all matters related to independent learning carried out by the

research subject. (5) Analyzing data: After the observation was completed, the researcher analyzed the data obtained from the observation. The data can be matched with data from interviews to get a more complete picture. (6) Drawing conclusions: From the results of data analysis, researchers can draw conclusions about Arabic language teachers' self-learning practices and their impact on learning quality.

The documentation data that supports the results of interviews and observations of researchers in the field are: (1) Lesson plans used by teachers in teaching. In the lesson plan, it can be seen how the Arabic teacher plans and implements independent learning activities for students. (2) Teaching materials used by teachers in independent learning activities, such as books, journals, articles, and other materials used as references. (3) Evidence of the results of self-learning activities carried out by Arabic teachers, such as assignments, certificates or presentations. (4) Notes or reports of observations made by teachers or researchers on Arabic language teachers' self-study activities, such as notes on the difficulties encountered, and the strategies used. (5) Audio or video recordings of students' self-learning activities carried out in class or outside the classroom.

Data analysis was conducted using inductive analysis techniques by identifying themes and subthemes that emerged from the data. The results of this study will provide a deeper understanding of Arabic language teachers' experiences in implementing self-learning. The following are some of the steps of data analysis that researchers did: (1) Data transcription: Researchers convert interview or observation recordings into text that can be processed and analyzed. (2) Data coding: The researcher identifies themes and categories that emerge from the data. The themes and categories are analyzed and developed to reflect the answers to the research questions. (3) Narrative analysis: The researcher creates a story or narrative about the research findings. (4) Data validity: The researcher validates the validity of the data that has been collected. It was important to ensure that the data collected was in line with the research objectives and truly reflected the experiences and views of the Arabic language teachers. (5) Interpretation: Interpretation is the process of interpreting research findings. The researcher relates the research findings to relevant theories and literature and answers the research questions. (6) Triangulation: Researchers compare research results with other data sources to ensure the validity of research findings. This can be done by comparing research findings with the results of interviews, observations, and other documentary data.

Results and Discussion

It should be noted that there are several differences between self-learning by students and self-learning by adults, including: (1) Learning objectives: Students generally self-learn to fulfill academic assignments and requirements given by teachers or institutions, while adults self-learn to improve skills or expertise that are specific to their personal or professional lives. (2) Learning Context: Students learn independently in a formal educational context, such as at school or university, whereas adults learn independently in a variety of contexts, such as in the workplace, community, or in personal life. (3) Experience: Adults have more life and work experience than students,

so adult self-learning is often more focused on developing skills and knowledge they already have.(4) Control: Adults have more control in their self-learning, whereas students often need guidance or direction from teachers or mentors. (5) Engagement: Adults are often more actively involved in their self-learning, whereas students can be less engaged due to time constraints or focus on other academic tasks. (Brockett & Hiemstra, 2018; Hauge, 2021; Sáez-Delgado et al., 2022).

The results of this study aim to narrate the self-learning efforts made by Arabic language teachers in the adult learning category and the process of stages of the self-learning model to improve the quality of Arabic language learning. The forms of activities represented are as follows: *First*, Arabic teachers read Arabic language materials. The materials read by Arabic language teachers to enrich knowledge, including a) Arabic books, such as the book of Alfiyah Ibn Malik and the book of Al-Ajurumiyah. b) Course materials such as textbooks, modules, and learning resources related to language teaching. c) Journals and scientific articles, which discuss topics related to Arabic, especially its learning methodology.

Second, Arabic teachers watch video tutorials. Arabic teachers often watch video tutorials as a source of reference and inspiration in creating innovative learning methods or games. In watching video tutorials, Arabic teachers look for videos that are suitable for the material being taught, then they evaluate and select the videos that best suit the learning needs. Video tutorials make it easy for Arabic teachers to obtain information and understanding of certain concepts or topics visually and easily understood. The video tutorials are obtained by Arabic teachers from Tiktok, Reel Instagram and Youtube.

Third, Arabic language teachers listen to podcasts: The podcasts listened to by Arabic language teachers are native speaker podcasts that contain Arabic learning materials, such as discussions about vocabulary, grammar, pronunciation, or daily Arabic conversation practices, by listening to speakers from native speakers, Arabic language teachers can learn from the pronunciation of these speakers. *Fourth*, Arabic language teachers take online courses. The online courses that are followed are courses that focus on speaking skills using Arabic. This course can help Arabic teachers in developing language skills, especially in the ability to speak Arabic well.

Fifth, Arabic language teachers conduct experiments. The experiment intended here is that Arabic teachers conduct classroom action research; in the classes they teach at school. After identifying problems to solutions as needed, Arabic teachers conduct classroom action research by experimenting with the use of methods, strategies or learning media that can improve the quality of Arabic language learning. *Sixth*, Arabic teachers discuss with others. What is meant by discussing is that Arabic language teachers actively participate in Focused Group Discussions organized by the Arabic language MGMP. MGMP (Musyawarah Guru Mata Pelajaran) is a discussion forum between teachers who teach the same subject in a region or area to discuss issues related to teaching, learning, and assessment in the field of Arabic. The aim is to share experiences, enrich knowledge, and improve teaching quality. *Seventh*, Arabic language teachers participate in training programs. The training program in question is a workshop held by the school or local government, thus Arabic teachers gain new

knowledge and skills in teaching Arabic, and can obtain the latest information about the curriculum and effective learning methods.

From this explanation, it can be concluded that the results of this study report that there are seven independent learning activities carried out, namely: reading, watching video tutorials, listening to podcasts, following online courses, conducting experiments, discussing with others and attending training programs. This shows that Arabic language teachers take the initiative in organizing and controlling their own learning process, which is in accordance with the concept of self-regulated learning, which this theory assumes that adults are able to organize and control their own learning process, including learning goals, learning strategies, and self-monitoring. Adults who are effective in self-directed learning should be able to motivate themselves, evaluate their own progress, and adjust their learning strategies if necessary.

In terms of reading, Arabic language teachers often read various sources of information, including Arabic books, learning materials such as textbooks, modules, and learning resources related to language teaching, as well as journals and scientific articles that discuss topics related to Arabic language, especially its learning methodology. He selects reading materials that are in line with the learning objectives and practices critical reading skills to gain better understanding.

In addition to reading, Arabic teachers also utilize visual information sources such as video tutorials available on platforms such as Tiktok, Reel Instagram, and YouTube. In watching video tutorials, Arabic teachers look for videos that are in accordance with learning objectives, evaluate and select videos that best suit learning needs, and practice the ability to listen and understand visual information well. Listening to podcasts is also an option for Arabic language teachers who want to learn independently. They choose podcasts that suit their learning objectives and practice active and critical listening skills to gain better understanding. In addition, online courses, experiments, discussions with others, and training programs are also sources of information used by Arabic language teachers for self-learning. In choosing and attending online courses or training programs, they practice the ability to manage time and motivate themselves to achieve learning goals. In conducting experiments, Arabic teachers practice the ability to observe and solve problems. In discussing with others, they practice communication and collaboration skills.

Overall, adult self-learning is closely related to the theory of self-regulated learning, where individuals who practice self-learning actively regulate and manage their own learning process by utilizing various sources of information that suit their learning goals (Brockett & Hiemstra, 2018). For adults, self-learning becomes increasingly important as they have life experiences and prior knowledge that can be applied in their learning (Kara et al., n.d.). In addition, adults usually have different responsibilities and time constraints, thus requiring flexibility in the learning process (Lung-Guang, 2019). Some things that can help adults in self-learning include: (1) Setting clear and specific goals for learning. (2) Determining appropriate learning strategies, such as reading, writing notes, or taking online courses. (3) Organizing time well to avoid wasting time and completing tasks on time. (4) Seeking feedback from others to improve learning performance. (5) Evaluating the learning process periodically and changing strategies if needed (Pinnegar & Hamilton, 2009). In self-

directed learning, individuals are responsible for their own learning process and should pay attention to their personal needs, goals and preferences (Tong et al., 2022). In addition, self-study can also help increase motivation and confidence in learning.

Self-regulated learning is a learning process in which individuals are actively involved in regulating, controlling, and evaluating their learning behavior (Linkous, 2021). In self-regulated learning, individuals have a high awareness of learning goals, effective learning strategies, and self-control in carrying out learning tasks (Kristiyani, 2020). Individuals are also able to evaluate their performance and adjust the learning strategies used to achieve learning goals (Linkous, 2021). Self-regulated learning is considered an essential skill for success in academic and professional situations (Carter Jr et al., 2020). The basic principles of self-regulated learning theory include three main components: cognition, metacognition and motivation. Cognition refers to one's understanding of learning materials, including the processes of memory, perception, pattern recognition, and problem solving (Teng & Zhang, 2020). Metacognition refers to one's ability to regulate and manage one's own cognitive processes, such as being aware of difficulties in understanding, managing time, choosing effective learning strategies, and monitoring learning progress. Motivation refers to one's tendency to engage in learning, including intrinsic motivation (e.g. interest and curiosity) and extrinsic motivation (e.g. rewards and punishments) (Alafgani & Purwandari, 2019). By using these three components, self-regulated learning theory emphasizes the importance of self-regulation and management in the learning process, so that one can achieve learning goals effectively.

There are several steps of self-learning based on the theory of self-regulated learning (Sáez-Delgado et al., 2022): (1) Setting clear learning goals: individuals need to set specific and measurable goals, so that they have a clear understanding of what they want to achieve. (2) Making a learning plan: the individual needs to make a clear plan of how he or she will achieve the learning objectives, including the resources to be used, the time schedule to be spent, and the learning strategies to be applied. (3) Monitoring progress: the individual needs to monitor the progress made in achieving the learning objectives. He/she should monitor goal attainment, evaluate progress, and adjust plans as needed. (4) Organizing the learning environment: individuals organize a suitable learning environment to support their learning process. They need to create a quiet and distraction-free environment to help them focus and concentrate on learning. (5) Applying effective learning strategies: individuals apply effective learning strategies, such as setting a study schedule, taking notes, asking questions, and reformulating learned information. (6) Building reflection skills: individuals build reflection skills to improve themselves in their learning process. They need to identify their strengths and weaknesses and develop an action plan to improve weaknesses and enhance strengths. (7) Maintain motivation: individuals need to maintain their motivation throughout the learning process. They need to identify factors that motivate them and maintain focus on their goals to achieve success in learning.

The steps of independent learning based on the theory of self-regulated learning implemented by the Arabic language teacher of Madrasah Tsanawiyah I Kapuas are organizing the learning environment and implementing effective learning strategies. This can be seen from the activities carried out by the Arabic teacher at the time of the

research, such as reading, watching video tutorials and listening to podcasts, he utilized the conditions or environment as independent learning that he did.

Based on the results of interviews, observations and documentation that have been carried out, the self-learning process carried out by Arabic language teachers is presented in seven forms of activities that start from several stages of the process: (1) Arabic language teachers set clear goals and objectives before starting the learning process. Arabic language teachers do self-study, to improve their abilities, especially in the field of Arabic language learning. The specific abilities to be improved are the ability to speak (Maharah Kalam) and the ability to create innovative learning strategies using technology. (2) Arabic language teachers are self-organized: in terms of time, resources, and their own learning environment. She motivates herself and takes initiative in the learning process. (3) The Arabic teacher seeks and uses the learning resources he/she needs. (4) The Arabic teacher interacts and collaborates with others: The teacher cooperates and interacts with others to achieve his/her learning goals.

The stages of activities carried out by Arabic teachers are in line with Brockett and Hiemstra's self-learning model (Brockett & Hiemstra, 2018): The model describes five dimensions of self-directed learning: motivation, planning, implementation, reflection and evaluation. The model emphasizes the importance of independence in planning and implementing their own learning, as well as evaluating their learning outcomes to improve future performance. The dimensions of self-learning carried out by the Arabic teacher of Madrasah Tsanawiyah I Kapuas are motivation, planning and implementation. At the motivation stage, Arabic teachers motivate themselves and take the initiative in the learning process, this represents the first dimension in Brockett and Hiemstra's self-learning model, namely motivation. At the planning stage, Arabic teachers set clear goals and objectives before starting the learning process, this represents the second dimension in Brockett and Hiemstra's self-learning model, namely planning. At the implementation stage, Arabic teachers self-organize, find and use the learning resources needed and collaborate with others to achieve learning goals, this represents the third dimension in Brockett and Hiemstra's self-learning model, namely implementation.

Brockett and Hiemstra's Self-Learning Model was developed specifically for adult learning, taking into account the characteristics and needs of adult learning. Some things that characterize adult learning according to this model are; (1) Autonomy: Adults need control and freedom in learning. This model emphasizes the ability to control and choose for themselves what to learn, how to learn, and how to achieve learning goals. (2) Experience: Adults have rich and varied life experiences. This model considers that adults' life experiences can be an important source of learning and should be recognized in the learning process. (3) Objectives: Adults need clear learning objectives that are relevant to their needs and interests (Fenwick & Tennant, 2004). This model emphasizes that adults should have clear and specific learning goals to motivate them in the learning process. (4) Independence: Adults tend to be more independent in learning. This model emphasizes the ability to self-select learning resources, manage learning time, and self-evaluate in the learning process. (5) Applicability: Adults need learning that can be applied in everyday life. This model emphasizes the importance of applying learning in real situations as a form of

recognition of life experience and understanding. By considering the characteristics and learning needs of adults, Brockett and Hiemstra's self-learning model is the right choice to help adults in their learning and self-development process.

The Brockett and Hiemstra Independent Learning Model has several advantages, namely: (1) It encourages the development of self-learning skills: This model provides opportunities for individuals to develop self-learning abilities, so that it can help them in facing challenges and solving problems faced in everyday life (Loughran, 2002). (2) Provides freedom in choosing learning methods: This model gives individuals the freedom to choose the learning method that best suits their needs and preferences. (3) Strengthens motivation and responsibility for learning: In this model, individuals become fully responsible for their own learning process, thus increasing their motivation and responsibility towards learning. (4) Helps individuals develop social skills: In this model, individuals can develop social skills through interacting with others in the context of self-directed learning, thus helping them to build better social relationships. (5) Reduces dependence on instructors: This model helps individuals to become more independent in learning, thereby reducing dependence on instructors and strengthening their confidence in facing challenges and solving problems.

Conclusions

Based on the findings, it can be concluded that the implementation of reading activities, watching video tutorials, listening to podcasts, following online courses, conducting experiments, discussing with others, and attending training programs greatly support the development of Arabic language teachers' self-learning abilities. By applying the principles of self-regulated learning such as planning, monitoring, self-evaluation, and reflection, the teachers can improve their self-learning ability and achieve the desired learning goals. Therefore, there is a need for continuous support and training in the development of self-regulated learning skills for Arabic language teachers to become effective and productive independent learners. There are several recommendations for future research. First, further research can be conducted to explore how the appropriate use of technology and digital media can facilitate the process of self-regulated learning in Arabic language teachers. Second, research can be focused on developing learning strategies that can help Arabic language teachers in acquiring better self-regulated learning skills. Third, research can be conducted to explore the role of the learning environment in improving the ability of self-regulated learning in Arabic language teachers. Finally, research can be focused on the effect of self-regulated learning on learning achievement and teaching ability of Arabic language teachers.

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