

The importance of self-learning in the educational processe

أهمية التعلم الذاتي في العملية التعليمية

L'importance de l'auto-apprentissage dans le processus éducatif

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ملخص:

يعد التعلم الذاتي من الأساليب الحديثة التي تستخدم في حقل التعليم والتدريب سواء للمتعلمين أو المعلمين، وذلك لاعتماده على برمجة المادة كما أنه نظام شامل يدعم العملية التعليمية وأسلوب التعلم المستمر، كما يساهم في إشباع الحاجات النفسية والاجتماعية لدى الإنسان وذلك لأنه يتيح الحصول على استجابات جديدة بعيداً عن النمطية والتلقين، كما يهتم بالفرد من أدنى مستوى حتى يصل به إلى أعلى المستويات التعليمية التي يستطيع المتعلم أن يصلها وفق سرعة تعلمه، وانعكاس ذلك على أداء المدرسين والمتعلمين وانجازاتهم داخل الأقسام وأدى استخدام الوسائط المتعددة سواء بالصوت أو الصورة أو الخرائط إلى دافعية أكبر للإقبال على التعلم للاستفادة من المعلومات التي يتم عرضها، كما أدت الإنترنت إلى التحول من التعليم التقليدي إلى التعلم الذاتي مع مراعاة الفردية بين المتعلمين، ولقد تم التطرق إلى تعريف التعلم الذاتي وأساليب هذا النمط ثم نظريات التي تناولت التعلم الذاتي وبعدها مبررات هذا النوع تليها أهدافه مع الخصائص والأسس وفي الأخير المهارات ومشكلات التعلم الذاتي.

الكلمات المفتاحية: التعلم الذاتي؛ التعلم؛ العملية.

Abstract:

Self-learning is considered one of the modern methods used in the field of education and training, whether for learners or teachers. It is based on programmed instruction and is a comprehensive system that supports the educational process and promotes continuous learning. It also contributes to fulfilling the psychological and social needs of individuals, as it provides new responses free from rigidity and rote memorization. Furthermore, it focuses on the individual, taking them from the most basic level to the highest educational levels they can reach according to their own learning pace. This positively reflects on the performance and achievements of both teachers and learners in classrooms.

The use of multimedia whether audio, visual, or maps has led to greater motivation to engage in learning and benefit from the information presented. The internet has also contributed to the shift from traditional education to self-learning, taking into account individual differences among learners.

This study addresses the definition of self-learning and the methods associated with it, followed by the theories that discuss self-learning, the justifications for this type of learning, its objectives, characteristics, foundations, and finally, the skills and challenges related to self-learning.

Keywords : Self-learning; Learning; Process.

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Résumé :

L'auto-apprentissage est considéré comme l'une des méthodes modernes utilisées dans le domaine de l'éducation et de la formation, que ce soit pour les apprenants ou les enseignants. Il repose sur l'enseignement programmé et constitue un système complet qui soutient le processus éducatif et favorise l'apprentissage continu. Il contribue également à satisfaire les besoins psychologiques et sociaux des individus, en offrant de nouvelles réponses exemptes de rigidité et de mémorisation mécanique. En outre, il se concentre sur l'individu, le faisant passer du niveau le plus élémentaire aux niveaux éducatifs les plus élevés qu'il peut atteindre selon son propre rythme d'apprentissage. Cela se reflète positivement sur le rendement et les réalisations des enseignants et des apprenants en classe.

L'utilisation des multimédias, qu'il s'agisse d'audio, de visuel ou de cartes, a conduit à une plus grande motivation à s'engager dans l'apprentissage et à tirer profit des informations présentées. Internet a également contribué au passage de l'éducation traditionnelle à l'auto-apprentissage, en tenant compte des différences individuelles entre les apprenants. Cette étude traite de la définition de l'auto-apprentissage et des méthodes qui y sont associées, suivie des théories qui abordent l'auto-apprentissage, des justifications de ce type d'apprentissage, de ses objectifs, de ses caractéristiques, de ses fondements et enfin, des compétences et des défis liés à l'auto-apprentissage.

Mots clés: Auto-apprentissage; Apprentissage; Processus.

1. Definition of Self-Learning :

The definitions of self-learning vary due to the diversity of educational and psychological schools of thought, resulting in multiple conceptualizations of self-learning. Each definition is based on a set of procedures and components, and there is no universally agreed-upon definition of this learning approach. Instead, various interpretations have been proposed by practitioners professors, and educators based on their experiences and expertise.

Aziz Hanna defines self-learning as : "A deliberate procedural process through which the learner attempts to independently acquire a prescribed amount of knowledge, concepts, principles, attitudes, values, and skills, using or benefiting from technological applications such as programmed books, educational tools, and various instructional technologies." (Abdulrahman Abdelsalam Jamel, 2008, p. 11)

Mahmoud Abu Muslim defines it as : "A method through which the individual personally navigates various educational situations to acquire information and skills, shifting the focus of the educational process from the teacher to the learner." (Alaa Al-Din Ahmad Kafani, Saleh bin Musa Al-Dhibyan, et al., 2008, p. 15)

Gilson's definition: He defines self-learning as "an educational system that facilitates the learner's engagement in a course of study of their own choosing, free from the constraints of time, place, and obligations typically imposed in traditional education. This may take place with or without teacher supervision."

Definition by Keig and Berlez: "A process aimed at increasing the student's ability to take responsibility for their own learning and helping them become an independent learner, whether

through direct or indirect teacher guidance. It also aims to provide the learner with thinking and learning strategies, as well as mental attitudes toward intellectual independence."

Definition by Talaat Mansour: "A conscious activity by the individual, driven and directed by internal motivation and personal conviction, with the goal of transforming the self toward higher levels of growth and development." (Abdul Latif Hussein Faraj, 2007, p. 273)

Nas hwan's Definition : Self-learning is a system aimed at educating the learner through engaging in educational activities independently, according to their abilities, capacities, and needs, and in a manner they find suitable for acquiring information, attitudes, and skills including self-learning skills with minimal supervision, guidance, and direction from the teacher.

Definition by Balqees and Shatti: It is the process in which the learner exerts personal effort to carry out a range of activities that lead to positive changes in their cognitive mental structures, practical performance skills, attitudes, and perspectives toward elements of both tangible and intangible culture and environment. (Abdul Latif Hussein Faraj, 2007, p. 274)

Definition by Black and McPherson: Self-learning is most learning programs across all areas of the curriculum, structured in a way that allows each individual to progress at their own pace under the guidance of a non-classroom-based instructor.

Rontrea's Definition: It is the process in which learners educate themselves using programmed instruction or other self-instructional materials and resources to achieve clear objectives without direct assistance from a teacher. (Abdul Latif Hussein Faraj, same reference, p. 273)

Deborah's Definition: It is learning carried out by the learner based on their own abilities and readiness, and at their own pace, in order to achieve their goals without direct teacher intervention. (Hussein Taha & Khaled Omran, 2009, p. 17)

Self-learning is embodied in encouraging and guiding the learner to educate themselves through planning, directing, executing, and following up so that the individual develops a positive scientific attitude toward continuously educating themselves. (Adel Abu Al-Ezz Salama, Sameer Abdel-Salem Al-Khreisat, et al., 2009, p. 186)

The Dictionary of Educational Terms (2005) also defines self-learning as an individual teaching themselves without help from any person or teacher. They independently read books and explore their contents, eventually developing a deep knowledge of the subject being studied. (Girgis Michel Girgis, 2005, p. 187)

Self-learning is a purposeful and intentional process in which the learner exerts personal effort according to their abilities and capacities, driven by internal motivation. It is a process organized by the learner themselves, who controls the methods and learning strategies they choose according to what suits them, including the selection of appropriate time and place.

Self-learning is a system with inputs, processes, and outputs.

Self-learning is an educational process and method that relies on the learner's conscious activity, allowing them to choose the learning material they wish to study, along with the time

and place that best suits them. As such, the learner acts according to their own motivations and desires.

In self-learning, the learner selects the appropriate tools, means, and activities according to their own learning pace.

The teacher's role in self-learning is limited to supervision and guidance.

Individual differences are emphasized in the self-learning process, where the learner is responsible for their learning process, outcomes, and the decisions they make.

The learner is the central focus of self-learning, and this type of learning promotes positive changes in the learner's personality. (Abdul Latif Hussein Faraj, same reference, p. 275)

2. Self-Learning Methods:

2.1. Programmed Self-Learning:

This type of learning occurs without the assistance of a teacher. The learner independently acquires a set amount of knowledge, skills, attitudes, and values, as defined by the learning program in hand, using various educational media and technologies. These programs allow each learner to progress according to their own pace, with continuous feedback provided. Various approaches have emerged for programming educational materials. (Abdul Latif Hussein Faraj, same reference, pp. 169–170)

2.2. Linear Programming and Branching Programming:

Programmed instruction is based on several principles, including self-paced learning, self-assessment by the learner, and independent learning.

2.3. Computer-Based Self-Learning:

The computer is considered ideal for self-learning as it accommodates individual differences and personal learning pace. There are many specialized programs available to guide the learner and respond to their questions in their field of interest. These also include educational games with various levels once the learner masters one level, they move on to the next.

2.4. Classroom Learning Centers:

These are learner-specific environments equipped with various tools and educational activities. These centers can be established within the classroom or outside it. They are used to provide new information individually or to conduct exercises that reinforce prior learning. They can also function as remedial centers to support learners. (Abdul Karim Ali Al-Yamani, 2010, pp. 198–200)

2.5. Instructional Packages:

Instructional packages are one of the methods of self-learning. An instructional package can be defined as an educational system with content that helps learners achieve educational goals independently, according to their abilities, needs, and interests. It

consists of a set of guidelines and instructions to be followed step-by-step, allowing the learner to choose the most appropriate activities for achieving specific educational objectives. This program contains organized instructional materials in printed or visual formats.

2.6. Discovery Learning:

“Bruner” defines discovery learning generally as the method through which individuals acquire knowledge independently, using their own physical or mental resources. One of the most important foundations of discovery learning is the focus on the structure of the subject matter and acquiring knowledge directly from its sources. (Abdulrahman Abdelsalam Jamel, same source, pp. 32–33)

2.7. Curriculum-Based Programs in Self-Learning and Personalized Learning:

Referred to by Glaser as adaptive education, these programs aim to adapt educational situations to suit the learner. These include:

- Individually guided education programs.
- Mastery learning.
- Personalized system of instruction.
- Learning programs based on individual needs. (Abdul Latif Hussein Faraj, same source, pp. 291–292)

Other examples include:

Mini instructional units (modules) or modular learning Internet-based and distance learning. (Hussein Taha, Khaled Omran, same source, p. 35)

Television and Educational Video:

Among the most important audiovisual tools, these can support learners in self-learning by broadcasting various educational materials. (Alaa Al-Din Ahmad Kafafi, Saleh Al-Dhibyan, same source, p. 15)

3. Theories of Self-Learning

3.1. Behavioral Approach:

Thorndike’s theory is among the earliest psychological theories that emphasize the importance of self-activity in learning. It introduced essential principles beneficial to self-learning, including:

- Reward
- Reinforcement
- Feedback

Recognizing learners' readiness and needs before and during learning The importance of guidance and counseling throughout the learning process

3.2. Skinner's Theory:

Skinner proposed the theory of operant conditioning, which emphasizes that addressing individual differences lies in controlling the learning environment either through the careful preparation of educational material or through reinforcement and behavior shaping concepts. His theory laid the foundation for programmed instruction and teaching machines, which are among the earliest methods in independent self-learning, emphasizing personalized learning through environmental control and well-designed materials. (Abdul Latif Hussein Faraj, same source, pp. 279–280)

According to Adel Saraya (2007, p. 52), this includes breaking down complex skills into smaller units, each learned at a specific time and followed by immediate reinforcement after each achieved success.

3.3. Humanistic Approach:

Led by Carl Rogers, this approach to learning is based on several principles:

- Granting the learner freedom to choose what they want to learn.
- The educated person learns how to learn and how to adapt.
- True learning offers individuals the chance to discover their unique characteristics, helping them achieve self-actualization.
- Self-assessment is crucial for reinforcing learner independence and achieving educational goals. (Abdul Latif Hussein Faraj, same source, p. 280)

Goodman emphasized that it is difficult to learn something unless it meets a learner's needs or desires. Maslow emphasized that the essential function of education is to assist and develop individuals to realize their full potential. Fender supported this view as well. (Mohammed Jassim Mohammed, 2004, p. 106)

3.4. Piaget's Theory:

Jean Piaget emphasized the need to:

- Provide every student the opportunity to learn independently.
- Let them choose topics aligned with their interests from available options.
- Allow learners to proceed according to their abilities and learning pace.
- Empower learners to organize their own steps without pressure or coercion contrary to their readiness.

The teacher's role should be that of a guide, organizer, facilitator, and motivator, not a transmitter of information. Children need opportunities to learn, not just traditional instruction. (Abdulhamid Shaheen, 2010, p. 215)

3.5. Bruner's Theory:

Bruner believed that learning through guided self-discovery is meaningful learning. Discovery learning is based on several key principles:

- Fulfilling the individual's educational needs and addressing their interests.
- Encouraging learners to discover concepts and principles on their own Facing and solving problems independently.
- Promoting learner activity and engagement where learners constantly strive to acquire knowledge themselves. (Abdul Latif Hussein Faraj, same source, p. 281)

In general, this approach views self-directed discovery learning as genuinely meaningful, as it encourages conceptual understanding and self-directed problem-solving. (Mohammed Jassim Mohammed, same source, p. 107)

The essence of learning, according to this perspective, lies in:

- Increasing the learner's awareness and responsibility.
- Enabling the individual to construct their cognitive framework autonomously

Allowing the reproduction of new thought patterns. (Imad Al-Zaghloul, 2007, p. 234)

It also emphasizes the importance of fostering a desire to learn through learning experiences that actively engage and motivate the learner.

4. Justifications for Self-Learning:

According to Guyane (2001), the following justifications necessitate the use of self-learning:

Respecting individual differences among learners in all aspects, and transforming differences in ability into differences in the time needed for learning.

Providing the right to education for every individual in society, regardless of gender, race, color, or religion, in a way that suits each person's needs and abilities.

Fostering personal independence in thought and action, thereby achieving self-realization, which in turn generates internal motivation for learning. (Abdul Latif Hussein Faraj, same source, p. 284)

5. Population Growth and Self-Learning:

The enormous population increase in most societies has led to a greater demand for education, increased enrollment in schools, and overcrowded classrooms. This has caused a noticeable decline in the quality and efficiency of education. Therefore, there is an urgent

need for new methods especially self-learning that enhance learner engagement and accommodate the large number of students.

5.1. The Information Explosion and Self-Learning:

The tremendous technological advancement has led to an overwhelming flow of information and rapid changes in concepts, facts, and theories. Thousands of books are published containing new knowledge. Due to large classroom sizes and limited educational technologies, teachers often resort to lecturing. Thus, self-learning emerges as an educational method to cope with the information explosion, enabling individuals to teach themselves. Educational institutions must train learners in knowledge acquisition skills and emphasize the principle of “learning how to learn.” (Hussein Taha, Khaled Omrani, same source, pp. 20–21)

5.2. Economic Justifications:

Economic development particularly in the fields of industry and agriculture requires the preparation of trained professional cadres capable of adapting to rapid changes. This adaptation depends on the ongoing professional development of individuals, even while practicing their professions, in order to boost productivity. (Majid Al-Yad Abdul Hamid, 2000, p. 54)

Other justifications include:

Preparing children for the future and training them to take responsibility for their own learning.

Training students in problem-solving and providing an environment conducive to creativity. (Abdul Karim Ali Al-Yamani, same source, p. 196)

6. Objectives of Self-Learning:

Nashwan (1993) identified the following objectives for self-learning:

Meeting learners’ needs for freedom in decision-making and choosing how they learn, encourages self-reliance and independent work.

Respecting individual differences, both between students and within each learner.

Using self-learning methods that deepen the teacher’s understanding of the subject matter.

Enhancing interaction between teacher and learner. (Abdullah Ismail Al-Soufi, 2002, p. 64)

– Other key objectives include:

Effective use of educational resources, as the learner uses them independently and as needed.

Developing intrinsic motivation, so the learner becomes self-driven and more active in the learning process.

Providing educational or programmed materials that make implementing the curriculum easy and accessible. (Abdul Latif Hussein Faraj, same source, pp. 283–284)

Improving each learner's self-concept.

Supporting the concept of lifelong learning and working to strengthen it. (Adel Saraya, same source, pp. 37–38)

Organizing the learning environment effectively.

Managing time and using self-study skills.

Acquiring essential reading and writing skills necessary for self-learning.

Gaining review skills and preparing for exams. (Ahmed Al-Maghrabi, 2007, pp. 43–45)

In self-learning, the student becomes the designer and initiator of the learning process, setting personal goals and engaging in activities to achieve them. (Abdul Karim Ali Al-Yamani, same source, p. 196)

Contributing to the society's self-renewal and building a learning society.

Ensuring that quality lifelong education depends on the effective application of self-learning methods.

Coping with the knowledge explosion and benefiting from technological advancements to deliver new knowledge to everyone.

Achieving continuous, lifelong education.

Validating research findings that highlight the effectiveness of self-learning compared to other methods especially in higher education as it clearly boosts academic achievement.

7. Characteristics of Self-Learning:

There is a general consensus among education experts, researchers, and specialists that the independent learner possesses several distinctive traits that set them apart from others. Many believe that a self-directed learner is someone who:

- Has the ability to determine what they need to learn.
- Understands the instructor's intended goals.
- Can formulate both general and specific learning objectives.
- Is capable of devising appropriate learning strategies. (Kariman Badir, 2008, p. 195)
- Can monitor and evaluate their own learning process.

From the above, we can summarize the general characteristics of self-directed learners as follows:

7.1. Responsibility:

This includes the ability to:

- Identify personal goals, needs, strategies, and appropriate methods.
- Review and adjust learning strategies.
- Make decisions and select supportive tools.

7.2. Adventurousness in Choice:

This means:

- Selecting motivating external factors.
- Evaluating alternatives.
- Taking active, engaged positions.
- Choosing suitable learning materials.

7.3. Freedom:

- Learning independently without direct teacher supervision.
- Considering the teacher as a last resort for help only when needed or for consultation.
- Going beyond required material.
- Deciding what, when, and how to learn.

7.4. Authentic Abilities:

This involves:

- Developing personal skills.
- Enhancing self-verification.
- Strengthening self-direction.
- Continuously evaluating the learning process. (Ahmed Al-Maghrabi, 2007, pp. 39–40)

7.5. Learner Positivity and Interaction:

The learner actively seeks information, analyzes it, and draws conclusions unlike passive learners in traditional learning models.

7.6. Self-Evaluation:

- Learners assess and guide themselves.

- Many view self-evaluation as essential for promoting learner autonomy.(Abdulrahman Abdelsalam Jamel, same source, pp. 24–25)

7.7. Improving Learner Performance through Feedback:

Continuous feedback helps learners refine their approach.

7.8. Pacing According to Individual Abilities:

Each learner proceeds at a pace aligned with their own capacity. (Hussein Taha, same source, p. 19)

7.9. Intrinsic Motivation:

Self-learning encourages and stimulates learners during the process.

Motivation increases along with the learner's autonomy, making intrinsic motivation a core pillar of self-learning (Imad Al-Zaghloul & Shaker Aqleh Al-Muhayid, same source, p. 227)

The Role of the Teacher in Self-Learning:

Under a self-learning strategy, the teacher's role shifts away from traditional knowledge transmission and towards guidance, mentoring, and counseling. The teacher's role includes:

Recognizing learner abilities, interests, and tendencies through:

Direct observation

Diagnostic and formative assessments

Enhancing learners' capabilities and interests

Preparing instructional materials such as learning packages and resource materials, and utilizing modern technology effectively in self-learning.

Training students in acquired skills, such as how to:

- Access information and knowledge.
- Use various learning resources effectively.

Designing remedial plans to help students fill knowledge gaps and complete missing experiences. (Abdul Karim Ali Al-Yamani, same source, p. 202)

Planning learning situations in a way that matches learners' abilities:

By understanding individual differences among students, the teacher can tailor educational situations accordingly. (Hussein Taha & Khaled Omran, same source, p. 33)

Producing and utilizing educational media and technology efficiently.

Acting as a social leader, meaning the teacher:

Monitors the points of connection between the school as an educational institution and the surrounding environment or community.

Stimulates students' motivation to use and integrate their environment into the curriculum during implementation.

8. Foundations of Self-Learning:

Self-learning is based on a set of general principles and foundations, which can be summarized as follows:

8.1. Consideration of Individual Differences:

One of the most important principles of self-learning is the consideration of individual differences among learners. This is achieved through accurate diagnosis of each learner's distinctive characteristics, whether in terms of prior knowledge or psychological traits. Self-learning allows each learner to define their own path toward achieving their goals.

(Mustafa Ashwi, 1994, p. 95)

8.2. Mastery of Educational Content:

A key feature of self-learning is its focus on learning for mastery, aiming to enhance the learner's competence. Among the most enthusiastic proponents of this approach are Bloom, Block, and Burns. Thus, self-learning is one of the most effective learning methods that emphasize the principle of learning for mastery, where the learner does not progress to the next level until mastering the current one.

8.3. Learner's Positivity and Engagement:

Self-learning encourages the learner's active and positive participation in the educational process, which leads to more effective learning. One of the key principles of quality learning is the learner's active participation. Self-learning is distinguished by the interaction between the learner and the educational program. (Hussein Taha, Khaled Omran, same reference, pp. 26, 28)

8.4. Psychological and Educational Foundations:

Every student is considered a unique case in their learning. A precise definition of initial and final behavior is important, as is consideration of each student's individual pace. Additionally, logical sequencing and integration of educational steps through immediate reinforcement and feedback after each step are emphasized. (Abdul Karim Ali Al-Yamani, same reference, p. 195)

8.5. Physiological Foundations of Self-Learning:

According to psychologists, individual development is based on the maturity of internal organs, especially the nervous system. Without reaching a certain level of anatomical maturity, development and learning cannot occur. Since learning drives development rather

than merely following it, self-learning becomes a foundation for growth and personal development. (Alaa Eldin Ahmed Al-Kafafi, Saleh bin Musa Al-Dhubyan, same reference, p. 15)

Thus, a person can continue to learn, think, and create throughout life, thanks to billions of brain cells. (Abdul Rahman Abdul Salam Jamal, same reference, p. 16)

Al-Dhubyan (2001) identified several guiding principles for self-learning, including:

- Self-directed learning
- Variety in learning resources and methods.
- Goal orientation, sequencing, and supervision.
- Defining behavioral objectives.
- Continuous and comprehensive evaluation. (Abdul Latif Hussein Faraj, same reference, p. 285)

8.6. Feedback and Immediate Reinforcement:

Self-learning is based on feedback, informing the learner immediately whether their learning is correct or incorrect. (Sami Mohammed Milhem, 2001, p. 427)

Task Analysis:

Self-learning often involves breaking down tasks into their essential and secondary components. These are organized into sequenced steps that the learner follows. The learner progresses to the next task only after mastering the current one, ultimately achieving the learning objective.

Variety in Learning Resources and Methods:

Self-learning provides access to various learning resources books, films, programmed materials, references, and many other options allowing the learner to choose what best suits their goals, readiness, and learning pace.

9. Self-Learning Skills:

9.1. Study Organization Skills:

Such as creating study schedules and organizing study time to align with personal and professional commitments.

9.2. Study and Active Reading Skills:

These include improving comprehension, focus, attention, and active reading.

9.3. Writing Competencies and Skills:

Such as summarizing, taking notes, and writing reports and essays.

(Sami Mohammed Milhem, 2001, p. 430)

9.4. Accessing Learning Resources:

Skills include using the library, educational tools, and modern instructional technologies.

9.5. Assessment-Related Skills:

These involve reviewing techniques, exam preparation, answering strategies for various question types, self-assessment skills, continuous knowledge organization, research skills, and effective communication. (Sami Mohammed Milhem, 2001, pp. 430–431)

In conclusion, self-learning skills include organizing study and active reading, writing competencies, accessing learning resources, and ongoing knowledge management and research.

10. Challenges of Self-Learning:

Several problems hinder the implementation of self-learning in schools, including:

Undefined concept of individual education and the system framework shaping it
Lack of proper programs for self-learning topics.

Insufficient educational tools to provide meaningful experiences and ensure their availability when needed
Requirements for achieving performance mastery
Organizing group work (small or large groups). (Same reference, pp. 295–296)

Additional issues include: Not suitable for all learners' Program development demands more time, effort, and money than traditional learning
Not ideal for learners with weak reading skills or academic delays, and less suitable for subjects like team sports.

(Adel Saraya, same reference, p. 39)

11. Advantages of Self-Learning: Some advantages include:

Enhancing the learning process by allowing the learner to achieve the highest level of growth aligned with their individual differences
Developing realistic and personalized learning goals
Offering a strong sense of realism through diverse materials, activities, and objectives. (Abdel Hamid Shahin, 2010, p. 114)

Other benefits: Encourages self-reliance, strengthens character, and promotes innovation.

Helps avoid the boredom associated with group learning
Adapts to different learning paces

Helps determine learners' achievement levels.

Supports and improves the teaching-learning process by turning the teacher into a facilitator and content programmer. (Abdullah Ismail Al-Sufi, 2002, p. 186)

It can be concluded that self-learning enhances the learning process and its objectives, offers realistic and diverse learning opportunities, reduces monotony, adapts to individual learning speeds, and fosters learner independence.

12. Conclusion:

The learner in every nation represents its hope, its means of renewal, and its tool for advancing all aspects of life. That is why modern nations place great emphasis on providing care and significant attention to learners, making considerable efforts to support them academically and address their educational challenges. This is done to ensure they enjoy a suitable learning experience, no matter how much effort and time it requires, based on the belief that these learners are the promising future upon which the hopes of building and progressing society are pinned.

Preparing the learner to adapt to a rapidly changing society and to continue their scientific and professional growth is essential. Self-learning is the most effective approach to adapt to and influence such change in a way that fosters positivity and independence in learners. It helps harness their full potential and talents, transforming them into active researchers and creators of knowledge, not merely recipients. This is achieved by cultivating a love for initiative and building internal motivation for learning with a sense of independence and self-efficacy that aligns with their ambitions and future aspirations.

Self-learning, in its most basic form, is as old as humanity itself, having been the optimal method to overcome various challenges and obstacles. Through the individual's capacity and willingness to change, learners must be encouraged and taught how to educate themselves, especially through modern technology, which is a hallmark of the information revolution. This ensures that learners keep pace with contemporary changes and remain motivated, as learning is the fundamental pillar in shaping one's character, sense of belonging, and personal direction.

This makes the educational process the cornerstone of human life, shaping well-rounded individuals who contribute to building and elevating society. Learning is a continuously evolving process that aligns with the ever-changing knowledge landscape of our era, particularly with the advancement of modern technology, especially educational technology, which aims to provide access to information with minimal effort and cost.

Self-learning through these technological means is among the most effective learning methods, as it enables the application of learning skills with high efficiency. It contributes to human development behaviorally, cognitively, and emotionally. It is a form of self-directed learning where the individual learns what they want, on their own terms. Learning becomes more effective when it is self-initiated and self-managed. Indeed, some even argue that one of the most important goals of schooling is to foster individuals who can learn independently. Learners are no longer seen as passive recipients of information but as active agents who reorganize learned material, reconstruct knowledge, relate it to prior knowledge, and build more stable and enduring cognitive structures.

Therefore, self-learning through modern technology is expected to play a significant role in improving learners' academic performance and enhancing the overall quality of education.

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