

Autonomous Learning Among Arabic Learners: Implications For Tertiary-Level Education

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Abstract

As the demand for Arabic proficiency grows in an increasingly interconnected world, fostering autonomous learning becomes essential for students. This study investigates the level of autonomous learning among Arabic language learners in a tertiary context. A quantitative survey is employed using Murase's (2015) Measuring Instrument for Language Learner Autonomy (MILLA) with a 5-point Likert scale. One hundred forty-four diploma students majoring in Islamic Studies at Universiti Islam Antarabangsa Tuanku Syed Sirajuddin (UniSIRAJ), Malaysia, attempted the questionnaire and was analyzed using SPSS. The results indicate a high level of autonomous learning among the participants, with sociocultural, technical, political-critical, and psychological factors significantly contributing to this autonomy. This study highlights the importance of fostering an environment that encourages autonomous learning and contributes to more effective and engaging Arabic language education. The implications of these findings suggest actionable strategies for educators and institutions to enhance autonomous learning, thereby improving language outcomes for tertiary-level students.

Keywords: Autonomous Learning; Arabic Language Proficiency; Learner Autonomy; Language Acquisition; Tertiary Language Education

INTRODUCTION

In an increasingly globalized world, the ability to communicate in multiple languages has become an invaluable asset, particularly for languages such as Arabic, which are rich in cultural and historical significance (Alsaawi, 2022). As universities strive to prepare students for a diverse and interconnected society, effective language acquisition has become a fundamental aspect in higher education curriculum. Traditional methods of language instruction often focus on teacher-led classes, but there is a growing recognition of the importance of autonomous learning in enhancing students' language skills (Almusharraf, 2021; Little, 2022).

Recent studies indicate that while students and instructors recognize the importance of autonomous learning, its implementation remains limited (Khreisat & Mugableh, 2021) which poses a significant challenge in foreign language education (Alrashidi, 2022; Lengkanawati, 2019), including in the context of Arabic as a foreign language (Albantani et al., 2022). Students often perceive teachers as primarily responsible for learning, thus they rely entirely on the teachers' guidance to grasp

unfamiliar vocabulary (Azrin & Baharudin, 2020; Dalfizar, 2020). However, with the limited instructional time of Arabic classes, it is impractical for teachers to teach and explain every single vocabulary during class (Sahid et al., 2020). Despite the growing importance of Arabic in academic, religious, and global contexts, learning the language remains a challenge due to its complex grammar, script, and dialectal variations (McBride et al., 2022; Soliman & Khalil, 2024; Yassin et al., 2022). Although traditional methods of instruction have focused primarily on formal language skills, there is a need to explore how students, especially at the university level, can develop autonomous learning behaviors that foster greater language proficiency.

While numerous studies have explored autonomous learning in foreign language education, limited attention has been given to Arabic language learners. Specifically, the aspects: technical, psychological, sociocultural, and political-cultural factors that influence autonomy in Arabic acquisition, especially in a university context, have not been well-explored. This study seeks to address these gaps by quantitatively measuring autonomous learning among Arabic as a foreign language learners majoring in Islamic Studies in UniSIRAJ, who may approach the Arabic language from a different academic and cultural perspective. Particularly, this study will investigate the technical, psychological, sociocultural, and political-cultural factors that promote or hinder autonomous learning in Arabic. By identifying actionable strategies for educators and institutions, the study aims to contribute to more effective language learning practices that can enhance both autonomous learning and language proficiency in Arabic.

The concept of autonomous learning was initially defined by Holec (1979) as the learner's ability to take responsibility for their own learning process. Further developments by researchers (Benson, 2001, 2013, 2014; Dickinson, 1995; Little, 1991, 2022; Oxford, 2003) have extended this view to include cognitive, metacognitive, and psychological aspects, recognizing that learners must develop self-regulation, motivation, and the ability to make decisions about their learning strategies. In the context of language acquisition, autonomous learning involves learners taking responsibility for their language development outside the classroom, such as planning, implementing, monitoring, and evaluating their own learning in the target language, enhancing their proficiency and integrating the language into their identity, thus recognizing the importance of autonomous learning in language skills development (Little, 2022). This aligns with McDevitt's research (1997), emphasizing that the outcome of language learning is producing an independent learner in every aspect of the language.

Based on recent research conducted by Le and Nguyen (2022), autonomous learning is defined as the combination of: (1) the learners' capacity to organize the learning process starting from setting learning goals until finishing language learning activity, (2) their willingness to seek assistance from teachers and peers regarding aspects related to autonomous learning, and (3) their confidence in controlling their learning, along with their expectations concerning the roles of teachers and society in facilitating their autonomous learning. In this regard, this theory extends beyond merely the learner's ability to organize his learning but also incorporating the significance of interaction with others throughout the learning process.

Holec (1979) identified five basic elements of autonomous learning which involves setting goals, organizing content and materials, selecting learning methods, monitoring progress, and self-evaluation. Benson (2001, 2013) later refined this idea by proposing four elements: technical, psychological, political-philosophical, and

sociocultural, eventually extending from his previous model. Oxford (2003) criticized these models for their lack of coherence and introduced a more comprehensive framework with four interlinked elements: technical, psychological, sociocultural, and political-critical. This study adapts Oxford's model for its holistic approach to autonomous learning.

The first element of autonomous learning, which is the technical element, emphasizes the conditions and circumstances that enable learners to control their learning outside the classroom and create an effective educational environment (Murase, 2015). Benson (2001, 2013) divides this element into two categories: (1) behavioral autonomy, which involves using learning strategies like goal-setting and self-monitoring, and (2) situational autonomy, which describes contexts encouraging learner responsibility, such as self-access centers and personal circumstances. Dickinson (1995) further defines situational autonomy as learners taking full responsibility for their learning decisions and actions. Oxford (2003) also highlighted the importance of designing supportive environments to foster learners' autonomy.

Then, Little (1991) relates the psychological element to critical thinking, decision-making, and independent action, while Benson (2001, 2013) emphasized individual capacity, intrinsic motivation, awareness, and meta-cognitive skills. Macaro (2008) stressed the role of awareness, prior experience, and knowledge in evaluating learning effectiveness, especially in language learning. Oxford (2003) expanded the psychological element into meta-cognitive, emotional, and motivational aspects, focusing on strategies for managing emotions, self-reliance, and motivation. Motivation, encompassing internal and external factors, plays a key role in fostering independence and enhancing language skills (Melvina & Julia, 2021).

Benson (2001, 2013) introduced the philosophical policy element in autonomous learning, advocating for learners to have the freedom to determine learning content, objectives, and materials, while teachers provide guidance. However, institutional pre-determined curricula often limit this autonomy (Melvina & Julia, 2021). Little (1991) argued that autonomy emphasizes interdependence rather than complete independence, highlighting the teacher's role in gradually transferring control to learners, enabling them to take responsibility for their learning. Oxford (2003) later expanded this element into the political-critical element, addressing issues like power, access, and ideology, shaped by context, including cultural, social, and institutional factors.

In terms of sociocultural element, Oxford (2003) expanded Benson's model of autonomous learning by adding two socio-cultural perspectives. The first, based on Vygotskian theory (1978), emphasizes learning within social and cultural contexts, where interaction and mediation help learners progress through the Zone of Proximal Development (ZPD). The ZPD emphasizes the importance of social interaction and guidance in learning. The second focuses on community participation and situated learning, where experienced members help newcomers acquire strategies to join applied communities. Both perspectives highlight the importance of social interaction in developing autonomy. While Melvina and Julia (2021) found that the sociocultural element did not significantly affect English learning in Indonesia, they noted that cultural context influences autonomous learning universally, not just as a Western concept. Benson (2003) explored this in the Asian context, viewing autonomy as part of the socio-cultural process in second language learning. Overall, the sociocultural perspective views

autonomy as a socially influenced trait developed through daily interactions, shaped by personal and situational factors.

Despite the emergence of numerous research of autonomous learning, its basic principle is referring to the capacity of the learners to manage their own educational process, managing and directing their learning with minimal reliance on teachers or formal instructional settings, resulting in improved language proficiency (Dafei, 2007; Melvina & Julia, 2021) and academic achievement (Chand et al., 2021; Seyed et al., 2013), increased motivation (Ushioda, 2020), and active engagement in language-related activities within the classroom (Lestari & Hardiyanti, 2020; Zhuo & Kaur, 2015). Hence, it can be concluded that autonomous learning fosters skills that are essential for lifelong learning, helping individuals adapt to new situations and continuously improve their language skills.

Numerous studies have demonstrated the degree to which learners engage in autonomous learning. Notably, the level of autonomous learning will increase in correlation with the learners' academic level (Railton & Watson, 2005). It is posited that university students exhibit a greater capacity for autonomous learning compared to other students at earlier educational stages (Chand et al., 2021; Gupta & Gupta, 2023) due to their enhanced knowledge and experience acquired beyond prior schooling. This perspective aligns with Mehdiyev's study (2020) that university students who exhibit autonomous learning traits possess high language proficiency, enabling them to manage their studies independently of teacher oversight. However, existing literature (Alrabai, 2017; Cirocki et al., 2019; Tran, 2020; Le & Nguyen, 2022) found that the readiness for autonomous learning did not necessarily improve with learners' educational levels, as students at both secondary and university levels were not adequately prepared for autonomous learning, as some of them practice autonomous learning moderately (Aysu, 2022; Kartal & Balci, 2021). This situation may stem from their low motivation to learn a second or foreign language and lack of readiness for autonomous learning (Daflizar, 2020), insufficient emphasis on autonomous learning during the secondary school, and the absence of its practical application in their educational environment (Cirocki et al., 2019), thus leading to their excessive reliance on teachers to manage their own learning processes. The mixed findings concerning the level of autonomous learning suggest that there is no significant difference between school and university students in this regard, and that readiness for autonomous learning remains unaffected by the academic level.

While previous studies have highlighted the level of autonomous learning among English language learners, there is a scarcity of research addressing autonomous learning within the context of Arabic as a foreign language. Research conducted by Hussein and Haron (2012) was among the significant contribution in the field of Arabic as a foreign language, indicating that university students were prepared for autonomous learning, demonstrating the capacity to take responsibility for their educational pursuits. In contrast to previous studies, the current research will investigate autonomous learning among university-level Arabic as a foreign language learners, specifically the influences of technical, psychological, sociocultural, and political-cultural factors on autonomy in Arabic language acquisition.

METHOD

This research utilized a quantitative approach through a survey design. The research sample consists of diploma students majoring in Islamic Studies at Universiti

Islam Antarabangsa Tuanku Syed Sirajuddin (UniSIRAJ) or formerly known as Kolej Universiti Islam Perlis (KUIPs). Diploma students are chosen to monitor the progression of autonomous learning from the school level extending to the university level, particularly focusing on the Arabic language learning. Based on Krejcie & Morgan's (1970) criteria, an optimal sample size of 144 was identified from a total population of 220 students. The sample was selected using a convenient sampling method, with the questionnaire distributed in person during class sessions, as this approach typically yields a higher response rate from participants (Ebert et al., 2018).

An instrument employed in this study was adapted from a validated Murase's (2015) Measuring Instrument for Language Learner Autonomy (MILLA). This methodology is consistent with the findings of Aithal and Aithal (2020), which emphasize that employing validated questionnaires is effective in optimizing time and resources, as well as facilitating comparisons with data from another research. The MILLA questionnaire consists of 38 items divided into four dimensions of autonomous learning namely technical, psychological, sociocultural, and political-critical. By using 5-point Likert scale, the respondents were required to assess their level of agreement with the statements presented in the questionnaire. The scale ranges from 1, that indicates strong disagreement, to 5, which signifies strong agreement.

The Cronbach's Alpha coefficient for these items is 0.89, indicating a high level of reliability (Hair et al., 2019). The questionnaire was translated into the Malay language using back translation technique (Brislin, 1970). Then, Oxford's (1990) mean score interpretation was applied to assess the extent of the respondents' engagement with autonomous learning, categorizing it as high, moderate, or low, as illustrated in Table 1. The data obtained were analyzed using SPSS.

Table 1. Oxford's Mean Score Interpretation

Level	Min score
High	3.5 – 5.0
Moderate	2.5 – 3.4
Low	1.0 – 2.4

Source: Oxford (1990)

RESULTS AND DISCUSSION

Descriptive Analysis

This section explains the descriptive analysis conducted using SPSS to examine the backgrounds of the respondents and to address the objectives of this study. The tabulation of the respondents' gender is presented in Table 2.

Table 2. Respondents' gender

Gender	Frequency	Percentage (%)
Male	64	44
Female	80	56
Total	144	100

As presented in Table 2, most respondents are female. This observation aligns with the actual demographics observed in many higher education institutions in Malaysia, where the enrollment of females is higher than males (Kementerian Pengajian Tinggi, 2022).

Level Of Autonomous Learning Components Among Arabic Language Learners

Table 3 presented below illustrates the mean and standard deviation of the components of autonomous learning among respondents.

Table 3. Level Of Autonomous Learning Components Among Respondents

No	Components	Mean	Standard deviation	Level
Technical				
1	If I have a limited amount of time for study, I decide in order what are the things need to be done.	4.28	0.75	High
2	I try to create opportunities to use Arabic outside the classroom.	3.61	0.77	High
3	I try to create the conditions which I can study Arabic the best.	4.10	0.65	High
4	I write down what kinds of materials I used for my Arabic study.	4.08	0.75	High
5	I keep records of what kind of methods I used for my Arabic study.	4.19	0.64	High
6	I keep records of what I learned from my Arabic study.	3.83	0.92	High
Psychological				
1	Every student must set long-term goals in learning Arabic.	3.94	0.78	High
2	All students must choose the materials suitable for their goals in learning Arabic.	4.22	0.67	High
3	Every student must make study plans that match his/her goals in learning Arabic.	3.99	0.78	High
4	Every student must reflect upon how he/she studied after he/she finishes studying Arabic for the day.	3.95	0.82	High
5	Every student must evaluate the improvement in his/her ability to use Arabic effectively.	4.17	0.73	High
6	I know what I need to study to improve my Arabic.	3.58	0.89	High
7	I know what I am good at in learning Arabic. (e.g., 'I am good at memorizing vocabulary.')	3.40	0.96	Moderate
8	If I ask my teacher for help in learning Arabic, I know how I want him/her to help me.	3.64	0.89	High
9	If I don't feel like studying Arabic, I know how I can motivate myself.	3.38	0.97	Moderate
10	I want to get a job where I use Arabic in the future.	3.40	0.96	Moderate
11	I like studying Arabic.	4.01	0.85	High
12	I give a higher priority to studying Arabic than studying other academic subjects.	3.20	0.88	Moderate
13	The reason that I study Arabic is to pass the exams for Arabic subject.	3.35	1.17	Moderate
14	The reason why I study Arabic is that it is an obligatory subject of my course.	3.36	1.17	Moderate
Political-critical				
1	I am aware of the goals of the Arabic class I am taking.	3.32	0.86	Moderate
2	I know what my teacher expects me to do in the classroom.	3.78	0.83	High
3	Students should always follow their teacher's instructions.	4.57	0.64	High
4	A teacher should know everything about the subject he/she teaches.	4.31	0.92	High
5	Students should have the right to freely tell the teacher what they want to learn.	3.24	1.05	Moderate
6	Students should have the right to freely decide the materials for studying Arabic.	2.76	1.00	Moderate

7	Students should have the right to freely decide their own goals in learning Arabic.	3.14	0.94	Moderate
8	The teacher and students should negotiate on the goals in learning Arabic.	3.94	0.83	High
9	The teacher and students should negotiate on the plans for studying Arabic.	3.91	0.81	High
10	The teacher and students should negotiate on the materials for studying Arabic.	3.93	0.86	High

Sociocultural

1	I want my teacher to explain everything I don't understand.	4.58	0.71	High
2	I want my teacher to tell me all I should do to learn Arabic.	4.34	0.92	High
3	I want my teacher to give me all the materials for studying Arabic.	3.91	1.12	High
4	I sometimes want to ask other students for advice about my Arabic learning.	4.12	0.84	High
5	I want to know how other students are learning Arabic.	4.39	0.64	High
6	I sometimes compare myself with other students.	3.63	1.31	High
7	I sometimes adapt what other students are doing into my own learning.	3.39	0.99	Moderate
8	I find it useful to study Arabic with other students.	4.28	0.84	High

Level Of Autonomous Learning Among Arabic Language Learners

Table 4 presented below illustrates the mean and standard deviation of autonomous learning's level among respondents in descending order.

Table 4. Level Of Autonomous Learning Among Respondents

No	Components	Mean	Standard deviation	Level
1	Sociocultural	4.08	0.59	High
2	Technical	4.02	0.51	High
3	Political-critical	3.69	0.51	High
4	Psychological	3.67	0.46	High
Overall autonomous learning level		3.87	0.40	High

Table 4 presents a statistical overview of autonomous learning employed by respondents. Sociocultural component has the highest mean of 4.08, which is regarded as the strongest factor contributing to autonomous learning. Technical component has a high mean of 4.02, indicating that it is frequently utilized among respondents. Political-critical and psychological components also have a high score of 3.69 and 3.67 respectively, which is slightly lower than the sociocultural and technical component, considered as having a lesser impact to autonomous learning compared to the other components. This result represents an overall score for autonomous learning, with a high average score of 3.87, suggesting that the respondents view autonomous learning as important or frequently utilized.

The findings show that the participants perceive sociocultural component as the most significant in autonomous learning, suggesting that elements such as social interactions, cultural context, and collaborative learning are significant in autonomous learning. This finding aligns with Williams and Burden (1997) study, which emphasizes the role of social interaction in cognitive development and acquisition of a second and foreign language. The finding from this present study is also consistent with Zhuo and Kaur (2013) and Le and Nguyen (2022) studies that indicate peer learning enhances the autonomous learning process, particularly within the Malaysian cultural framework that values group learning. Thornton (2015) research further supported this notion by asserting

that learning with peers is often more accessible than learning with teachers, as students can collaborate throughout various stages of autonomous learning, including establishing shared learning objectives, practicing together, providing mutual support, and offering feedback on their learning experiences. Therefore, the results emphasize on the role of social interaction and peer learning in influencing autonomous learning. However, Melvina and Julia (2021) study found that the sociocultural factor does not correlate with students' proficiency in learning English in Indonesia. They posited that autonomous learning is inherently individualistic and does not involve interaction with peers. However, such views do not accurately reflect the essence of autonomous learning. Given that the participants in this study are Asian, it is anticipated that they will exhibit a strong reliance on teachers, a phenomenon that is widely recognized and accepted among Asian students (Ming, 2009). On the other hand, the present study has revealed findings that contradict this notion, highlighting the importance of sociocultural elements in fostering autonomous learning.

In the context of learning Arabic as a foreign language in Malaysia, the present study demonstrates that learners can move away from teacher dependence and engage in peer-based collaborative learning when situated in an environment that promotes autonomous learning. This result is particularly relevant in Arabic language learning since it involves understanding complex grammatical structures and vocabulary. Therefore, collaborative activities such as Arabic debate, group discussions on Arabic grammar, or peer-led study sessions can build autonomy through social frameworks. In line with that, the educators of Arabic language programs in Malaysia should integrate more peer interaction and group-based projects, thus bridging the gap between traditional teacher-dependent methods and autonomous learning approaches.

The technical aspect also achieved a high mean score (4.02), indicating that the participants are actively involved in autonomous learning by taking responsibility for their learning processes. This result is consistent with Holec (1979) and Benson's (2013) findings that emphasized the importance of learners being self-dependent in their learning. In contrast, Inayati et al. (2021) observed that learners faced challenges in autonomous learning due to reliance on teachers for goal setting and progress evaluation. However, Arabic language learners in the current study are able to set objectives, select appropriate methods, and monitor their progress of these tasks, showing a higher level of independence and adaptability. This difference highlights that they are less dependent on teacher support compared to those in Inayati et al.'s (2021) study. On the other hand, participants demonstrated the ability to create supportive learning environments and adapt to various contexts. This reflects Dickinson's (1995) view that learners are more inclined to engage in autonomous learning when the learning context enables them to make decisions and implement them effectively. Therefore, these findings highlight the necessity of providing Arabic language learners in Malaysia with the tools and strategies for autonomous learning, other than cultivating environments that encourage autonomy and active participation in the learning process.

The findings also show that participants perceive political-critical aspect is significant in the realm of autonomous learning, as reflected by its high mean score (3.69). This suggests that learners hold positive views when granted the autonomy to make decisions in their learning, such as selecting content, setting objectives, planning lessons, as well as learning materials under the guidance of a teacher. However, this autonomy is limited as curricula and learning materials are generally established by institutions or

educators, which diminishes students' independence in this political dimension (Melvina & Julia, 2021). In many academic settings in Malaysia, particularly within Islamic Studies programs, the curriculum and learning materials for Arabic language courses are determined by institutions or religious authorities. These materials often focus on classical texts and religious content, thus providing limited opportunities for students to choose content, goals, or learning methods. Despite these limitations, the high regard for this political-critical component in this current study highlights the participants' acknowledgement of the importance of learners' engagement in educational decision-making processes to promote autonomy and critical thinking.

The psychological component, which encompasses individual motivation, mindset and cognitive factors, received a high rating of 3.67. This highlights the significance of psychological readiness and self-regulation in the context of autonomous learning. The findings suggest that participants possess the ability to manage their metacognitive processes and self-regulate their learning with a heightened sense of awareness, which is a beneficial factor in enhancing autonomous learning according to Oxford's (2003) theory. Furthermore, since motivation and autonomous learning are closely related, a deficiency in motivation may hinder students from achieving autonomy (Cirocki et al., 2019). This aligns with Ushioda's (2020) research, which posits that autonomy cannot exist without motivation, indicating that motivated learners are inherently autonomous. Nonetheless, this finding contradicts with Dalfizar's (2020) study which indicated that advanced students lacked autonomy in learning English as a second language due to insufficient motivation, resulting in their reliance on teacher guidance during lessons. Thus, it can be concluded that motivation is a crucial component of the psychological element, significantly influencing the fostering of autonomous learning.

The high rating of the psychological component (3.67) among the participants of this study suggests that they may be well-prepared to implement autonomous learning by managing their metacognitive processes and maintaining motivation. As they are majoring in Islamic Studies, Arabic is a tool for academic purposes in lectures, assignments, and discussions, as well as understanding foundational Islamic sources including Quran, Hadith and Islamic texts, therefore, mastering Arabic language is very essential. This direct connection between Arabic language learning and academic success in Islamic Studies provides strong intrinsic motivation, driving students to becoming autonomous and motivated learners.

In summary, the average level of autonomous learning among participants is high, suggesting that they perceive autonomous learning as highly valuable or frequently used. The participants in this study are diploma students at Universiti Islam Antarabangsa Tuanku Syed Sirajuddin (UniSIRAJ), which leads to the expectation that students in higher education exhibit greater autonomy compared to those in primary or secondary schools. This finding aligns with the research conducted by Mehdiyev (2020), Chand et al. (2021) and Hussein and Haron (2012) which indicates the high level of autonomous learning among university students, as autonomy tends to increase with higher academic levels. However, this result contradicts to the findings of Alrabai (2017), Dalfizar (2020), Bala (2022), Tran (2020) and Le and Nguyen (2022) which suggest the lack of autonomy among university students. From the data gathered from the selected diploma students at UniSIRAJ, their high level of autonomous learning reflects their ability to independently manage their learning processes. These findings are significant in Arabic language learning, where self-directed activities such as vocabulary development, grammar

exercises, and text analysis are crucial in language mastery. Since Arabic serves as the medium of learning for Islamic Studies at UniSIRAJ, the students' motivation to succeed in the language is closely related to their academic and spiritual goals. This aligns with the primary objective of educational institutions which is to foster autonomy among learners where they take ownership of their learning progress. Henri et al. (2018) emphasized that autonomous learning is a prevalent outcome in higher education across various countries. The present study has demonstrated that this educational aim has been successfully met, revealing that UniSIRAJ students possess a commendable capacity for autonomous learning. Given UniSIRAJ's status as a private higher education institution in Malaysia, it has moved to a learner-centered approach that promotes autonomous learning. This outcome aligns with Ming's (2009) research, suggesting that students in private universities in Malaysia exhibit greater autonomy compared to students in public universities.

CONCLUSION

This study highlights the significance of technical, sociocultural, and psychological elements in promoting autonomous learning. Technical aspect emerged as one the most frequently utilized in autonomous learning, reflecting the important role of learners to take charge of their learning process. Socio-cultural and psychological factors also underscore the significance of social interactions, cultural context, and psychological readiness in supporting autonomous learning. In contrast, political-critical factors are perceived as less influential due to students' limited opportunities in choosing content, goals, or teaching methods. The high level of autonomous learning suggests that the participants have a positive view of autonomous learning.

From a theoretical perspective, this study could provide useful insights concerning the level of autonomous learning among Arabic language learners, thus improving their performance in learning and acquiring vocabulary. Practically, these insights suggest that educators and policymakers should prioritize nurturing learners' psychological readiness and intrinsic motivation, with a particular focus on providing technological resources and creating supportive social learning environments for learning Arabic language subjects.

Considering the need for further investigation, further exploration can be done to investigate why political-critical factors are perceived as less essential by some participants, possibly through qualitative studies or in-depth interviews to understand the barriers that might limit access to autonomous learning. Given the high degree in the overall practice of autonomous learning, further studies could use diverse data collection methods, including interviews, diary or journal writing, and classroom observations, to enrich the data and provide a more comprehensive understanding of students' actual practices in autonomous learning. Additionally, this study recommends conducting more research on autonomous learning in learning Arabic vocabulary, particularly in relation to other variables such as gender, cultural background, educational background, language proficiency, learning styles, and motivation.

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