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Recommendations

1. It is recommended that students with learning disabilities be provided with a variety of self-directed learning strategies.

2. Teachers should encourage students with learning disabilities to experiment with self-directed learning strategies.

3. Inclusive schools should provide resources to help students with learning disabilities develop self-directed learning strategies.

4. Parents should encourage their children with learning disabilities to use self-directed learning skills at home.

written expression, mathematics calculation, and mathematical reasoning are among these areas (Brennan,2021). Cacace (2019) investigated the effects of student grades and motivation on students with learning disabilities' SDL.

Conclusion

As people with learning disabilities improve and strengthen their ability to self-learn, their motivation to do the tasks that are required of them grows. The learner enters a new world of unique educational skills that contribute to the learner's involvement in learning new skills through various participations that aid in teaching participants and urge them to take responsibility for their own learning. It improves their motivation to learn because of their encounters with new and modern environments, and it contributes to the transformation of unfavorable attitudes toward traditional education and learning. Traditional education is based on lower thinking skills such as reception, recognition, understanding, remembering, and moving to higher stages of thinking, whereas self-directed learning is based on higher thinking skills such as reception, recognition, understanding, remembering, and moving to higher stages of thinking. These abilities may aid people with learning disabilities in overcoming academic difficulties and changing their perceptions of themselves. Furthermore, many self-directed learning strategies can confront, prohibit, modify, and aid in the reduction of problems that arise as a result of learning disabilities. So, counseling programs should be established in order to improve the self-directed learning of students with learning disabilities in various educational environments, including special education schools and inclusive schools.

- Self-motivation, self-control, self-evaluation, and decision-making.
- Preference for working as part of a group to solve problems.
- The ability to organize and process one's own thoughts and feelings
- A sensation of achievement because of learning.

Learning Disabilities

Learning disabilities are neurologically based impairments in learning and/or processing that specifically interfere with higher-level cognitive skills (Brennan,2021). Learning disabilities inhibit with a person's ability to perform acceptably ─ both academically and socially. Effective evaluation and treatment plans are directly needed to improve the lives of those persons (McLean, 2016). In the kingdom Saudi Arabia, LD is "a problem in one or more essential psychological developments that may manifest as inadequate ability in specific areas of learning, such as reading, written expression, or mathematics" (Regulatory Guide,2016).

A malfunctioning in the brain causes these students to be disorganized, write letters backwards, read very well but not comprehend what they read, exhibit poor penmanship, have lack of fluency when reading, have lack of phonic skills, and, in some cases, exhibit some inappropriate social skills (e.g., invading another person's personal space when talking). Despite these challenges, most students with a specific learning disability have average intelligence and, with appropriate accommodations in both school and the workplace, can become productive members of our democratic society (Epler & Ross,2019).

Learning disability is a broad term that encompasses a wide range of disabilities across seven domains. Receptive language, expressive language, basic reading skills, reading comprehension,

recent research has suggested that SDL should not be categorized as a personality trait (Cazan & Schiopca, 2014; Zhoc et al., 2018).

Figure 1
Components of Self-directed learning (prepared by the researcher)

According to the preceding figure, self-directed learning consists of five components (self-evaluation; decision-making; self-motivation; problem-solving; flexibility; self-sufficiency). These components can help students with disabilities improve their academic performance while employing various self-directed learning strategies.

Recent studies have underlined the teacher's role in self-directed learning, which is to care for the learner who wants to take charge of his learning throughout the process and make his own decisions (Abd-El-Fattah, 2010). Teachers should take note of students' abilities and attitudes toward self-directed learning in this regard and build a web-based learning environment in subjects where students can improve their capabilities (Yuan et al., 2012). Self-directed learning is student-centered learning, and teachers should be consulted as counselors when students meet difficulties during learning (Duman & Senguen, 2011). As a result, the teacher will be able to help many his students with their SDL problems by answering their questions.

The following characteristics of a student with high self-directed learning abilities were identified by EL-Maghribi (2007):

- Learning self-sufficiency.
- Experimenting with novel learning methods.
- The ability to obey rules and directions in a flexible manner.
- Understanding of information sources and the capacity to use them

environment and teaching methods to achieve better academic performance.

Self-directed learning concepts can be found in many ways throughout life. Learners categorize their learning needs based on the issues they confront in the learning process and environment, as well as the skills they need to practice and the information they wish to obtain, according to Leatemia et al. (2016). As a result, individuals create their own learning objectives and then transform those goals into concrete targets.

Self-directed learning

Many scholars sought to establish a definition of Self-Directed Learning (SDL) and contributed to the discovery of many definitions of the term SDL. Bhandari et al. (2020) defined self-directed learning as "an active learning approach in which students are responsible for their own learning outcomes, with the instructor acting as a facilitator of learning." Also, Leatemia et al. (2016) defined SDL as "students control their own learning process using planning, implementation, monitoring, and assessment." Moreover, the process includes planning, managing, deciding, evaluating, and improving learning, which leads to self-confidence (Alkan & Erdem, 2012). SDL, on the other hand, was defined by Hamdan (2007, P. …) as "an individual who can use books, learning devices, or other means independently and pick the style and level of his learning to improve his academic performance according to his capacity without the assistance of a teacher." Maghribi (2007) added to the definition of SDL by stating, "The learner's ability to organize and control the interactive and harmonious relationship between the available types of freedom, independence, choice, responsibility, organization, control, self-direction, and decision-making in the context of the learning process, leading to interaction with new experiences." SDL is described as a process (Chan, 2018; Schulze, 2014). However,

valuable opportunity to learn with greater freedom in terms of selecting various learning resources and educational opportunities. It helps to meet the learner's learning needs while also increasing the learner's intrinsic desire to learn. Students can use self-directed learning to gain access to previously sought-after information at any time and from any location. In traditional learning (face-to-face learning), the student must make an appointment with the instructor to explain a point that he did not understand, and the instructor is very likely to refuse to explain it again. The student in self-directed learning is self-sufficient, active, and responsible for his or her assignments. As a result, self-directed learning has been demonstrated to have a variety of options, the most notable of which is increased confidence, which improves the student's ability to master his or her learning without direct assistance.

Purpose of the Present Article

According to previous research, the purpose of the current study is to emphasize the importance of using self-directed learning in the educational setting of students with learning disabilities. Hence, self-directed learning can assist in a variety of learning environments. A person with a learning disability may struggle to become or remain organized (Epler & Ross,2019). So, self-directed learning can help students with learning disabilities to organize themselves. The study of self-directed learning and its relationship to academic performance is concerned with the findings of numerous studies. Self-directed learning, according to the literature, is strongly related to high academic performance (Bhandari et al., 2020; Lee & Lee, 2020; Grandinetti, 2015). Learning disabilities can have a significant impact on academic progress and achievement at any age (Brennan,2021). A study by Zhoc & Chen (2016) identified the need for educational institutions to evaluate learners' characteristics (e.g., EI, SDL) and then match them with the most applicable educational

Introduction

Self-Directed Learning is a type of learning that helps the learner recognize his or her own ability to find information. He can use different sources at different times. Self-Directed Learning allows the learner to choose the educational task and the time when he wants to learn, while also supporting the individual's self-efficacy in completing the required tasks on time and with greater efficiency. Learning disabilities are one of the categories of people with disabilities who have average or above-average intelligence but face a variety of academic difficulties, necessitating the use of educational strategies to help them overcome their academic difficulties. As a result, the role of Self-Directed Learning emerges as a strategy that encourages students with learning disabilities to begin the learning process and search for the information they need, thereby changing their negative self-image to a positive one.

According to Al-Saalem (2015), the philosophy of self-directed learning is as old as society, which indicates that people learn on their own through interacting with their surroundings and others. Eid (2021) defines self-directed learning as "an internal stimulation caused by the individual's sense of self-responsibility during the learning process". Studies in the literature revealed that students' self-directed learning correlates with academic achievement (Grandinetti, 2015). Furthermore, the findings of Eid's (2108) study revealed a significant relationship between self-directed learning and high academic achievement. Cazan and Schiopca (2014) and Koc (2019) stated that self-directed learning may be a mediator between psychological characteristics (e.g., self-efficacy and academic performance). Consequently, self-directed learning has a significant impact on learner characteristics and learning styles.

From his perspective, the author will define self-directed learning. It is a remarkable strategy that provides students with a

Abstract

Self-directed learning is a strategy widely used with normal students. Numerous educational initiatives have been launched to expand its use among school children and university students. Though, there is still a great need to spread this term in the field of disability. Special education teachers and learners with disabilities, particularly those who struggle with learning disabilities, should be encouraged to use this strategy. The purpose of this paper is to emphasize the importance of self-directed learning in improving the academic performance of students with learning disabilities. The definitions of self-directed learning and learning disabilities are explained in this article. Also, it asserts the relationship between self-directed learning and high academic performance. The current article concludes that students with learning disabilities will gain many positive qualities when they use self-directed learning. The paper ends with some recommendations for students with learning disabilities. It is recommended to encourage them to experiment with self-directed learning techniques.

Key words: self-directed learning, academic performance, students, learning disabilities.

The Role of Self-Directed Learning Strategies in I
mproving the Academic Performance of
Students with Learning Disabilities

Short Title: Self-directed learning and learning disabilities

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