

NEEDS ANALYSIS FOR DEVELOPING AN ISTIMA' LEARNING MODEL USING K-W-L (KNOW, WANT TO KNOW, LEARNED) STRATEGY BASED ON SELF-REGULATED LEARNING

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Abstract

Technology-based adaptive learning design requires awareness of self-regulated learning. Self-regulated learning in higher education is essential to becoming the foundation of learning that adapts to technology. The main aim of this study is to investigate the need for developing an istima' learning model using the KWL strategy based on self-regulated learning in the Arabic Language Education Study Program at Universitas Negeri Jakarta. This study uses a descriptive method, and data were collected using a questionnaire based on Hutchinson and Waters's theory. Which identified three aspects: Necessities, Lacks, and Wants. The questionnaire used three answer options for each question item: often, sometimes and never. The study results showed that 83% of respondents tried to maintain the quality of their assignments in the Aspect of "Necessity", while 36.1% routinely studied the material before lectures. In the Aspect of "Lacks", 62.6% of respondents sometimes had difficulty understanding the material, and 57.8% found being actively involved in Istima' activities difficult. 57.8% of respondents in the "wants" Aspect needed a learning model that supported learning independence, and 60.5% needed constructive feedback to improve understanding. These results show that students' specific needs in Istima' learning include duration, material variation, learning activities, and feedback. These findings can serve as a basis for future studies to design a more adaptive and technology-based learning model, allowing students to manage Istima's learning independently according to the KWL strategy.

Keywords: KWL Strategy, Self-Regulated Learning, Istima' Learning Model

مستخلص البحث

يتطلب تصميم التعلم التكييفي القائم على التكنولوجيا الوعي بالتعلم المنظم ذاتيا. يعد التعلم المنظم ذاتيا في التعليم العالي أمرا مهما ليكون قادرا على أن يصبح أساس التعلم المتكيف مع التكنولوجيا. الهدف الرئيسي من هذه الدراسة هو التحقيق في الحاجة إلى تطوير نموذج تعليم مادة الإستماع باستخدام استراتيجية KWL القائمة على التعلم المنظم ذاتيا في قسم تعليم اللغة العربية بجامعة جاكرتا الحكومية. تستخدم هذه الدراسة طريقة وصفية، وتم جمع البيانات باستخدام استبيان يعتمد على نظرية هاتشينسون ووترز (Hutchinson and Waters) التي حددت ثلاثة جوانب: الضروريات، والنواقص، والرغبات. استخدمت الأسئلة في الاستبيان ثلاثة خيارات للإجابة لكل عنصر من عناصر الأسئلة، وهي في كثير من الأحيان وأحيانا وأبدا. وأظهرت نتائج الدراسة أن ٨٣٪ من المشاركين ذكروا أنهم حاولوا الحفاظ على جودة مهامهم في جانب "الضرورة"، في حين أن ٣٦,١٪ درسوا المادة بشكل روتيني قبل المحاضرات. في "جانب النقص"، واجه ٦٢,٦٪ من المستجيبين أحيانا صعوبة في فهم المواد، ووجد ٥٧,٨٪ صعوبة في المشاركة بنشاط في تعليم مادة الإستماع. احتاج ٥٧,٨٪ من المستجيبين في جانب "الرغبة" إلى نموذج التعليم مادة الإستماع الذي يدعم استقلالية التعلم، و ٦٠,٥٪ بحاجة إلى ملاحظات بناءة لتحسين الفهم. تظهر هذه

النتائج أن احتياجات الطلاب المحددة في تعليم مادة الإستماع تشمل المدة وتنوع المواد وأنشطة التعليم والتغذية الراجعة. يمكن للدراسات المستقبلية استخدام هذه النتائج لتصميم نموذج تعليمي أكثر تكيفا وقائما على التكنولوجيا ، والذي يسمح للطلاب أن ينظم طريقة تعلم مادة الإستماع بشكل مستقل وفقا لاستراتيجية KWL.

الكلمات المفتاحية: استراتيجية KWL، التعلم المنظم ذاتيا، نموذج تعليم الإستماع.

Introduction

Teaching istima' (listening) skills is crucial in Arabic language education, as it forms the foundation for effective communication and comprehension. Odilovna Djabbarova (2020) stated that of the four language skills, listening is often the most overlooked and neglected in second-language classrooms. As a result, teachers tend to give it insufficient attention, often addressing it superficially. In language teaching and learning, proficiency is generally equated with speaking and writing abilities, while listening and reading are regarded as secondary. This imbalance may be attributed to the inherently challenging nature of listening as a skill. Morales and Beltrán (2006) also stated that The goal of listening skills is to help learners perceive the second language like native speakers. However, this ideal is often unattainable due to insufficient classroom activities and a lack of authentic materials that expose students to actual speech. Without clear criteria for material selection, teachers struggle to prepare students to handle authentic language and real-life situations.

Despite its importance, many students face challenges in mastering istima' due to a lack of effective learning strategies and models catering to their needs. In Universitas Negeri Jakarta, Istima's teaching often encounters challenges regarding teaching methods, student engagement, and learning effectiveness. Based on initial observations and a review of the literature, it was found that the current approach used in Istima' teaching has not been efficient in developing students' Arabic listening skills.

Addressing these challenges requires an innovative approach to teaching istima', particularly one that engages learners actively and fosters self-regulation in their learning process. One of the learning strategies that can be applied in foreign language learning is the KWL strategy. The KWL strategy can help students develop new knowledge based on the information or knowledge they already have. In

addition, KWL is also able to increase the level of self-regulated learning because students will be directed to be able to manage their learning methods, such as identifying what they already know, organizing the information they want to know and independently analyzing and criticizing the information they get during learning.

The KWL (Know, Want to Know, Learned) strategy is an instructional technique aimed at enhancing reading comprehension by helping learners activate prior knowledge, set learning goals, and reflect on what they have learned (Hamdan, 2014; Purwandari & Wiyanah, 2020; Riska Widayari et al., 2022). It involves three steps: students list what they know about a topic, what they Want to know, and finally, what they have learned after engaging with the material. This approach has been shown to significantly improve reading and listening skills across different subjects, including foreign language acquisition (Farha & Rohani, 2019; Inggriyani & Aptiani, 2020; Madhi, 2021; Nanda & Pratama, 2021; Thao Vy & Thanh Ha, 2020)

Self-regulated learning (SRL), also known as self-regulation in learning in cognitive psychology (Deasyanti & Rangkuti, 2007), originates from social cognitive theories of behaviour. According to Zimmerman (1989, 1990, 2002, 2008), SRL is a process where an individual manages personal learning by transforming mental abilities into academic skills. SRL is considered effective when a person understands learning strategies, tasks, subject matter, motivation for learning, and the determination to resist distractions (De Silva, 2020; Kazem & Hussein, 2022). In simple terms, SRL can be interpreted as the process of regulating academic abilities. Individuals with strong SRL skills typically demonstrate effective learning strategies, persistence, and the ability to select strategies to achieve learning goals.

SRL encompasses learning's cognitive, metacognitive, behavioural, motivational, and emotional/affective aspects (Broadbent et al., 2023; Panadero, 2017). These skills are crucial in higher education, as they are believed to correlate with higher academic success among university learners (Tadesse et al., 2022). SRL actively participates in metacognition, motivation, and behaviour during learning (Qorina et al., 2022). It is a critical factor for academic success and positively impacts university students' academic performance (Hamriani et al., 2022; Kaiser et al., 2020). Moreover, SRL is considered relevant in higher education due to learners' cognitive and affective

maturity in an SRL-based learning context (Hidayat et al., 2019; Hidayati & Listyani, 2013).

The Know-Want-Learn (KWL) strategy and Self-Regulated Learning (SRL) are closely related to promoting active and independent learning (Silva, 2020). The KWL strategy helps learners organize and reflect on their learning process by prompting them to activate prior knowledge, set learning goals, and assess their progress, aligning with SRL's core principles. SRL emphasizes learners' ability to plan, monitor, and evaluate their learning autonomously, and the KWL strategy serves as a structured tool to support these self-regulatory processes. Combining KWL with SRL encourages learners to take greater responsibility for their learning, leading to improved engagement and comprehension.

Previous studies on language learning strategies have underscored the significance of self-regulated learning (SRL) in fostering autonomous, motivated, and active learners. Zimmerman (1989b, 1990, 2008) emphasized that SRL enables students to plan, monitor, and evaluate their learning, leading to better outcomes. Additionally, the KWL strategy has been widely implemented in various language-learning settings. Research by McLoughlin and Lee (2010) demonstrated that integrating the KWL strategy with SRL can significantly improve student engagement and comprehension, particularly in reading and listening.

Li Su et al. (2023) explained that Self-regulated learning (SRL) plays a crucial role in foreign language learning (FLL) by enabling individuals to take responsibility for the learning process and achieve better outcomes. Li Su et al. (2023) also stated that learners practising SRL could set goals, monitor progress, and adjust strategies to succeed. In the context of FLL, SRL is particularly important, as it helps learners overcome challenges associated with mastering a new language. Studies have also shown that specific interventions can positively impact SRL, allowing for adjustments in learning strategies to meet desired goals (Cassidy, 2011; Chairunisa, 2022; Deasyanti & Rangkuti, 2007; Einstein et al., 2011; Hapsari & Fatmasari, 2022; Mutiara & Rifameutia, 2021; Pamungkas & prakoso, 2020)

In Arabic language education, limited research has explored combining the KWL strategy and SRL specifically for istima' instruction. This gap underscores the

need for a detailed analysis of the current *istima'* learning environment to assess how much students would benefit from approaches that support self-regulation and active learning. A needs analysis is crucial in identifying learners' specific Necessities, Lacks, and Wants, thus providing valuable insights for developing tailored learning models.

This study seeks to assess the need for an *istima'* learning model utilizing the KWL strategy based on SRL in the Arabic Language Education program at Universitas Negeri Jakarta. By identifying gaps and needs in *istima'* instruction, the research aims to propose a framework that enhances student engagement, autonomy, and overall listening proficiency.

Methods

This study employs a descriptive research method to investigate the need to develop an *Istima'* (listening) learning model using the KWL (Know, Want to Know, Learned) strategy based on Self-Regulated Learning (SRL). This study was conducted in the Arabic Language Education Study Program at Universitas Negeri Jakarta. The rationale for using this method lies in its ability to provide a comprehensive understanding of the current state of *istima'* teaching and the specific needs of students and educators in this program.

Data was collected using a questionnaire developed based on Hutchinson and Waters's needs analysis framework, focusing on three key aspects: Necessities, Lacks, and Wants. This study uses the theory to identify the essential skills students need to master (*Necessities*), the gaps in their current abilities (*Lacks*), and their personal goals and motivations for learning (*Wants*), which are crucial for designing an effective learning model (Nation & Macalister, 2010).

The questionnaire consisted of items designed to assess students' experiences and perceptions related to *istima'* learning. Each question offered three response options: often, sometimes, and never, allowing for an evaluation of the frequency of specific issues or challenges faced in learning *istima'*. This scaling method was chosen to ensure clarity in understanding student needs and to facilitate the identification of areas requiring improvement or further development.

The data collected were analyzed descriptively to highlight trends and patterns within the responses. This approach was deemed appropriate as it presents the current learning needs in *istima*. It provides a solid foundation for the future development of a learning model using the KWL strategy based on SRL. By focusing on these aspects, the study aims to offer a reliable basis for improving *istima'* instruction in Arabic language education.

Result and Discussion

Necessities Analysis

This aspect includes the things necessary to ensure learning success and a good understanding of *istima' material* using the SRL-based KWL Strategy. The researcher gave three answer options for each question: often, sometimes and never. Of the three answer choices, the researcher focused on the highest percentage of scores. The gap will be obtained from the shuffling between the learning objectives determined by the lecturer and the results of the student's answers from the needs analysis.

Table 1. Necessities Result

No	Indicators & Statements	Answer		
		Often	Sometimes	Never
1	Strong understanding of Arabic <i>istima'</i> material.			
	I understand the <i>istima'</i> material well after participating in each learning session.	44,9%	53,1%	2%
2	Have the motivation to learn <i>Istima'</i>			
	I am motivated to learn <i>istima'</i> every time there is a lecture.	60,5%	37,4%	2%
3	have a high interest in <i>istima'</i> learning			
	I have a high interest in <i>istima'</i> learning	59,9%	38,1%	2%
4	Monitor learning progress independently during the <i>istima'</i> learning process regularly.			
	I independently monitor my learning progress in <i>istima'</i>	50,3%	46,9%	2,7%
5	conduct self-evaluation of the understanding of <i>istima'</i> material periodically.			
	I do a self-evaluation of how well I understand the <i>istima'</i> material periodically.	38,8%	57,8%	3,4%
6	Maintaining the quality of assignments in <i>Istima</i> learning			
	I always try to maintain the quality of my assignments in <i>istima'</i> learning by ensuring that my <i>istima'</i> assignments are done properly and correctly	83%	16,3%	0,7%
7	Able to study in groups to understand <i>Istima'</i> material			
	I study in groups with friends to understand the <i>istima'</i> material.	37,4%	59,2%	3,4%
8	Able to be actively involved in group discussions about <i>istima'</i> material			

	I am actively involved in group discussions about istima' material	38,8%	56,5%	4,8%
9	Getting used to studying Istimat material before lectures			
	I got used to learning Arabic istima' material before the lecture started	36,1%	57,1%	6,8%

1. Understanding of Istimat Material

The analysis showed that most respondents (53.1%) stated they "Sometimes" understood the material after participating in each learning session. In comparison, 44.9% felt that they often understood the material well. And 2% stated "Never". It shows that understanding istima' material is still not optimal, even though most students have a relatively good level of understanding.

2. Motivation in Istimat Learning

As many as 60.5% of respondents feel motivated every time they attend *istimat* lectures. However, 37.4% were "Sometimes" motivated, and 2% stated "Never". This indicates that most students have high motivation, but some still need to increase motivation to achieve consistency in istima learning.

3. Interest in Istimat Learning

Most respondents (59.9%) are highly interested in istima' learning, while 38.1% stated that they are "Sometimes" interested. And 2% were "Never" interested. This data shows that although most students show high interest, some segments require special attention to increase their interest in this learning.

4. Independent Monitoring of Learning Progress

50.3% of respondents independently monitored their learning progress in istima' regularly, while 46.9% "Sometimes" did so, and 2.7% "Never". It indicates that there is awareness of the importance of self-monitoring, but consistency in its implementation still needs to be improved.

5. Self-Evaluation of the Understanding of Istimat Material

38.8% of respondents periodically self-evaluated their understanding of istima' material. Most (57.8%) stated "Sometimes" self-evaluated, and 3.4% stated "Never". It shows that most students have not fully self-evaluated regularly regarding their understanding of the *Istimat* material taught.

6. Quality of Assignments in Istimat Learning

As many as 83% of respondents tried to maintain the quality of the assignments in istima' learning, with only 16.3% doing it "Sometimes" and 0.7% "Never". It shows a high commitment from students to maintaining the quality of their assignments, although few students may need further encouragement.

7. Group Learning in Understanding Istima' Material

37.4% of respondents actively studied in groups to understand istima' material, 59.2% stated "Sometimes" to do it, and 3.4% "Never". It shows that most students have not fully utilized group learning effectively.

8. Active Involvement in Group Discussions

38.8% of respondents actively engaged in group discussions about istima' material, while 56.5% only "Sometimes" were involved, and 4.8% "Never". This data shows that active involvement in group discussions must still be increased to support a deeper understanding of istima' material.

9. Habit of Studying Istima' Material Before Lectures

There were 36.1% of respondents who got used to studying istima' material before lectures started. Moreover, 57.1% of respondents stated "Sometimes" to do it, and 6.8% "Never". It shows that preparation before lectures is still not a common habit among students, which can impact their understanding during the learning process.

Based on these data, the researcher concluded that the results of the needs analysis showed that despite the high level of motivation and interest in istima' learning, there were still areas that needed to be improved, such as understanding the material, monitoring progress independently, and involvement in group discussions. More structured and interactive learning strategies can be implemented to improve students' quality of istima' learning.

Needs Analysis of Difficulties (Lack)

This Aspect identifies shortcomings or obstacles that can hinder students from understanding the material well and applying the SRL-based KWL Strategy.

Table 2. Lack Result

No	Indicators & Statements	Answer		
		Often	Sometimes	Never
1	Difficulty maintaining motivation in learning istima' before and after learning.			

	I find it difficult to maintain motivation in learning istima' before and after learning	31,3%	57,1%	11,6%
	difficulty maintaining interest in istima' material during learning			
	I find it difficult to maintain interest in istima' material during learning	21,1%	58,5%	20,4%
2	Difficulty in setting an effective study schedule to study istima' material			
	I have difficulty setting an effective study schedule to study istima' material.	29,9%	50,3%	19,7%
	Difficulty managing time well in preparing and participating in istima' learning			
	I have difficulty managing my time well in preparing and participating in istima' learning	19,7%	49,7%	30,6%
3	Difficulties in using/accessing Istima' learning materials			
	I have difficulty accessing the istima' learning materials provided	14,3%	44,9%	40,8%
4	Difficulties in understanding istima' material			
	I had difficulty understanding the material that was taught in Arabic istima.	21,8%	62,6%	15,6%
	Difficulties in following the lecturer's explanations and instructions regarding istima' material			
	I struggled to follow the lecturer's explanations and instructions regarding istima' material.	11,6%	53,7%	34,7%
5	Difficulty in being actively involved in Istima' learning			
	I find it difficult to be actively involved in istima' learning activities.	10,2%	57,8%	32%
6	Difficulty expressing opinions in Istima' learning			
	I find it difficult to express my opinion in istima' learning	21,1%	53,1%	25,9%
7	Difficulty doing Istima' tasks independently			
	I find it difficult to do Arabic istima' tasks independently (Without the help of others)	19%	57,1%	23,8%

1. Difficulty Maintaining Motivation and Interest

The analysis showed that 57.1% of respondents stated that "Sometimes" they found it difficult to maintain motivation in learning istima' before and after learning, while 31.3% often experienced this difficulty. In contrast, 11.6% said they "never" experienced such difficulties. In addition, 58.5% of respondents stated that they "Sometimes" found it difficult to maintain interest in istima' material during learning, with 21.1% often experiencing this difficulty and 20.4% stating that they "never" experienced such difficulties. This data indicates that motivation and interest require special attention because most students have difficulty maintaining them throughout the learning process.

2. Difficulty Managing Time and Setting a Study Schedule

As many as 50.3% of respondents stated that “sometimes” it is difficult to set an effective study schedule to study istima’ material, and 29.9% often experience this difficulty. In contrast, 19.7% stated that “Never” had difficulty setting an effective study schedule. In addition, 49.7% of respondents stated that they “Sometimes” had difficulty managing their time well in preparing for and participating in istima’ learning, with 19.7% often experiencing this difficulty and 30.6% stating that they “never” experienced such difficulties. It shows that effective time management and study schedule setting is a challenge most students face, which can impact their learning effectiveness.

3. Difficulties in Accessing and Using Istima’ Learning Materials

44.9% of respondents stated that “Sometimes” experienced difficulties in accessing istima’ learning materials, while 14.3% often experienced this difficulty. However, 40.8% said they “never” had difficulty accessing materials. While the majority of students can access materials, certain groups encounter obstacles that necessitate solutions to guarantee equitable access to learning resources for all students.

4. Difficulty Understanding the Material and Following the Lecturer’s Instructions

62.6% of respondents stated that they “Sometimes” experienced difficulties in understanding the Arabic language material taught, with 21.8% often experiencing this difficulty, and 15.6% stated “Never” experiencing it. In addition, 53.7% of respondents stated that they “Sometimes” experienced difficulties following the lecturer’s explanations and instructions regarding istima’ material. In comparison, 11.6% often experienced this difficulty, and 34.7% stated that they “never” experienced such difficulties. This data shows that understanding the material and the clarity of instructions from lecturers is still a challenge, and there needs to be an effort to clarify the material and delivery methods to make it easier for students to understand.

5. Difficulties in Being Actively Involved in Istima’ Learning

57.8% of respondents stated that “sometimes” have difficulty being actively involved in istima’ learning activities, with 10.2% often experiencing this difficulty and 32% stating “never” experiencing it. Active involvement in learning is an important aspect

of improving understanding, so there is a need for an approach that can encourage greater participation from students.

6. Difficulty in Expressing Opinions in Istima' Learning

53.1% of respondents stated that they “Sometimes” find it difficult to express their opinions in istima' learning, while 21.1% often experience this difficulty, and 25.9% stated that they “never” experience it. The ability to express opinions is an essential part of communication skills, and this data shows that most students need more support to feel comfortable and confident in expressing their opinions during learning.

7. Difficulty in Doing Istima' Tasks Independently

57.1% of respondents stated that they “Sometimes” find it difficult to do Arabic istima' tasks independently, with 19% often experiencing this difficulty and 23.8% stating “never” experiencing it. It shows that some students need additional help doing assignments independently, which may be related to understanding their material or skills.

Based on this data, the researcher concluded that students face various difficulties in istima' learning, ranging from motivation and interest, time management, and understanding of the material to active involvement in learning. So, adjustments in learning methods, more effective use of technology, and increased support from lecturers and peers are needed to help students overcome their difficulties.

Needs Analysis of Wants Aspect (Wants)

This aspect includes the expectations, desires, or preferences students desire to improve their learning experience and feel more successful in learning istima' using the SRL-based KWL Strategy.

Table 3. Wants Result

No	Indicators & Statements	Answer		
		Urgently needed	Need	No Need
1	Longer Istima' material videos (10-15 minutes)			
	I need a longer video of Istima' material (10-15 minutes)	18,4%	65,3%	16,3%
2	Istima' material with varied themes is not a serial/continuous story.			

	I need Istima' material with varied themes, not serial/continuous stories.	36,1%	53,7%	10,2%
3	Learning activities to identify vocabulary/sentences from the material listened to			
	I need a learning activity to identify vocabulary/sentences from the material I listened to.	53,1%	45,6%	1,4%
4	Learning activities to express the main idea of the discourse listened to			
	I need learning activities to express the main idea of the discourse I heard.	33,3%	61,9%	4,8%
5	Learning activities to answer questions in groups			
	I need a learning activity to answer questions in groups	35,4%	57,1%	7,5%
6	Learning activities to measure the initial understanding of Istima material (such as what is already known about the material to be studied)			
	I need a learning activity to measure the initial understanding of Istima's material (such as what is already known about the material to be studied)	32%	63,3%	4,8%
7	Learning activities to set Istima learning targets			
	I need learning activities to set Istima's learning targets	23,8%	68,7%	7,5%
8	Learning activities to provide conclusions on understanding the material that has been taught			
	I need learning activities to provide a conclusion of understanding the material that has been taught	28,6%	61,9%	9,5%
9	Learning models that can increase learning independence			
	I need a learning model that can increase learning independence	40,8%	57,8%	1,4%
10	Constructive feedback on learning progress and suggestions to improve understanding of istima' material			
	I need constructive feedback on learning progress and suggestions to improve my understanding of the istima' material	39,5%	60,5%	0

1. The Need for Longer Istima' Material Videos

65.3% of respondents stated that they "Need" a longer duration (10-15 minutes) of Istima' material videos, while 18.4% stated "Urgently needed" a longer duration. In contrast, 16.3% stated "Do not Need" videos with longer durations. It shows that most students feel that a longer video duration can help in understanding Istima' material.

2. Istima' Material Needs with Varied Themes

53.7% of respondents stated that they "Need" Istima' material with a varied theme and not a serial/continuous story, while 36.1% stated "Urgently needed" a variety of

themes. There were 10.2% who stated “No Need” the theme variation. This data indicates that the variation of themes in Istimá’ material is essential for most students.

3. The Need for Learning Activities to Identify Vocabulary/Sentences

The majority of respondents, namely 53.1%, stated that they “Urgently need” learning activities to identify vocabulary or sentences from the material they listened to. In addition, 45.6% of respondents stated “Need” this activity, and only 1.4% stated “No Need”. It shows that students need vocabulary or sentence identification activities to help understand Istimá’ material.

4. The Need for Learning Activities to Reveal Main Ideas

61.9% of respondents stated that they “Need” learning activities to express the main idea of the discourse they listened to, and 33.3% stated “Urgently Need” the activity. Meanwhile, only 4.8% stated “No Need”. It emphasizes the importance of activities that allow students to formulate and convey the main ideas as part of the learning process.

5. The Need for Learning Activities to Answer Questions in Groups

57.1% of respondents stated that they “Need” learning activities to answer questions in groups, while 35.4% stated “Urgently needed” this activity. Only 7.5% said “No Need”. This group activity seems beneficial for many students in understanding and discussing Istimá’ material.

6. The Need to Measure the Initial Understanding of Istimá’ Material

63.3% of respondents stated that they “Need learning activities to measure their initial understanding of Istimá’ material, while 32% stated “Urgently needed” this activity. In contrast, 4.8% stated “No Need”. It shows that students highly desire the initial assessment of material comprehension as the first step toward more effective learning.

7. The Need to Present Istimá’ Learning Targets

68.7% of respondents stated that they “Need” learning activities to set learning targets for Istimá’, while 23.8% stated “Urgently needed” this activity. Furthermore, 7.5% stated “No Need “. It indicates that setting learning targets is an important aspect needed by students in the Istimá’ learning process.

8. The Need to Provide a Conclusion, Understanding the Material

61.9% of respondents stated that they “needed” learning activities to provide a conclusion of understanding the material that had been taught, and 28.6% stated “Urgently needed”. Meanwhile, 9.5% stated “No need” this activity. Summarizing the understanding of the material is an activity that is considered important by most students as part of learning reflection.

9. The Need for a Learning Model that Increases Learning Independence

57.8% of respondents stated “Need”, a learning model that can increase learning independence, while 40.8% stated “Urgently needed” the model. Furthermore, 1.4% said they “do not need” this model. It shows that independence in learning is an aspect that is highly valued by students and needs to be facilitated through an appropriate learning model.

10. Constructive Feedback Needs

60.5% of respondents stated that they “Need” constructive feedback on learning progress and suggestions to improve their understanding of Istima’ material, while 39.5% stated “Urgently needed”. None of the respondents stated “No Need”. It underscores the importance of constructive feedback in helping students to identify areas for improvement and improve their understanding of the material.

This analysis shows that learners have various specific needs in Istima’ learning, ranging from the duration and variety of materials to learning activities and feedback. Understanding these needs can be used to design more effective learning and responsive to student needs to increase understanding and independence in learning Istima’.

Conclusion

The needs analysis conducted for developing an Istima’ learning model using the K-W-L strategy based on Self-Regulated Learning reveals critical areas for improvement despite students’ high motivation and interest in the subject. Key challenges include difficulties in understanding the material, monitoring learning progress independently, managing time, and engaging actively in group discussions. The findings highlight the importance of implementing more structured and interactive learning strategies, leveraging technology and increasing support from

lecturers and peers. Addressing these needs can lead to more effective Istima' learning by fostering greater student understanding and independence. Future research should explore integrating these strategies and tools to enhance further students' academic performance and engagement in Istima' learning.

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