Student Personal Agency Weakness in Autonomous Learning: Preliminary Research

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The purpose of this article is to explain the student agency weakness that affect autonomous learning skills. These weaknesses include personal intention and self-management in learning, freedom to learn, understanding difficulties presented and problem solving through self-evaluation. Underpinning this research is the fact that an agentic person has a self intention: self forethought as a predictive-anticipative management skill is self reactiveness to act based on need and self-reflection of behavior (reference). This research data was collected through a quantitative approach using Agentic Autonomous Learning Scale (AALS), interviews and observations and the randomly selected research sample comprised a total of 109 (male and female) students. The interviews showed that student agency in autonomous learning was low in forethought and self reactiveness when in pursuit of learning goals. The results of the data analysis show there are three student personal agency condition weaknesses: lack of forethought in learning strategies and a clear purpose for their ambition; dependency on friends for learning and to finish homework and lack of self-awareness and self-evaluation. Students need to exercise their agency by understanding various aspects of themselves, for example their unique cognitive and behavioral competencies in the pursuit of learning goals.

Keywords; *Human Agency, Personal Agency, Autonomous Learning, Cognition, Weakness*

Introduction

Personal agency entails the ability to understand the potential and function of an individual. It comprises several potentials, including trained ability, adaptability, proactiveness, initiative, having a plan and setting targets and goals. Further, it enhances self-evaluation and creates

capacity for maximal effort in the next iteration of the behavior in a relevant environment (Bandura, 2001; Bandura, 2008a; Billett, 2006). Personal agency emphasizes the development of individual cognitive drive in consideration, choice and proactivity to achieve goals independently through interaction with the environment. For this reason, it is also referred to as an autonomous agent in the environment (Bandura, 1989).

In agentic concepts, humans are perceived as actors of behavior that interact in social systems (Cauce & Gordon, 2012; Bandura, 1999). In general, social systems involve reciprocal processes between behavior, individuals and the environment with interdependence between each of these variables (Bandura, 1986; Bandura, 1999). With thought and behavior, an individual has a self cognitive construction in the environment and has the ability to plan and implement behavior to achieve goals (Alfaiz, Hidayah, et al., 2019). As a part of social cognitive theory based on human social and personal learning, self-cognition needs to be activated in student learning processes such that the ability to think and plan and to be proactive, adaptive and evaluative in their behavior, all significant for engagement in learning, are developed (Montenegro, 2017; Billett, 2006; Klemenčič, 2015).

The involvement of students in autonomous learning activities is attributed to agentic aspects (Reeve & Tseng, 2011). Students behave, engage, and create autonomous behavior to achieve goals due to intentional and proactive cognitive construction (Reeve & Tseng, 2011). Intention is one of the psychological aspects that affords individuals cognitive planning capability including such skills as setting goals, strategizing and self-evaluation (Bandura, 1999; Bandura, 2018). Anticipatory-predictive thinking (forethought) is the potential to visualize planning and strategy and activate self-metacognition, an ability which relates to experience and knowledge of behavior and through this reference, rearranging new behavioral strategies in response to the environment (Bandura, 2006; Cauce & Gordon, 2012; Bandura, 2006; Billett, 2009). Self-realization (self-reactiveness) is an aspect of consistency in cognitive construction, proactively adapting real behavior to achieve goals (Cauce & Gordon, 2012; Al-Hoorie, 2015; Bandura, 2001). Self-reflection is an evaluative and contemplative psychological potential that encourages individuals to re-examine their conduct and improve on and maintain previous behavior as judged by their experience, knowledge, and tendencies (Alfaiz, Hidayah, et al., 2019; Bandura, 2018).

Students need to understand intentionality and examine every moment of their learning behavior, thought patterns and study habits. They should consider anticipatory-predictive thinking to uncover the reality of the mind and find new strategies for realizing behavior that are directed and able to be measured systematically and flexibly. This enables them to self-talk and contemplate on, evaluate and make constructive cognitive improvements (Meichenbaum, 1977; Corey, 2009). The process of cognitive self-observation makes student experiences and knowledge a mechanism for the reconstruction of their minds and an insight into the reality of new learning behaviors (Corey, 2009). Therefore, cognitive behaviors are appropriate to their

intentionality although they man initiate a need to find new realities and strategies in the context of future behavior (Bandura, 2000).

The active personal agency aspect includes involvement, desire and skills in autonomous learning (Montenegro, 2017) and personal agency encouragement engages an autonomous actor in every learning behavior. This is attributed to the existence of initiative, needs, targets, adaptivity and evaluation of the efforts and achievements made (Cauce & Gordon, 2012; Bandura, 2018). When person agency is active, skills in autonomous learning increase. According to Lerner & Steinberg (2009), autonomy is the growth and development of adolescent ability to think, feel, determine choices and execute behavior to achieve goals (Steinberg, 2014; Alfaiz, Hidayah, et al., 2019). Three are three types of autonomy: emotional, behavioral and cognitive and students set their respective mindset and rules and create self fulfilling prophecies (Steinberg, 2014).

Heider (1958), found that the power of human motivation underlies every action in everyday life and relates to perception, belief and goal-setting and includes learning (Heider, 1958; Little et al., n.d.). This process of self-reflection relates to the perception of experiences, actions and plans in learning as the motivation to study (Klemenčič, 2015). Billett (2009), emphasized that intentional personal agency processes can, through learning, change cultural norms into learning practices (Billett, 2006; Billett, 2009). In the study on student involvement in learning, personal agency is the fourth aspect of engagement (Reeve & Tseng, 2011). This assertion is supported by Montenegro (2017), who stated that the involvement of students in autonomous learning is attributed to cognitive intentions to transform learning behavior emotionally and personalize knowledge.

Similarly, Cauce & Gordon (2012), established that personal agency is a social psychological variable that can be measured and shaped to increase proactive behavior in daily activities and developed measurement for the personal agentic aspects. The scale for the Measurement of Personal Agency and Empowerment (ESAGE), has been developed to reveal personal agency by empowering human potential in social life (Pick et al., 2007). Personal agency aspects are critical in the process of personal development and learning. This research about educational counseling aimed to measure and analyze the relative weakness of student agency in autonomous learning and to classify the weaknesses of personal agency aspects for evaluation. Using the genetic Autonomous Learning Scale (AALS), this study describes the condition of the weakness of student personal agency from various aspects and skill perceptions in the context of autonomous learning.

Method

Respondents
In this study, the respondents group comprised 109 grade XI male and female students of Padang 2 State Senior High School. These students were randomly selected to fill the Agentic Autonomous Learning Scale (AALS) instrument. They were interviewed to determine personal agency skills in autonomous learning.

Research Instrumentation
The Agentic Autonomous Learning Scale (AALS) and interview questions were used for data collection. The AALS instrument was used to collect data on the level of student personal agency, while interview questions were used to gather information on personal agency skills in autonomous learning.

Agentic Autonomous Learning Scale: On this scale, students were asked to fill in or respond by choosing a suitable response, each response describes personal agency aspects in autonomous learning. This measurement was developed to determine the personal agency level in behaviour (Cauce & Gordon, 2012). The scale was developed and modified from the theory of personal agency and adapted to the needs of this research. The scale consists of Very Suitable, Suitable, Sufficient, Unsuitable, and Very Unsuitable as options. There were 30 items that passed the validity and reliability test. The questions asked were in the form of statements and included learning intentionality, anticipatory thinking-predictive learning (forethought), self-realization (self-reactiveness), and self-reflection (Bandura, 2018).

Interview Question: The interview aimed to reveal student personal agency skill perception in autonomous learning. It is based on intentional, forethought, self-realization and self-reflection aspects. Interview questions were developed from the theory of human agency in social systems (Bandura, 2018; Cauce & Gordon, 2012). There were a total of 12 questions, three items for each: intentional learning; forethought learning, self-realization and self-reflection.

The interview questions are as follows.
Intentional: What do you plan to learn? How do you prepare yourself for learning? What are your goals for learning?
Forethought: Do you learn based on your own desire to achieve goals? Are you ready with the possibility of learning outcomes that you achieve? How do you respond to your learning outcomes later?
Self-realization: Are you looking for learning information by yourself? How do you prepare all the learning equipment? Are you trying to realize your learning?
Self-reflection: Have you achieved the results you want? Are the results consistent with your goals? Do you want to improve your learning behavior?

Data Analysis

Data collected using the AALS instrument were processed and analyzed descriptively and quantitatively (Umar, 2008). It was deemed necessary to determine the personal agency condition of the respondent according to the AALS point descriptor. The data collected from interviews were analyzed qualitatively and related to the respondent explanations on the core of personal agency descriptors in autonomous learning. Therefore, the findings in this preliminary study reveal the data and information that are mutually triangulated and clarifyied.

Results

Information obtained from 109 students shows that the majority of students had weak personal agency in autonomous learning in aspects of anticipative-predictive thinking (forethought), self-realization (self reactiveness) and self-reflection (self reflectiveness). This led to a lack of initiative, unfulfilled goals and inappropriate learning strategies. To determine the specifics and details about the weakness of the agentic aspects in the autonomous learning of the respondents, further analysis is needed.

Condition of Personal Agency Aspects in Student's Autonomous Learning

The responses from students to the AALS instrument using a Likert response scale related to personal agency conditions in autonomous learning. Specifically, the responses comprised intentional learning, anticipatory thinking (forethought), self-realization and self-reflection aspects. A detailed explanation is provided below.

Intentional Aspect: In this aspect, there are seven statements on respondent intentional conditions in autonomous learning, each with implications for the individual learning process. From a total of 109 respondents, 66 had a high classification in their learning intentions. They recorded a score range of 35-26 and this constituted 60.55% of the total respondents. In the low classification, there were 43 respondents or 39.45%, with a score range of 25-17. This information is shown in the following Table 1.

Table 1. *The Percentage Classification of Student Responses about Intentional Learning Aspects*

Classification	Score Range	Total	Percentage
High	35 - 26	66	60,55
Low	25 - 17	43	39,45
Total		109	100

The majority of the 43 respondents with low personal agency for intentional aspects were recorded for items 2, 3, 5, and 6, with a score range of 1-3. In the following Table 2, in item 2, "I have not been able to manage the needs of learning and playing," 23 respondents recorded the first score (53.48%) out of the total 43. For item 3, "I understand that curiosity is needed in

learning" 21 respondents were in the second score (48.83%) range. In item 5, "I can study not only in school," 28 respondents recorded the second score range (65.11%) out of 43. Finally, item 6, "I realize that learning is the initial capital in life," had 16 respondents in the third score (37.20%) range. In general, 43 respondents record low intentional learning and have not been able to regulate learning, lack curiosity, do not realize the essential things of school and do not have intention towards realizing future capital through learning.

Table 2. *Total Distribution of Student Response Scores with Low Classification in Intentional Learning Aspects*

Items	Statement	Response Score 1	%	Response Score 2	%	Response Score 3	%
2	I have not been able to manage the needs of learning and playing	23	53.48	14	32.55	6	14
3	I understand that curiosity is needed in learning	12	28	21	48.83	10	23.25
5	I can study not only in school	5	11.62	28	65.11	10	23.25
6	I realize that learning is the initial capital in life	13	30.23	14	32.56	16	37.20

Forethought Aspect: In this aspect there are seven personal agency condition statements in autonomous learning which contains knowledge about self-anticipatory-predictive thinking with implications for the respondent learning process. Of 109 respondents, 44 respondents recorded a High classification in the score range of 35-26 by 40.36%. In the Low classification, there were 65 respondents, or 59.63%, in the score range of 25-17, as shown in the following Table 3.

Table 3. *Percentage Classification of Student Responses about the Aspects of Anticipatory Thought (Forethought) Learning*

Classification	Score Range	Total	Percentage
High	35 - 26	44	40.36
Low	25 - 17	65	59.63
Total		109	100

The majority of 65 respondents who recorded a low personal agency for the forethought aspect were identified in items 8, 10, 11, and 13, with the score range of 1-3. In Table 4 below, for item 8," I can develop my identity to be more mature in trying to achieve goals" 31 of 65

respondents recorded a score of 1 (47.69%). For item 10, "I learned to get good grades as my provision in the future," 31 respondents scored 2 (47.69%). For Item 11, "I try to find learning information as much as possible" 28 respondents scored 1 (43.07%). For item 13, "I feel the need to complete my learning equipment, even if I can borrow from classmates," 30 respondents scored 1. The 65 respondents who demonstrated low anticipative-predictive thinking are deemed not to have determined their true identity. Further, it is found that they are not oriented to the learning outcomes, lack learning information and are less likely to complete learning needs.

Table 4. *Total Distribution of Student Response Scores with Low Classification in Anticipatory Thinking (Forethought) Learning Aspects*

Items	Statement	Response Score 1	%	Response Score 2	%	Response Score 3	%
8	I can develop my identity to be more mature in trying to achieve goals	31	47.69	24	37	10	15.38
10	I learned to get good grades as my provision in the future	23	35.38	31	47.69	11	17
11	I try to find learning information as much as possible	28	43.07	23	35.38	14	21.53
13	I feel the need to complete my learning equipment, even though I can borrow from classmates	30	46.15	20	30.76	15	23.07

Self Reactiveness Aspect: There are eight statements regarding respondent self-realization in autonomous learning. This aspect is about the drive of self-realization to act with implications on the respondent learning process. From a total of 109 respondents, 37 respondents, or 34%, had a high classification in the score range of 40-32. In the Low classification, there were 72 respondents, or 66%, in the score range of 31-24. This information is presented in Table 5 below.

Table 5. *Percentage Classification of Student Responses about the Aspects of Self-Realization (Reactiveness) Learning*

Classification	Score Range	Total	Percentage
High	40 - 32	37	34
Low	31 - 24	72	66
Total		109	100

72 respondents recorded low personal agency in the aspect of self-realization for items 15, 18, 19 and 22, in the score range 1-3. In Table 6 below, item 15, "In learning, I trust myself with my efforts" 38 out 77 respondents, or 52.77% who scored 1 are represented. For item 18, "I am a person who learns to obtain good grades" 36 respondents scored 1 and for item 19, "I try to improve each of my study assignments, even though I feel I have completed the" 37 of 72 respondents scored 2. For item 22, "In learning activities, I do not pay much attention to study plans," 39 respondents scored 2. These 72 respondents with low self-realization lack confidence in self-ability and are also results-oriented without process, less aware of the desire to be better or about planning for learning.

Table 6. *Total Distribution of Student Response Scores with Low Classification in Self Realization (Reactiveness) Learning Aspects*

Items	Statement	Response Score 1	%	Respons eScore 2	%	Respons e Score 3	%
15	In learning, I trust myself with my efforts	38	52.77	32	44.44	2	2.77
18	I am a person who learns to get good grades	36	50	31	43	5	7
19	I try to improve each of my study assignments, even though I feel I have completed them	33	45.38	37	51.38	2	2.77
22	In learning activities, I do not pay much attention to study plans	25	34.72	39	54.16	8	11.11

Self Reflectiveness Aspect: There are eight statements regarding the self-reflection (reflectiveness) of respondents in autonomous learning. The aspect is about the capacity of self-reflection to evaluate the process and learning outcomes with implications for the respondents self-improvement. From a total of 109 respondents, 39 or 35.77% had a high classification with a score range of 40-32. In the low classification, there were 70 or 64.22% in the score range of 31-24. This information is presented in the following Table 7.

Table 7. *Percentage Classification of Student Responses about the Aspects of Self-Reflection Learning*

Classification	Score Range	Total	Percentage
High	40 - 32	39	35.77
Low	31 - 24	70	64.22
Total		109	100

The 70 respondents who recorded low personal agency on self-reflection in the evaluation were in items 26, 28 and 29, with the score range 1-3. In Table 8 below, item 26, "I commit with my efforts in achieving learning outcomes," is reflected as 31 of 70 respondents, or 44.28%, in the score of 1. For item 28, "I realize that learning experiences determine my strengths and weaknesses" 35 respondents (50%) scored 1. For item 29, "I have not been able to convince myself to achieve the goal of autonomous learning," 35 respondents (50%) scored 2. The low classification on self-reflection is attributed to less information on the commitment of their effort, inability to understand that learning is the process that requires acknowledging weaknesses and strengths and the inability to convince themselves.

Table 8. *Total Distribution of Student Response Scores with Low Classification in Self-Reflection Learning Aspects*

Items	Statements	Response Score 1	%	Response Score 2	%	Response Score 3	%
26	I commit with my efforts in achieving learning outcomes	31	44.28	26	37.14	13	18.57
28	I realize that learning experiences determine my strengths and weaknesses	35	50	23	32.85	12	17.14
29	I have not been able to convince myself to achieve the goal of autonomous learning	25	35.71	35	50	10	14.28

Student Personal Agency Perception in Autonomous Learning
To uncover and clarify the relative weak and strong conditions of personal agency aspects in autonomous learning, interviews were conducted on the perceptions and performance of random respondents from samples in the high and low classification in every aspect.

Intentional Skill in Learning: To uncover the respondent perception of personal agency, it was necessary to analyze and compare high and low respondent answers and performance as determined through the self-study. Respondent A said, "*Every day, I always plan my schedules, equipment, and what I do later in learning activities. This is important because I am responsible for myself and my environment.*"How do you prepare yourself for learning? "*I prepare according to my needs.I understand the benefits of learning, how I am in learning, and how I make changes ".* What is your purpose for studying*? "My goal is to maximize my potential and capacity to achieve the next goal, and therefore, I set targets and processes by myself*."

Respondent A has good intentionality in planning and conviction in efforts as well as good self-confidence in learning.

Whereas for respondent X who recorded a low personal agency in self-study skills, the following is the explanation given *"I let the time pass since learning is not the only thing. I can borrow learning equipment, and even though I do not realize what I will do after school, I am confident in my efforts and friends may help me. My goal in learning is to get good grades and friends who may help me. "* The apparent difference is that the respondents with the high personal agency in self-learning are aware of their needs and potential, while those with low are dependent on friends when learning and lack self-understanding.

Forethought Skill in Learning: For anticipatory-predictive thinking, respondents with a high personal agency in autonomous learning skills tend to have cognitive readiness and intrapersonal dialogue ability. This means they communicate every need, strategy, and attitude during learning [6]. The answers from respondent D was, "*I learn according to my needs and my desires. I always think of the learning process, which has meaning even though it is not in line with the goals and processes that I want. I am ready to find other ways to learn.*" This means then that respondents who recorded high personal agency do not tend to despair during the learning process. In contrast, respondents with low personal agency tend to depend on friends, play more, and look for shortcuts in learning as typified by this respondent who stated, "*I have many friends who help me when I face challenges in learning. Therefore, I do not need to think about ways and learning materials. I look at my friend's assignments in case there is much homework, and I also have much free time to play.*" The findings are that the respondent who lacks self-efficacy is weak in personal agency because of the associated low cognitive ability and self-potential dialogue.

Reactiveness Skill in Learning: Self-realization in learning is characterized bt capability to push oneself to act in order to realize planned needs. Individuals with self-realization can realize their goals cognitively [11]. Respondent H says, "*In line with my intentions, I feel satisfied searching for learning information myself, and this makes knowledge embedded in my mind. Therefore, I am indirectly accustomed to trying and acting on my own since I understand my needs. For example, when I search for learning information myself, I gain that knowledge and reduce my dependence on friends. Even though I keep discussing, I am not too dependent*". The finding is that an individual with personal agency is directly involved in the learning process and is autonomous in every learning behavior. Therefore, the involvement of students in learning in itself, stimulates a desire to act as similarly, intentional and anticipative-predictive thinking are also vital to learning (Montenegro, 2019; Montenegro, 2017; Bandura, 2000; Klemenčič, 2015).

In contrast, respondents with low self-realization (self reactiveness) tend to be less proactive and do not regulate systematic behavior in learning. Therefore, they depend on environmental

situations as seen in the following from respondent J, "*I learn to depend on the situation of the class and the teacher. In case there is a teacher, I study. I learn not only to fulfill obligations but also to get good results since this determines my achievement*".

Reflectiveness Skill in Learning: The agentic aspect of self-reflection in autonomous learning is based on an individual's capacity to reflect on the process of learning behavior to evaluate and prepare other goals and plans in subsequent learning. Individuals with this capacity for self-reflection can realize and acknowledge their weaknesses and strengths. For instance, respondent K says, "*I experienced different conditions of learning outcomes in each subject. Nevertheless, I understood that whatever the results, that was the learning process.I felt satisfaction in learning even though the results were far from the target or even on target. In every result and learning activity, I feel I am satisfied, though I always try to improve. Even though other friends are cheating, I am still optimistic, since I am responsible for myself"*. The existence of cognitive awareness and the desire to make new plans and strategies in each learning process is what is referred to as proactive and manageable as a behavioral actor (Bandura, 2018; Alfaiz, Yandri, et al., 2019).

Discussion

Out of the four personal agency aspects, self intentionality was in a high category in student autonomous learning, with 66 respondents of 109, which constitutes 60.55% and therefore, other aspects such as anticipatory-predictive thinking (forethought), self-realization (self-reactiveness), and self-reflection are excellent. This is because students with high categories in the autonomous learning process have cognitive awareness and are proactive, manageable, full of purpose and evaluative in every learning behavior. This is consistent with research which established that self-initiative in learning is an essential when it comes to learning involvement (Montenegro, 2019; Klemenčič, 2015).

Personal agency is related to autonomous learning behavior (Bandura, 1989). Given social cognitive theory, there is triadic reciprocal determinism or three factors that interact and determine each other in the environment (Bandura, 1986; Bandura, 2001). These factors form the social system, starting from individuals who become autonomous actors in the environment and who together, form a collective efficacy (Bandura, 2018). Based on this theory, individuals in social systems are influenced by the environment, though they have processes of cognition, affect, consideration and choice that define them (Bandura, 1999). This process makes the individuals actors of their own behavior who become more proactive, manageable and evaluative (Bandura, 2018; Pick et al., 2007). Therefore, this potential is referred to as the autonomous personal agency capacity, which is a determinant of the behavior and intrapersonal uniqueness of an individual (Chirkov et al., 2010). In general, every individual in the social environment has personal agency capacity which should be activated to meet uniqueness and autonomy in achieving learning goals.

Students with high personal agency potential based on intentional, forethought, self-realization, and self-reflection aspects have the potential to initiate action, regulating behavior and adapting to the environment to achieve goals in the social system (Chirkov et al., 2010). The agentic potential is the fourth aspect that increases student involvement in learning (Klemenčič, 2015). For this reason, agentic students create their autonomous learning processes, transform learning outcomes into their own needs and form new learning behaviors to achieve other goals (Reeve & Tseng, 2011). With the involvement of students in learning, there is development of the initiative to determine the level of learning desired. This creates a tendency of self-evaluation and independence to determine learning goals and monitor the learning process (Charteris, 2015). In this case, the learning environment determines the formation and activation of the agentic potential. With specific treatments and services, an opportunity is provided to bring up the processes of cognitive, affective and selection of preferred behavior (Bandura, 1999). Although the environmental process can be modified cognitively by students according to their needs and goals, it creates an autonomous agentic person as an actor in the social learning system (Bandura, 2001; Bandura, 2018).

In educational counseling, the formation and activation of agentic autonomous student learning behaviors should be guided through counseling services as an intervention to activate personal agency skills. This relates to the ability to act and change according to the result and goals that students want to achieve in learning (Cauce & Gordon, 2012). The findings show that students with low personal agency potential in autonomous learning had less ability to act and bring change in results and goals according to their aspirations. When students can make choices through consideration and act proactively through personal agency, they gain free will which has a positive influence on themselves and the environment (Al-Hoorie, 2015; Cauce & Gordon, 2012; Bandura, 2008b).

Counselors need to provide services in the form of strategy or unique approaches to activate student agency skills. Counselling is a potential cognitive-behavioral construction which consists of both ideation and behavioral dimensions (Bandura, 2000). The underlying assumption of the personal agency concept paradigm from social cognitive theory is that behavior arises because of the environment and social-cognitive construction due to the processes of cognitive and consideration, which allow humans to modify thought and behavior (Meichenbaum, 1977; Bandura, 1986). Therefore, the service strategy of modifying student cognitive behavior needs to to activate the student agency potential as autonomous agents in learning.

The developed approach activates the modification of the cognitive construction of student behavior, including modifying agentic autonomous learning behavior as a form of student response. Several approaches have been developed as intervention services in educational counselling including Self Regulated Learning (SRL) (Little et al., n.d.; Lerner & Steinberg,

2009). Furthermore, the existence of self-determination increases the capacity of individuals to direct themselves (Weinstein et al., 2012).

Conclusion

The weaknesses of student personal agency in autonomous learning can be seen from several aspects, including anticipatory-predictive thinking (forethought), where students still think on a short term basis during learning, do not think about erudition strategies and fail to respond to their learning outcomes. This aspect should be a focus in student preparation for the learning process. Teachers and counselors should maximize the available services on this subject matter and counselling should be available to help in the formation of these aspects for students. In the self-realization stage (self reactiveness), students are still dependent on classmates for reading material and may be cheating on their assignments. They are still oriented to the results rather than the learning process that transforms the character into personal agency. At the self-reflection stage (self reflectiveness), students still have problems with their grades, and find shortcuts to improve their learning outcomes. They have no desire to honestly evaluate and reflect on their relative weakness and strength, or realise their own potential as personal agents in autonomous learning.

Students who have activated personal agentic aspects in autonomous learning have goals and plans. They think of learning strategies to achieve their goals and therefore they evaluate learning behavior, improve on weakness and maintain recognized strength for the next learning process. The finding of this research is that it is vital to develop an exclusive counselling model that activates student agency by modifying cognitive ability and reconstructing thinking and learning behavior.

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