

Human Agency as a Self-Cognition of Human Autonomous Learning: A Synthesized Practical of Agentic Approach

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Abstract

This research aims to describe the personal and social cognition in human learning, analyze human agency as a self-cognitive strength to establishing adequate autonomous learning, explain a relationship between personal agency and human autonomy in a social system, and synthesize an agentic approach to shape self-cognition of human autonomous learning process. Data was obtained using the critical analysis literature method and it was gathered that agentic with a cognitive and behavior domain often show proactive, adaptive, and purposeful behavior to achieve goals in social life. The result of the study shows that human agency was integrated into the intentional, forethought, reactive, and reflective processes, and also has a relationship with human autonomous behavior in the social system by acting as an autonomous agent in choosing and considering an action. Moreover, in response to contemporary issues, human agency is synthesized and developed as an agentic approach to shape autonomous learning in counseling manner.

Key words: *Human Agency, Autonomous Learning, Well-Being, Cognition, Agentic Approach*

Introduction

Several disciplines including sociology, economics, anthropology, psychology, religious studies, and science of education have continually studied human behavior. From the education perspective, human beings are learning and this required finding new things of life to fulfill their needs (Kowalski, 2011). These further elicit human learning behavior which is generated by impulse and cognitive aspects.

The experiences of humans during the process of learning life circumstances cannot be separated from three psychological aspects including cognitive, affective, and psychomotor which are reflected in daily behaviors. It is a fact that humans have initiative in learning and also important

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to understand the best strategy to be employed in achieving learning objectives. Several psychological development research works have attached human learning behavior in social life to the concept of nativism and empiricism, which are categorized under psychodynamic, behavioristic, and cognitive perspectives (Kowalski, 2011; Bakkenes et al, 2010; Goodall et al, 2017).

Social life is formed from three aspects with a reciprocal determinism and they include an individual, behavior, and the environment. In this context, it was comprehended that the learning process in human social life and educational institutions is an interaction put forward by Bandura. This involves the order of values, rules and culture, and agreement on the direction of human development with these three aspects to form a social system in the educational climate (Bandura, 1978, 1986; Pajares et al, 2008; Hidayah, N et, al, 2017).

Therefore, due to the importance of education climate in the world, Indonesia, as a member of the ASEAN Economic Community (AEC), has entered an agreement which involves the globalization and internationalization of the ASEAN economic and educational system demanding equality in competitiveness and collaboration in the 21st century (Kemendikbud, 2010) (Pelkmans, n.d.; “The ASEAN Economic Community and the ASEAN Investment Framework”, n.d.; Wicaksono 2007; Chongvilaivan 2016). Moreover, the ASEAN University Network-Quality Assurance (AUN-QA), also focus on equalizing the quality of academic standard, education, research and service of infrastructure facilities within ASEAN countries (Guide to AUN-QA, 2016:7). These activities show the current importance of education in human development concerning life circumstances. Its rapid progress has also been attached to the advancement of human thinking in the mastery of science, especially when it involves answering life questions on social life (Suriasumantri, 2009: 3; Khoo et, al, 2016).

The development of education in the current globalization era demands an order to evaluate and develop a new educational and learning system in higher education. The existence of higher educational curriculum in Indonesia under the universities regulation requires higher education focuses on the equality of learning achievement by ensuring the quality of learning is the same both at home and abroad (DIKTI Curriculum, 2014). However, primary and secondary education focuses on strengthening the nation's character through the National Movement of the Mental Revolution (GNRM) (Kemendikbud, 2010). This involves implementing educational processes focused on shaping the character of the students. The Indonesian Presidential Regulation no. 87 of

2017 article 3, states that "The Strengthening of Character Education is implemented by applying Pancasila (five principles) values in character education mainly to include religious, honesty, tolerance, discipline, hard work, creative, independent, democratic, curiosity, the spirit of national values...".

This means the focus of education is to strengthen the character of learners by integrating these values in every subject and supported by guidance and counseling from a professional counselor. The values are arranged in the formulation of five pillars of character in extended education to include religious, nationalist, autonomous, cooperation, and integrity values (Kemendikbud, 2010). However, the education system of Indonesia seems to be using the pragmatism of logic in practice (Ma'arif, S, 2018).

In this context, the autonomous learning character is an aspect education process that needs to be addressed and a survey was conducted to show its effect on adolescents learning. The results of the survey conducted on high school students in some areas in Padang city between 2016 and 2017 showed a decline in autonomous learning. Some of the students were observed to be using the gadgets supplied by the school for "hanging out" on the road at about 7:00 am when they are supposed to be in school. Some of them were also observed to have learned how to cheat their classmates' schoolwork, and according to the interviews conducted on the teachers, this act has been extended to examinations. Moreover, some counselors interviewed in some high schools of Padang city in Indonesia also reported that students experience psychological distress due to the demands of autonomous learning curriculum and lesson schedule, thereby, leading to cheating behavior and playing with gadgets instead of using them for academic purposes.

The research conducted on High School Sungai Tarab West Sumatera by Elfira in 2013 found the level of students' autonomous learning to be low with dependence on group guidance for improvement (Elfira, 2013). Another study by Apriyadi conducted in 2014 at Junior High School 1 (SMP N 1) Wonopringgo also reported a low level of students' autonomous learning in Mathematics and recommended the use of college ball technique for improvement (Apriyadi, 2014).

The application of autonomous learning by students has led to positive changes in their intellectual ability and the lack thereof, is attached to poor learning habits such as skipping, cheating, and searching for leaked examination questions. Moreover, proper application of this value is dependent on the ability to organize, direct, think ahead, and the desire to achieve in the future

(Ani, 2017; Dounis, 2017; Wang, 2015; Sulistyaningsih, 2017). However, students' involvement and motivation in learning is another challenge observed in the use of autonomous learning (Mullins, 2019; Priyono, 2018).

Furthermore, Candy (1975) reported four dimensions of learning attitudes to include 1) personal autonomy, 2) self-management, 3) achieving freedom, and 4) understanding learning constraints. This shows the use of the concept of autonomous learning gives the freedom to achieve learning objectives attached with the mastery of a particular subject matter (Rianawati, 2017; Leung, 2001; Sardegna et, al, 2017).

Steinberg (2004) also revealed autonomy to be the development of an adolescent's ability to think, feel, make choices, and takes actions towards achieving goals. Indonesian dictionary further defined the term to be the state of standing alone, taking care and overcoming interests without depending on others (Rianawati, 2017; Steinberg, 2006; Steinberg, 2014; Silverberg et, al, 1987; Sessa et, al, 1991).

These explanations show autonomous learning is a form of behavior derived from adolescents' self-condition. This process was reported by Roger to be an active and constantly changing psychological process depending on the assessment of the self-worth of an individual and the environment that makes the condition valuable (Brammer et, al, 1982: 50; Brammer 2010; Brammer 2014). Candy (1991) further described autonomous learning as the process by which students obtain knowledge from personal efforts and develop the ability to evaluate and criticize their learning activities (Healey, 2014: 9; Mota et, al, 2014). Moreover, Listyani (2008) explained the six indicators of attitudes include self-reliance, being autonomous, confidence, discipline, sense of responsibility, self-initiation, and self-control (Saefullah, 2013: 27).

Autonomous learning is mostly viewed as a psychological aspect associated with students' conditions as reflected in their behavior. Even though the concept varies from what is ideally desired by the social system of the current educational curriculum as well as some theoretical views, it is important to understand the method of conducting the curative measurement to improve students' autonomous learning. Expert opinion has also related the 'self' in self-autonomy to be an actor thinking, choosing and determining, independent of others, self-control, discipline to evaluate the behavior conducted towards achieving goals.

The term 'actor' is a term proposed by Bandura in classifying the tendency of human attitude in the social environment as a human agency. It is a revolutionary concept in the social cognitive

theory of Bandura (1997, 2006) and involves the final result of the process of human cognitive behavior process making an individual an actor influencing the environment. This agency is classified into three forms and one of them is the personal agency which serves as the foundation for the other two and involves individuals' self-capability in planning, acting and evaluating behavior for task completion in social life. This means individuals with the tendency to control their behavior have a high self-efficacy, capacity, and capability in estimating personal agency behavior (Bandura, 1999). (Bandura, 1974; Chima, 2002; Bandura, 1991; Taylor et, al, 2005; Taylor et, al, 2002; Schutte, 2014; Yansaputri, et, al, 2017; Yamazumi, K, 2007).

Human agency is defined as the capability to take actions through self-perceptive abilities, planning, framework reconstruction, and evaluation of results (Cauce et, al, 2017: 11). Similarly, the self-learning process involves to the development, and planning of goals by students' as well as the creation, implementation and evaluation of frameworks to achieve adequate learning outcomes. These attributes make students more self-efficient as personal agents. Candy (1975) stated that there are four dimensions of autonomies namely: self-autonomy, self-management, freedom of learning, and understanding the weakness or mastery of learning materials (Rianawati, 2017). These comprises of an ideal content with the concept of human agency which is a form of individual self-capability in planning, acting, and evaluating social life using the cognitive theory of Bandura (1997, 2006). Human agency also contributes to student engagement in the learning process, as constructive contribution which intentionally and proactively personalize what is to be learnt and autonomously communicate their needs and recommend a learning goal to be pursued (Reeve, J et, al, 2011). Student not only react to learning activities but as an autonomous actor in learning, which transforms, and creates an outstanding level of learning (Reeve, J et, al, 2011; Montenegro, 2016). Similarly, according to Charteris (2015), agentic students tend to make decisions regarding their learning goals and objectives. They seek efforts and ameliorate their performance capacity by monitoring their learning behavior autonomously (Charteris, 2015). This behavior are shaped by cognitive and dimensions of agentic perspective which improves their adaptative, proactive, and purposeful behavior in achieving goals.

Several studies have been conducted on agentic perspective in learning which shows it contributes to student's autonomous learning process. However, limited research has been conducted in accordance with educational counseling to synthesize an agentic approach and help improve students' autonomous learning. This behavior was activated through agentic aspects of building

self-cognition in learning, which focuses on the construction of human behavior. Bandura (2018) stated that there are intentional, forethought, self-reactions and reflective aspects of agentic behavior which are grouped into dimensions of cognitive (ideation) and realization behavior. Furthermore, the activation of these four aspects using the agentic approach helps to reconstruct self-cognition of human autonomous learning in accordance with the goals to be achieved, through understanding and discipline.

According to the described above, the questions for this study include what is personal and social cognition in human learning? How does human agency as a self-cognitive strength, establish human well-being in autonomous learning? What is the relationship between personal agency and human autonomy in a social system? What agentic approach was used to shape the self-cognition of the human autonomous learning process? These questions were used to analyze the application of the theory of human agency to understand and develop a synthesized practical to shape the human autonomous learning process.

Personal and Social Cognition in Learning: a Social Cognitive Theory Perspective

Early efforts towards understanding human behavior reported environmental factors or empiricism to have a strong influence on how humans behave (Kowalski, 2011). This perspective was supported through the research conducted by Miller and Dollard which reinforced the behavioristic view that learning is only achieved through imitation rather than the process of cognition and observation (Hergenhahn, 2008). However, due to the development psychology as a science, Bandura studied the concepts of social learning theory proposed by Miller and Dollard using an observational approach and it was discovered that humans learn through cognition and observation while imitation was an option (Hergenhahn, 2008). These findings suggest the behavior of a human in learning is not merely depending on environmental factors but also with the complexity arising from the relationships between these factors. This view, however, tends towards the concept of triadic reciprocal determinism and observational learning.

The rationale behind effective observational learning was proposed by Bandura (1986:24) with the interaction factors mutually determinative through a position is known as the reciprocal determinism. This concept revises all the behavioral psychological assumptions which states there are only one one-sided determinism and two-sided determinism between the environment, individual, and behavior.

Bandura (1977, 1986, 1997) proposed a formulation between behavior represented by B, environment by E, and the individual or organism or person represented by P concerned as shown in the following figure.

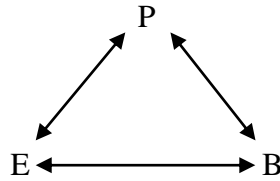


Figure 1. The Formulation of Behavior, Environment, and Person

Behavior is not imitation but rather a cognitive aspect of why an individual does or do not behave in a particular manner. This process is, therefore, termed the observational learning such that how an individual behaves is not due to imitation but the cognitive consideration of the observer to the environment (Hergenhahn, 2008), according to the concept of social cognitive theory. The development of observational learning has a model is the source of observation in learning and some of the important natural processes differentiating it from imitative learning include:

1. **The Attentional Process:** attention is one of the processes in the observational learning model providing a stimulus. Bandura (1986) reported that individuals pay attention to effective, attractive, rewarding and successful models than others (Hergenhahn, 2008: 363).
2. **Motivational Process:** according to Bandura, reinforcement has two main functions. The first involves creating expectations for observer through certain activities to spur increased motivation while the second includes acting as an incentive to translate learning into performance.
3. **Retention Process:** After observation by an individual, the information from the model is stored... Bandura (1986:58) explained that this process involves remembering and preserving the information with an imaginative and verbal symbol in the style and speech accustomed to the language used by the model.
4. **The Process of Behavior:** this is the determination of the extent to which the observational study is translated into action or performance.

In the learning process, a qualified approach to form learning behaviors in an educational setting is usually through the use of educator as the role model for the students. The experience serves as

a self-reference for students in forming their behavior in agreement with the social cognitive concepts of Bandura which shows behavior to be an accumulation of past experiences of both success and failure, social persuasion of the social environment, emotional state, and vicarious experience (Bandura, 1986). These usually lead to self-efficacy to form the perception of self-belief and individual skills to complete a task which needs to be possessed by an individual to become an actor in an environment.

A good personality is reflected in behavior with a strong belief in making choices and completing some tasks in a particular environment through self-efficacy. This motivates students by creating awareness and personal interest in making learning and career decisions and can be used as a model in an environment (Hambali, 2019). Moreover, the social cognitive theory views self-efficacy as a self-belief that is different from other self-concepts like self-esteem, and others (Bandura, 1997: 10). It shows it tends towards self-capability which is more specific than self-belief in conducting behavior and action.

The cognitive process has to do with the activities involved in structuring life, purpose, and ability to predict behavior and actions in completing a task (Bandura 1997: 116). It also deals with the individual learning process in the academic world such that higher cognitive abilities help an individual in preparing the best strategy to achieve goals. The process of motivation, self-motivating ability, and action are rooted in cognitive activity (Alfaiz, et, al, 2017). Moreover, cognitive motivation ensures people guide and direct their anticipatory action through the predictive thoughts of the future. This involves forming aspirations, creating the worst and best-case scenarios, and developing anticipatory behaviors to overcome future conditions (Bandura, 1997: 122).

Furthermore, the affective process of self-efficacy has more to do with the intensity of the emotional experience influencing the sustainability of learning behavior and control through thoughts, actions, and feelings (Alfaiz, et, al, 2017). It is oriented towards the psychological condition of individuals concerning comfort, happiness, expectation, anxiety, and worry and also determines their effectiveness in neutralizing these conditions to achieve the desired result (Bandura, 1997: 137). However, the selection of human cognitive concepts is based on some certain considerations. For example, from the self-efficacy perspective, personal and social learning of human beings are selected based on self-cognition which requires understanding the fulfillment of capabilities and weaknesses to achieve a higher efficacy. Moreover, self-conscious

perspective involves matching people with their abilities (Bandura, 1997: 160). This self-awareness needs to be formed in the process of learning to make students become independent self-agents determining and choosing the direction and how to form good learning.

The self-cognition process is formed through an individual's daily activities and based on four sources of self-efficacy. The first is the mastery experience which involves recalling the activities conducted with a satisfactory outcome, and from the social cognitive view, it has a stereotyped impression on human self-cognition to determine self-belief required to execute every activity and task (Bandura, 1991, 1997, 2001). The second is the vicarious experience, which involves acting based on both personal and other experiences obtained through the interaction with the environment. This is related to the observational learning process, which involves the gathering of information through attention, retention, motivation, and production in everyday behavior (Bandura, 1986, 1997).

The third is the verbal or social persuasion and it involves strengthening the self-confidence of a learner through environmental persuasion from teachers, classmates, parents, siblings, and others (Bandura, 1986, 1997: 101). The affective or emotional state of an individual also determines the confidence in capabilities through the calmness and focus on completing tasks and activities. Moreover, being a self-belief mechanism, it understands the element of human psychology from the proactive attitude of human behavior based on the cognitive aspect and also used as a determinant of the agentic perspective of human beings (Alfaiz, et, al, 2015). This perspective is, however, a view of the development of human through the involvement of personal factors affecting different things in an ever-changing environment (Bandura, 2006: 1; Hidayat, A., 2016; Yansaputri, et, al, 2017).

Human Agency as a Self-Cognitive Strength to Establish Human Well Being in Autonomous Learning

Bandura viewed the human agency as a condition of human self-cognition with a purpose, construction, and plan to anticipate the effects of an action, estimate an ability, manage affection, and execute some tasks (Cauce et, al, 2017: 2). This means individuals with good self-agents do not act on the level of difficulty but rather self-motivated to achieve results (Cauce et, al, 2017: 2). Moreover, humans, as personal agency, has a cognitive belief to be the foundation of motivation, well-being, and achievement, based on self-efficacy. This ability prioritizes the quality of

independent self-cognition such that individuals undergoing learning process mostly engage in personal activities in achieving learning objectives. This process is autonomous and usually produce properly planned, constructive, and purposeful results. (Bandura, 2006; Ortner, et, al, 2017; Hitchcott, et, al, 2017; Lanciano, et al, 2014).

Human agency is defined as the capability to take actions through self-perception of abilities, planning, framework reconstruction, and evaluation of results obtained (Cauce et, al, 2017: 11). This concept was illustrated by Cauce (2017) by stating that an individual trying to climb the mountains, but never leave the house or buy climbing equipment does not possess a human agency behavior. However, if the individual wants to climb the mountain, buy the climbing equipment, and climb the mountain, even though such person is unable to reach the peak due to weather and other physical conditions, a human agency behavior has already been displayed (Cauce, 2002; Mayr, 2011; Brett, 2017).

Similarly, the self-learning process involves students being the agent to develop goals, plan actions and behavior, create a framework and completeness of activities, implement learning with all abilities, and evaluate the learning outcomes. These attributes make students being personal agent more self-sufficient. However, some researchers found this autonomous condition has some challenges, for example, the survey conducted in 2016-2017 showed students have no framework and proper planning towards learning, thereby, leading to cheating.

Candy (1975) reported the four dimensions of autonomies to be self-autonomy, self-management, freedom of learning, and understanding the weakness or mastery of learning materials on learning (Rianawati, 2017). These are, however, observed to have an ideal content with the concept of human agency which is a form of individual self-capability in planning, acting, and evaluating behavior in completing tasks in the social life. The concept was derived from the social cognitive theory of Bandura (1997, 2006).

The human agency has three forms and one of them is the personal agency which involves trained individuals becoming more active in their environment by planning the frameworks, working on a goal, and taking action plans to achieve objectives. This concept has proximity to self-transforming individuals, adaptation, and evaluation (Bandura, 2001). However, another form is the proxy agency which involves acting and achieving goals through other individuals. The third form is the collective agency which includes a social group with shared interests and common

goals working together through interdependence efforts by sharing experiences, knowledge, skills, and action to ensure better future in the social system (Bandura, 2006: 165).

Moreover, the educational learning process cannot be formed completely without the inclusion of personal agency due to the importance of autonomous learning character. Therefore, the core value of the personal agency are as follows:

1. **Intention:** An individual forms an intention which includes an action plan and strategy for self-realization. This value of intent and planning can be used to produce different outcomes in each behavior (Bandura, 2001, 2006), especially in learning to produce creativity and innovation.
2. **Forethought:** This is a plan directed towards the future by setting goals and anticipating the purpose of achieving the desired results. This was required to obtain motivation through cognitive ability and visualization from the mind. The ability to foresee the future leads provides an individual with a self-guiding power to motivate and achieve goals in the independent environment (Bandura, 2001, 2006)
3. **Self-Reactiveness:** This involves an individual being the behavioral regulator after a plan had been made. It also means being proactive about certain things and has the ability to ensure a self-reactive agent makes choices and action plans to create consistent ways of learning and organizing behaviors (Bandura, 2001, 2006).
4. **Self-Reflectiveness:** This involves individuals judging their functions and deeds by reflecting the efficacy of their personal thoughts and actions through self-consciousness and make self-improvement (Bandura, 1997, 2001, 2006). This concept ensures individuals evaluate their behaviors in achieving their goals, especially in learning, without depending on others.

These values have been tested in students' learning and found to be a constructive contribution ensuring students enrich their experience and put interest in setting a new goal and objective in learning (Reeve, J, et, al, 2011). This shows agentic aspect contribute autonomously to a student's proactive behavior in learning, much like reflective practice and praxis according to Roy (2017).

Relationship Between Personal Agency and Human Autonomous in Social System

In modern psychology, many of issues are separating autonomy, freedom, and human happiness (Chirkov, et al, 2011). This started with the paradigm to understand the origin of human behavior, whether it came from humans or there are determining variables from the social environment. The

determinist view which is rapidly developing in the modern psychology states that human behavior is mainly caused by subjective experience factors (Chirkov, et al, 2011). Skinner further explained that humans consciously behave with the influence of individual reinforcement. This shows human behavior is independently formed by awareness, however, social construction experts believe it is a process of construction based on the environment (Chirkov, et al, 2011). This view was initially in line with the cognitive-behavioral view although there are differences in their perspective of social construction such as humans are not merely pawns of the environment due to the cognitive considerations about their interests, behavioral choices, and actions towards the modification of their environment (Bandura, 2008).

The social cognitive theory distinguishes three types of environmental structures and they include the innate, chosen, and built environments, which represent the changeable level of processes to determine the individual to be an agentic person (Bandura, 1999). This, however, requires adaptation and ability to choose goals in the environment. It is different from the social construction perspective regarding the formulation of human behavior which rejects the existence of intrapersonal psychological forces in behavior. The drive for values, desires, and expectations are eliminated to produce the agentic autonomous character of human behavior in the environment (Chirkov, et, al, 2011).

The production of human behavior from civilized environmental influences without the acceptance of self-system due to the proactive and independent condition of human in the social system (Bandura, 1989, 1999) led to the emergence of human agency. It is, however, divided into three, one of which is an autonomous agency (Bandura, 1989). A proactive person has the ability to affect the environment in an agentic manner and this makes human autonomous agency required in social construction (Chirkov, et, al, 2011). Moreover, behavior in the environment is not sufficiently understood if human internal mental processes such intentionality, anticipation, actions, and self-reflection producing behavioral learning skills are not clearly stated (Chirkov, et, al, 2011).

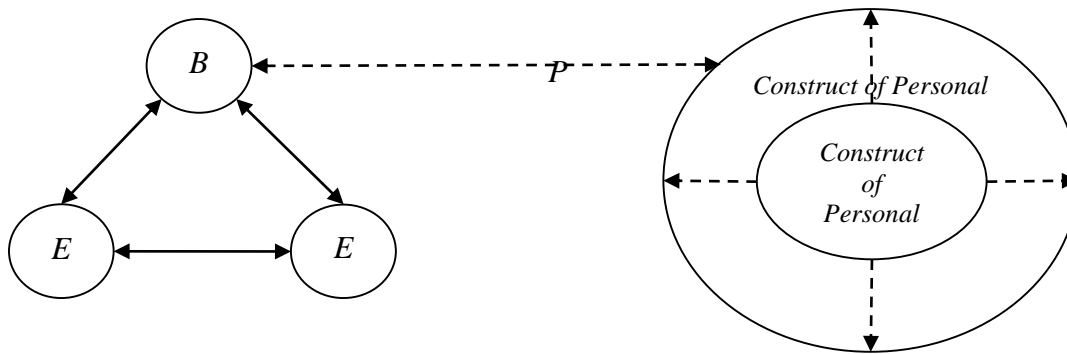


Figure 2. Relationship Between Personal Agency and Autonomous Behavior in Social System

Figure 2 shows within an individual (P) there is a personal agency construct requiring activation to release the strength of an autonomous agentic behavior (P) which contacts and interacts with the environment (E) and environmental behavior (B). This, therefore, makes proactive behavior, management, and measurable goals, as self-agents, to be maximal.

Agentic Approach to Shape Self-Cognition of Human Autonomous Learning Process

The previous discussion and research about the agentic concept and lack of autonomous learning based on a survey conducted to improve the student's autonomous and engagement in learning showed agentic aspect prepares students for life after school, higher education and career (Roy, 2017). On the contrary, disengagement of this concept in learning makes students drop out of school (Roy, 2017) due to the inability to realize the full potential of their agentic capabilities. The authors provided some recommendations which involve developing a model to enhance autonomous learning through the concept of human agency from the perspective of social cognitive theory to realize well-being in self-cognition for human self-learning process.

Furthermore, articles and pieces of literature earlier discussed revealed human agency as one of the solutions to improve students' personal agency affecting their autonomous learning through the internalization of the human agency value and explained the concept through learning guidance. This was guided by the cognitive-behavioral approach, which involved making students the source of cognitive experience.

This guidance through the human agency with the training of core values is referred to as the well-being guidance and it requires the following stages to improve the autonomous learning of students.

1. Opening: This is based on field assessment results obtained from several measuring instruments. This is followed by rapport techniques to receive students with a humanistic context as well as the creation of structuring and limiting processes during the guidance.
2. Assessment: This starts with interviews and allows the counselor to dig information using several dialectical communication techniques through paraphrased, open, and confrontational questions to reveal the true conditions of things. At this stage, the counselor becomes an agent model with self, intellectual, and emotional control exploring students' cognitive conditions and mindset, as well as the agency in learning. Students are given the freedom to convey their mindset and argument in the understanding of learning.
3. Coaching: This requires confrontational techniques if the client lacks the awareness of the agents' shortage. The counselor provides training on human agency values through paraphrasing, using real-life situations, and other important means to ensure students also become a personal agent with control over their behavior and actions towards achieving goals.
4. Evaluation: This stage involves the assessment of the results of the guidance upon completion irrespective of the period to determine the client's condition after learning.

Therefore, human agency is worthy of implementation in guidance efforts towards enhancing autonomous learning through the four self-developed steps as shown in the following table.

Table 1

The Process of Agentic Approach in Guidance Counseling to Shape Autonomous in Learning

Coaching Phase	Opening	Coaching 1 and 2	Coaching 3	Coaching 4
Guidance Phase				
Opening Stage	Attending, build a rapport, contract, structure of the process, Discuss assessment result	-	-	-
Assessment Stage	Maintain and position a general technique in guidance and counseling	Studied information on personal agency conditions and client self-cognition, as well as studying the condition of self-perception in learning	-	-
Coaching Stage	Maintain and position the general technique in guidance and counseling	1. <i>Understanding of Matter</i> training the personal conditions of the present are less supportive and understand the personal	<i>Use real-life situation</i> in this stage the counselor provides some attitude tasks that need to be	<i>Implementation</i> in this coaching, clients are invited to 1. Plan

		conditions that are wellbeing. 2. <i>Paraphrase of Matter</i> conducts self-talk training to self-suggest a client through counseling persuasion	implemented in the process of daily learning	2. Design performance targets. 3. Strategies to achieve 4. Behavioral Implementation 5. Anticipatory Behavior in implementation and outcome 6. Self-reflection of these achievements. 7. The process of habituation in the learning environment In this final stage, exercise includes 4 <i>human agency values, such as intention, forethought, self-reactiveness, and self-reflectiveness.</i>
Evaluation Stage	Maintain a position of general technique in guidance and counseling	1. The openness of the client tells the condition of self-cognition and behavior. 2. Understand the ideal conditions in real-life learning and the future. 3. A strong desire to change self-cognition	1. Understand the new condition (human agency) is in the client's personal life. 2. Accepting assignments (theoretical practices and scenarios) related to the new cognitive conditions in personal and social terms. 3. Understanding the conditions of the task with the previous self-condition should be familiarized	1. Counselors' observation of clients in the process of real-life learning in schools, 2. The client must familiarize the value of the human agency to become agentic self as well-being

The table shows there are four stages of training to build the four human agency values for the well-being guidance to produce a client with the ability to engage in the autonomous learning process as an agentic person. The explanations of the training to synthesize the agentic approach to be implemented by further research are stated as follows.

1. **Understanding of Matter:** The first phase is to understand the material about human agency values by setting aside the student's previous knowledge of self-condition interfering with the self-imposed self-sufficiency. It also involves the conduct of a process of suggesting different ways of becoming an agent through self-confidence and self-efficacy by the counselor.
2. **Paraphrase of Matter:** This involves inviting students to use logic and dialectical language to show the understanding and cultivation of the information in their language while the counselor guides the correctness of the meaning. The aim is to enable the student to associate the knowledge acquired in an easily understood language.

3. Real-life Situation through Narration: This involves projecting student's self-condition by following up the knowledge acquired through the self-talk process. At this stage, the student narrates to the counselor by answering what, how, and why are the past behaviors conducted and the need for change in the behaviors and attitudes to become an agent? and what it means for the student.
4. Implementation: This involves putting what has been learned or acquired into practice through the communication of their behavior to have new ones. The counselor is tasked with the responsibilities of reinforcement, observation, and assessment of the student's progress.

Conclusion

Human agency is the ability of individuals to proactively direct, plan, visualize, and modify themselves to achieve goals in the social environment. The agentic perspective of humans to behave like actors, is based on self-cognition, which sets the mind into achieving goals through autonomous behavior such as intentionality, forethought, self reactivity and reflection. These perspectives, further raises the human self-cognition in understanding the knowledge, perceptions, and paradigms in order to determine social behavior capable of achieving set goals.

According to the analysis above, that human agency has a self-cognition in learning as integrated into intentional, forethought, reactive and reflective processes, and also has a relationship with human autonomous behavior in the social system as an agent used in choosing and considering an action. Moreover, the concept is defined as the capability to take action covering self-perception to planning action, reconstructing framework, and evaluating the results obtained. It was also discovered that the wellbeing of human agency in guidance establishes student's autonomous learning through an agentic approach in cognitive-behavioristic paradigm.

In addition, agentic approach must continue to developed and this synthesized practical model serves as a preliminary research model to be explore and implemented in an experimental method as a guidance and counseling for students in a school setting.

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