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Learner Autonomy and Agile Learner on Student Independence and Literacy

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ABSTRAK

Ada beberapa permasalahan dalam proses pembelajaran dimana siswa terpaksa melakukan pembelajaran di rumah. Hal tersebut berdampak pada literasi membaca dan menulis siswa yang masih rendah. Penelitian ini bertujuan untuk menganalisis pengaruh Learner Autonomy dan Agile Learner terhadap kemandirian dan literasi siswa sekolah dasar. Jenis penelitian yang digunakan adalah pendekatan kuantitatif dengan metode Ex-Post Facto. Populasi sebanyak 159 siswa, dengan menggunakan teknik non-probability sampling sehingga sampel penelitian berjumlah 51 siswa. Metode pengumpulan data yang digunakan dalam penelitian ini adalah kuesioner. Instrumen pengumpulan data berupa kuesioner. Teknik analisis data yang digunakan dalam penelitian ini adalah analisis kuantitatif dan statistik inferensial. Hasil analisis data yaitu hasil uji-t diperoleh pada tabel koefisien yaitu 3,366 maka kemandirian belajar berpengaruh langsung terhadap kemandirian belajar siswa. Hasil uji t yang diperoleh pada tabel koefisien adalah 30,446 sehingga Agile Learner tidak berpengaruh secara langsung terhadap kesadaran metakognisi siswa. Tabel koefisien menunjukkan 30,446 menunjukkan 0,313, sehingga Otonomi Peserta Didik tidak secara langsung mempengaruhi literasi. Tabel koefisien menunjukkan 0,613, sehingga Agile Learner tidak berpengaruh langsung terhadap literasi siswa. Tabel koefisien menunjukkan 1,68, sehingga kemandirian berpengaruh langsung terhadap literasi siswa. Disimpulkan bahwa Otonomi Peserta Didik siswa berada pada kategori rendah, Agile Learners siswa berada pada kategori rendah, kemandirian siswa berada pada kategori tinggi, dan literasi dan literasi siswa berada pada kategori tinggi.

ABSTRACT

There are several problems in the learning process where students are forced to do learning at home. It impacts students' reading and writing literacy which is still low. This study aims to analyze the effect of Learner Autonomy and Agile Learner on the independence and literacy of elementary school students. The type of research used is a quantitative approach with the Ex-Post Facto method. The population was 159 students, using the non-probability sampling technique so that the research sample amounted to 51 students. The data collection method used in this study was a questionnaire. The data collection instrument is in the form of a questionnaire. The data analysis technique used in this research is the quantitative analysis and inferential statistics. The results of data analysis, namely the results of the t-test, are obtained in the coefficients table, which is 3.366, so learner autonomy directly affects student independence. The results of the t-test, obtained in the coefficients table, are 30.446 so that Agile Learner does not directly affect students' metacognition awareness. The coefficients table shows 30.446 showings 0.313, so Learner Autonomy does not directly affect literacy. The coefficients table shows 0.613. So Agile Learner does not directly affect students' literacy. The coefficients table shows 1.68, so independence directly affects students' literacy. It was concluded that students' Learner Autonomy was in a low category, students' Agile Learners were in a low category, students' independence was in the high category, and students' literacy and literacy were in the high category.

1. INTRODUCTION

The 21st century which has been running for 2 decades has provided a different paradigm for education. In the past, the embedded learning paradigm was to compete. Without realizing it, educators

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teach and educate students who like to compete but lack cooperation. This can be seen when the academic rankings, accelerated learning classes, and the rise of favorite schools are still in effect. Process Skills are a complex set of skills used by scientists in conducting scientific investigations (Junedi et al., 2020; Maharani & Kartini, 2019; Siswono, 2017). Science process skills are performance skills that contain aspects of cognitive skills and sensorimotor skills (Elvanisi et al., 2018; Salam & Miriam, 2017). Especially today, the 21st century demands that human resources have various skills or competencies, namely critical thinking (Decisive Reasoning), creativity (Imagination), communication (Communcation), and collaboration (Shared) (Junedi et al., 2020; Kim et al., 2019; Meyer, 2020). At least these four competencies must be possessed by human resources at this time. In the learning process, the teacher is expected to be able to create learning that can achieve these competencies. Teachers are able to present learning that triggers students to think more critically (Heidari, 2020; Hussin et al., 2018). By getting used to thinking critically, students will be able to solve and solve the problems they face and can make the right decisions at the right time. In supporting the success of learning in the 21st century, students need skills or skills that need to be mastered. Facing the challenges of the 21st century, students are not only required to master theoretical abilities, but students are also required to master practical skills such as critical thinking, problem solving, persistence, high curiosity and the ability to collaborate (Binkley et al., 2012; Chai & Kong, 2017; Nudiati & Sudiapermana, 2020). In responding to these challenges, the 2015 World Economic Forum describes at least 3 skills that must be mastered which are divided into basic literacy, competence and character.

Of the 3 skills that must be mastered, literacy is one of the initial steps to face the demands of the 21st century. Generally, literacy means the ability to read and write (Rekysika & Haryanto, 2019; Sismulyasih, 2018; Solikhah, 2015). However, the term literacy has a broader meaning from time to time. Today's literacy is not only defined as the ability to read and write but has meaning and implications from basic reading and writing skills to the acquisition and manipulation of knowledge through written texts, from metalinguistic analysis of grammatical units to the structure of spoken and written texts, and the impact of human history on philosophical consequences. and western education social (Arsa et al., 2019; Musfiroh & Listyorini, 2016; Rahayu et al., 2019). A person's literacy ability can be used as a weapon to face challenges in today's life, because through literacy an individual will develop cognitive aspects of himself. Literacy includes various types of skills such as reading, writing, processing information, ideas and opinions, decision making and problem solving (Anggraeni et al., 2019; Mutji & Suoth, 2021; Sari, 2020).

There are six basic types of literacy including literacy, numeracy, scientific literacy, digital literacy, financial literacy, and cultural and civic literacy. Literacy is a type of literacy that is already familiar to our ears (Mutji & Suoth, 2021; Sari, 2020). Reading and writing literacy is the knowledge and skills to read, write, search, browse, process, and understand information to analyze, respond to, and use written texts to achieve the goal of developing understanding and potential (Hasanah, 2018; Nudiati & Sudiapermana, 2020). Reading and writing are very meaningful in science and knowledge, moreover, the times have challenges, competition, and rapid technological movements have greatly affected the world of education. Literacy reading and writing is seen as important because it is a basic ability to continue to other abilities. Literacy is a basic and main activity carried out by elementary school students. The importance of literacy development for elementary school students as a step to improve literacy development or literacy for the next level of education. The government is also intensively implementing the School Literacy Movement (GLS) (Narahawarin & Winarsih, 2019; I. I. M. Putri et al., 2020; Safitri et al., 2020). GLS aims to familiarize and motivate students to want to read and write in order to cultivate character (Desi, 2020; Kurnia & Astuti, 2017; Suyono et al., 2017). In the long term, students are expected to have high literacy skills.

However, there are still many students who lack literacy. Previous findings also stated that there are still many students who have low reading literacy (Mutji & Suoth, 2021; Sari, 2020; Sutrisna, 2018). Based on the results of observations and interviews conducted at Elementary school 2 Bulian, there are several problems that students reading and writing literacy are still low. In addition, in the learning process students are forced to study at home, since the pandemic occurred in the world, including Indonesia. This causes students to be less happy when learning independently without being supervised by the teacher. This does not rule out the possibility that students will become autonomous learners and agile learners. Referring to the problems that have been found in the field, the efforts that can be made to solve these problems are by applying Learner Autonomy and Agile Learners to independence and literacy in Elementary school 2 Bulian. In addition, with online learning, it forces students to adjust their learning activities, where previously they were fully accompanied by their teachers during class to become independent and the guidance was only limited to technology. This online learning of course requires students to learn independently. This does not rule out the possibility that students will become autonomous learners and agile learners.

Learner autonomy is a way of learning that gives students freedom and responsibility in carrying out learning activities (Hawkins, 2018; Weinstein & Preiss, 2017). Learning activities are emphasized on

the behavioral, social, and value dimensions (Boyadzhieva, 2016; Yuzulia, 2021). Emotional autonomy is the ability of students not to depend on others. Otomi behavior, namely students who can make decisions independently. Value autonomy is the ability of students to interpret a principle. Students' Learner Autonomy abilities will be better able to take responsibility for tasks given by independent students, namely students who are not dependent on others and no longer follow the decisions of others (Gharti, 2019; Tseng et al., 2020). Independent students are students who already have confidence in their abilities to carry out or complete the tasks and responsibilities given (Dedyerianto, 2020; Rusmiyati, 2017). In addition, independent students are students who are able to produce or complete a solution without the intervention of others and in the learning process students no longer wait for the help of others and do it more themselves considering that learning for students is a learning process for children (Effendi et al., 2018; Palerangi et al., 2016). In learning, students are able to choose learning according to their interests and help to develop their skills and knowledge which will later be used in higher learning. Students who have learner autonomy will also become agile learners.

Agile learning is the ability to learn from experience and apply knowledge from experience to new situations (Anseel, 2017; López et al., 2020). The dimensions of learning agility are people agility, results agility, mental agility, and change agility (López et al., 2020; Yang et al., 2019). People agility, namely students know themselves well. Results agility, namely students can face difficult conditions and inspire others. Mental agility, namely students can explain their thoughts well. Change agility, namely students have a high level of curiosity and are directly involved in skill development. Agility relates to dealing with difficulties by having flexibility, agility to see existing solutions (Jatmika & Puspitasari, 2019; Riemann et al., 2020). Students who have agility in themselves are certainly able to become agile and tough individuals, this also has an impact on one's literacy. Agile learner development in the educational process is largely determined by the existence of activities or activities that involve students with problems faced in their daily lives by neglecting problem solving activities (Annosi et al., 2020; Longmuß & Höhne, 2017).

Previous findings stated that people who have high agility will use the experiences they have gained in new situations and tend to seek challenges and be active in self-reflection (Batcheller, 2016; De Meuse et al., 2010) and someone who has an agile learner will be able to lead people others well. Another finding states that increasing learner autonomy will increase the cognitive flexibility of students, as well as focus more on the development of 21st century abilities of students (Gharti, 2019; Orakcı, 2021; Tseng et al., 2020). There is no study on Learner Autonomy and Agile Learner on the independence and Literacy of Elementary School Students. The purpose of this research is to analyze Learner Autonomy and Agile Learner on the independence and Literacy of Elementary School Students. It is expected that students who have Learner Autonomy and Agile Learners have high independence and literacy.

2. METHOD

The type of research used is the type of ex post facto research, the type of correlation with quantitative data to determine a relationship between variables. This research was conducted at Elementary school 2 Bulian, Buleleng Regency, Bali Province. This location was chosen to determine the effect of Learner Autonomy and Agile Learner on the independence and literacy of the students of Elementary school 2 Bulian. The population of this study were all students at Elementary school 2 Bulian, Buleleng Regency as many as six classes with 159 students. Determination of the sample by purposive sampling in this study because the researcher has a specific goal or consideration of the sample. The sample in this study were all students of class V and VI Elementary school 2 Bulian. The class V sample consisted of 16 men and 13 women while the class VI sample consisted of 13 men and 9 women. So the totally number of samples is 51 consisting of 29 men and 22 women. The method used in this research is non-test. This method is used to find out the problems that occur. The instrument used in collecting data is a questionnaire. The questionnaire grid is presented in Table 1, Table 2, Table 3, and Table 4.

Table 1. Learner Autonomy Instrument Grid

No.	Dimension	Indicator	No Questionnaire		Amount
			Positive	Negative	
1	*Emosional Autonomy* (Emotional independence)	The ability of children not to see their parents as ideal figures	1,2	17,11	4
		Children's ability to see parents as other people in general	3,12	4,13	4
		Believe in your own abilities instead of having to ask for help from others	5,6,18	7,14	5

No.	Dimension	Indicator	No Questionnaire		Amount
			Positive	Negative	
		Have a degree of individuation in relationships with parents	8,9, 15	10,16	5
2	*Behaviour Autonomy* (Behavioral Independence)	Ability in decision making	19,20,26	30	4
		Having the power against the influence of others	21,27	22,28	4
		Have confidence	23,24	25,29	4
		The ability to think abstractly in looking at the problem	31,41	32,42	4
3	*Value Autonomy* (Value Independence)	Beliefs are rooted in general principles that have an ideological basis	33,34,44	35,36,45	6
		Individuals believe in their own values, not because of the value system of parents or authority figures	37,38,40	39,43,46	6

(Modification from Weinstein & Preiss, 2017)

Table 2. Agile Learner Instrumental Grid

No.	Dimension	Indicator	No Questionnaire		Amount
			Positive	Negatif	
1	*People agility*	The extent to which a person knows himself well	1,10	4,7	4
		Learn from experience	2,3	8,11	4
		Treat others constructively and resiliently under pressure of change	6	13	2
2	*Results agility*	The extent to which a person obtains results under difficult conditions	5,12	16	3
		Inspire others	9,19	18,21	4
3	*Mental agility*	Build the confidence of others with his presence	17	23	2
		The degree to which an individual thinks about a problem from a new perspective and is comfortable with ambiguity	15,25	20	3
		Complexity and explaining their thoughts to others	26	14	2
4	*Change agility*	The degree to which individuals want to know	22	24	2
		have a passion for ideas and engage in skill development activities	27	28	2

(Modification from Weinstein & Preiss, 2017)

Table 3. Independent Instrumental Grid

No.	Indicator	No Questionnaire		Amount
		Positive	Negatif	
1	Able to think critically, creatively and innovatively	2,4,6	1,3,5	6
2	Not easily influenced by other people's opinions	7,8	9,10	4
3	Not avoiding trouble	11,12	13,14	4
4	Solve problems with deep thinking	15, 17	16,18	4
5	If you encounter a problem, you can solve it yourself without asking for help from others	19,20	21,22	4
6	Don't feel inferior when you have to be different from others	23	24	2
7	Trying to work with diligence and discipline	25,26,27	28	4
8	Take responsibility for your own actions	29,30	31	3

(Modification from Aghniarrahmah et al., 2022)

Table 4. Literacy Instruments Grid

No.	Dimension	Indicator	No Questionnaire		Amount
			Positive	Negatif	
1	Reading pleasure	Enjoyment in reading activities	1,6	2,3,20	5
		Read on your own accord	4,21	5	3
2	Awareness of the benefits of reading	Awareness of the importance of reading	8,13,22,23	7,11,12	7
3	Reading frequency	Reading intensity	9,14	10,24	4
4	Reading quantity	Number and variety of readings	15,17,25	16,28,29	6
		Trying to get reading resources	19,26,27	18,30	5
5	Fun writing	Enjoyment in writing activities	31,32	33,34	4
		Write on your own volition	35	36	2

(Modification from Sari, 2019)

After the data in this study were collected, then data analysis was carried out. In order to determine the level of validity, a test of instrument items was carried out. After obtaining the results of the calculation of the validation of the instrument items using the CVR formula, then an analysis of the content validation of the entire instrument items was carried out. To find out the validation of the contents of the learning activity instrument. The data analysis technique used in this research is quantitative analysis and inferential statistics. The data in this study were analyzed using path analysis techniques. Path analysis is a technique for analyzing causal relationships that occur in multiple regression if the independent variables affect the dependent variable not only directly but also indirectly. This research also uses statistical analysis method with SPSS application. In this study, descriptive analysis was used to describe each research variable, namely Learner Autonomy, Agile Learner, independence, and literacy.

3. RESULT AND DISCUSSION

Result

The results of this research have shown that students Learner Autonomy is in the low category, students Agile Learners are in the low category, students independence is in the high category, student's literacy and literacy are in the high category. The results of the content validity test by the four validators overall have a CVR value of 1.00 and a CVI value of 1.00 so that they are declared valid. The results of the overall item validity test are valid. The results of the reliability test on the variables are overall reliable. It is known that the average Learner Autonomy score of students is 70.8627 from the ideal score of 79.0 which means that the Learner Autonomy students of Elementary school 2 Bulian are in the low category. It is also known that students who have Learner Autonomy in the very low category are 10 students (19.6% of 51 students), while 27 students (52.9% of 51 students) are in the low category, 11 students (21 .6% of 51 students) were in the high category and 3 students (5.9% of 51 students) were in the very high category. With a standard deviation value of 3,00013 which indicates that the spread of the data is not too large, it means that the data is only around the average value. The minimum and maximum scores obtained by students were 65.0 and 79.0, respectively. Then the average result of the Agile Learner score of students is 69.0588 from the ideal score of 73.0 which means that the Agile Learner students of Elementary school 2 Bulian are in the low category. It is also known that students who have Agile Learners who are in the very low category are 7 students (13.7% of 51 students), while 24 students (47.1% of 51 students) are in the low category, as many as 16 students (31 .4% of 51 students) were in the high category and 4 students (7.8% of 51 students) were in the very high category. With a standard deviation value of 1.79345 which indicates that the spread of the data is not too large, it means that the data is only around the average value. The minimum and maximum scores obtained by students are 65.0 and 73.0.

Furthermore, for the results of the average score of student independence is 72.7647 from the ideal score of 81.0, which means that the independence of the students of Elementary school 2 Bulian is in the high category. It is also known that students who have independence in the very low category are 15 students (29.4% of 51 students), while 12 students (23.5% of 51 students) are in the low category, as many as 18 students (35, 3% of 51 students) were in the high category and 6 students (11.8% of 51 students) were in the very high category. With a standard deviation value of 3.03703, which indicates that the spread of the data is not too large, it means that the data is only around the average value. The minimum and maximum scores obtained by students were 70.0 and 81.0, respectively. The average score for student's literacy is 74.6471 from the ideal score of 80.0, which means that the literacy literacy of Elementary school 2 Bulian students is in the high category. It is also known that students who have literacy in the very low category are 15 students (29.4% of 51 students), while 12 students (23.5% of 51 students) are in the low

category, 17 students (33.4% of 51 students) were in the high category and 7 students (13.7% of 51 students) were in the very high category. With a standard deviation value of 2.86931 which indicates that the spread of the data is not too large, it means that the data is only around the average value. The minimum and maximum scores obtained by students are 70.0 and 80.0.

Individually the statistical test used is the t-test, the t-test value is seen at a significance level of 0.05 where df = 51 – 2 = 49 is 1.68 and the t-count value is obtained in the coefficients table, which is 3.366. This shows that tcount > ttable (3.366 > 1.68) and the probability value individually in the coefficients table is 0.002 where 0.002 < 0.05 which means that H_0 is rejected or in other words H_1 is accepted. Thus, Learner Autonomy has a direct effect on the independence of the students of Elementary school 2 Bulian. The magnitude of the path coefficient of the Learner Autonomy variable on the independence variable of the students of Elementary school 2 Bulian can be seen in the coefficients table in the standardized Coefficients column by taking into account the beta value, which is 0.437 ($pyx_1 = 0.437$). Individually, the statistical test used is the t-test, the t-test value is seen at a significance level of 0.05 where df = 51 – 2 = 49 is 1, 68 and the t_{count} value is obtained in the coefficients table, which is 0.446. This shows that t_{count} < t table (0.446 < 1.68) and the probability value individually in the coefficients table is 0.657 where 0.657 > 0.05 which means that the H_0 is accepted. Thus, the Agile Learner does not directly affect the metacognitive awareness of the students of Elementary school 2 Bulian. The magnitude of the Agile Learner variable path coefficient on the independence variable of Elementary school 2 Bulian students can be seen in the coefficients table in the Standardized Coefficients column by paying attention to the beta value, which is 0.058 ($pyx_2 = 0.058$).

Individually the statistical test used is the t test, the t-test value is seen at the level of a significance of 0.05 where df = 51 – 2 = 49 is 1.68 and the t_{count} value is obtained in the coefficients table, which is 0.313. This shows that t_{count} is smaller than t_{table} (0.313 <1.68) and the probability value individually in the coefficients table is 0.756 where 0.756 > 0.05 which means that the H_0 is rejected. Thus, Learner Autonomy does not directly affect the literacy of the students of Elementary school 2 Bulian. Individually, the statistical test used is the t-test, the t-test value is seen at a significance level of 0.05 where df = 51 – 2 = 49 is 1.68 and the t-count value is obtained in the coefficients table, which is 0.613. This shows that t_{count} is smaller than t_{table} (0.613 < 1.68) and the probability value individually in the coefficients table is 0.543 where 0.543 > 0.05 which means that the H_0 is rejected. Thus, the Agile Learner does not directly affect the literacy of the students of Elementary school 2 Bulian. Individually, the statistical test used is the t-test, the t-test value is seen at a significance level of 0.05 where df = 51 – 2 = 49 is 1.68 and the t-count value is obtained in the coefficients table, which is 31,629. This shows that t_{count} is greater than t_{table} (31,629>1,68) and the probability value individually in the coefficients table is 0.000 where 0.000> 0.05 which means that the H_0 is accepted. Thus, independence has a direct effect on the literacy of the students of Elementary school 2 Bulian.

Based on the previous hypothesis test, it was found that Learner Autonomy had a direct effect on the independence of Elementary school 2 Bulian students and independence had a direct effect on the literacy of Elementary school 2 Bulian students so that it could be concluded that H_1 was accepted in other words, Learner Autonomy had a direct effect on the literacy of elementary school students. Negeri 2 Bulian through independence. Based on the previous hypothesis test, it was obtained that Agile Learner had no direct significant effect on the independence of Elementary school 2 Bulian students and independence had no direct significant effect on literacy at Elementary school 2 Bulian so it can be concluded that H_1 was rejected in other words Learner Autonomy had no significant effect indirectly. directly on the literacy of the students of Elementary school 2 Bulian through independence. The results of the study for the relationship between Learner Autonomy (X1), Agile Learner (X2) Independence (Y) and Literacy and Literacy (Z) students of Elementary school 2 Bulian can be seen in Figure 1.

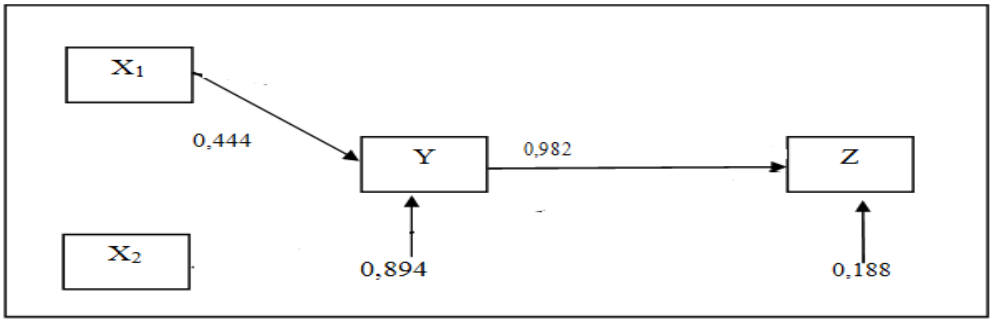

Figure 1. Relationship between Learner Autonomy (X1), Agile Learner (X2), Independence (Y), and Literacy (Z)

Discussion

The ability of high learner autonomy will make students able to take over learning. Learner autonomy in general is a belief in the ability to achieve learning goals that involve students independently (Henri et al., 2018; Nguyen & Habók, 2021). In other words, learner autonomy is the ability of students to take charge of learning independently and freely in determining what they want to do in the learning process, both in the process of making a decision, choosing the methods and techniques used, monitoring the acquisition procedure, and evaluating what has been obtained. The existence of Learner Autonomy makes students experience the learning process more focused and personal so that the desired learning outcomes are achieved (Nurvrita, 2020; Tseng et al., 2020). Independence is an individual's internal strength and is obtained through the individuation process. which is obtained through the process of self-realization and shows perfection (Effendi et al., 2018; Nursaptini et al., 2020). Having high independence tends to make students learn better under their own supervision, monitor, supervise, and manage their learning effectively, complete time in completing assignments, and manage learning and time efficiently (Purnamasari & Herman, 2017; Sobri et al., 2020). Independent learning is a very important aspect in the world of education because if students do not have learning independence, it will be difficult to learn responsibly, including in the learning process (Dedyerianto, 2020; Palerangi et al., 2016). So, students who can self-regulate will lead to the emergence of independence from within students, and this is also supported by research which states that student independence can increase students' activities, outcomes, and learning independence (Suardana, 2012; Sugianto et al., 2020). Thus, learner Autonomy has a positive and significant effect on Independence. The description of the research results is presented as follows.

First, Learner Autonomy has a significant direct effect on the independence of the students of Elementary school 2 Bulian. The results of the study stated that the higher the value of Learner Autonomy and independence, the higher the students reading and writing literacy scores. Learner Autonomy makes students experience the learning process more focused and personal so that the desired learning outcomes are achieved (Nguyen & Habók, 2021; Nurvrita, 2020; Orakcı, 2021). Learner autonomy will form individuals who are tough, tenacious, responsible, have high achievement motives, and help individuals achieve their best results (Fauzi & Mustadi, 2019; Nasution, 2018). Learner autonomy can create students who are tough, tenacious and responsible for themselves so that it will create a sense of belonging to themselves and lead to independence. Therefore, the principle of learner autonomy with autonomous or independent learning will improve students reading and writing literacy skills. Independent students are students who already have confidence in their abilities to carry out or complete the tasks and responsibilities given (Anis, 2017; Nursaptini et al., 2020; Sobri et al., 2020). In addition, independent students are students who are able to produce or complete a solution without the intervention of others and in the learning process students no longer wait for the help of others and do more themselves considering that learning for students is a learning process for children. In learning, students are able to choose learning according to their interests and help to develop their skills and knowledge which will later be used in pursuing higher learning (Palerangi et al., 2016; Purnamasari & Herman, 2017).

Second, the Agile Learner does not directly affect the independence of the students of Elementary school 2 Bulian. This is in line with the higher the Agile Learner, the lower the student's independence. Students who have high Agile Learners will make students not easy in the learning process. Agile learning is the ability to learn from experience and then apply the knowledge gained from previous experiences to gain success in new situations (Longmuß & Höhne, 2017; Riemann et al., 2020). Agile learners will develop well with programs that familiarize students with real and independent activities. Independent students are students who already have confidence in their abilities to carry out or complete the tasks and responsibilities given (Lestari & Harjono, 2021; W. T. A. Putri, 2018). In addition, independent students are students who are able to produce or complete a solution without the intervention of others and in the learning process students no longer wait for the help of others and do it more themselves considering that learning for students is a children's learning process (Aghniarrahmah et al., 2022; Sobri et al., 2020). In terms of problem solving, elementary school students tend to solve problems in groups so they can choose the solutions that have been proposed by their group members. There is no direct influence between Agile Learners on independence.

Third, Learner Autonomy does not directly affect the literacy of students at Elementary school 2 Bulian. Based on the data obtained, it is concluded that Learner Autonomy does not directly affect reading literacy. The results of the study stated that the higher the learner autonomy, the higher the literacy rate. However, from the results of the analysis, it is stated that the higher the Learner Autonomy, the lower the student's literacy rate. Learner Autonomy will provide a good learning experience for students. This is considering that learner autonomy makes students experience the learning process more focused and personal so that the desired learning outcomes are achieved (Nurvrita, 2020; Weinstein & Preiss, 2017). Learner Autonomy is characterized by directing thoughts, feelings and actions to achieve learning goals

(Benson, 2016; Fauzi & Mustadi, 2019). Increased learner autonomy will increase the cognitive flexibility of students, as well as focus more on the development of 21st century abilities of students (Gharti, 2019; Orakcı, 2021; Tseng et al., 2020). The higher the individual's learning independence, the higher the individual's reading and writing literacy. On the other hand, the lower the learning independence possessed, the lower the student's literacy rate. Literacy is defined as the ability to read and write. Therefore, the principle of learner autonomy with autonomous or independent learning will improve student's ability to read and write. Learner Autonomy has no significant effect on literacy.

Fourth, based on the data analysis, it is concluded that Agile Learner has an indirect effect on the literacy of the students of Elementary school 2 Bulian. The results of the study stated that the higher the agile learner, the higher the reading and writing literacy results. However, the results of the research are the higher the Agile Learner, the lower the literacy of students. Agile is concerned with dealing with difficulties with agility from existing solutions (Jatmika & Puspitasari, 2019; Riemann et al., 2020). People who have high agility will use the experience gained in new situations and tend to seek challenges and be active in self-reflection (Anseel, 2017; Hammami & Khemaja, 2019). Students who have agility in themselves are certainly able to become agile and tough individuals, this also has an impact on one's literacy. Reading and writing literacy is the knowledge and skills to read, write, search, search, process, and understand information to analyze, deal with and develop understanding and potential. So Agile Learner has no significant effect on literacy.

The results of the study stated that the higher the learner autonomy, the higher the literacy rate. The findings of previous research stated that Learner Autonomy would provide a good learning experience for students. This is considering that learner autonomy makes students experience the learning process more focused and personal so that the desired learning outcomes are achieved (Gharti, 2019; Nurvrita, 2020). Previous study state learner Autonomy is characterized by directing thoughts, feelings and actions to achieve learning goals (Fauzi & Mustadi, 2019). Another finding states that the higher the individual's Learner Autonomy learning, the higher the individual's literacy rate (Orakcı, 2021; Tseng et al., 2020).

The implication of this research is that Earner Autonomy has a significant direct effect on student's independence. The principle of learner autonomy with autonomous or independent learning will improve students' ability to read and write. So Learner Autonomy has a significant effect on literacy. This study has limitations, namely this study only measures the effect of Learner Autonomy and Agile Learner on student's independence and literacy and ignores other factors that can affect the independence and literacy of these students and students of Elementary school 2 Bulian completing the questionnaire are not optimal. They did not prepare themselves before answering the questionnaire so that the student's questionnaires were low. This affects the results of hypothesis testing in the study.

4. CONCLUSION

In the research conducted, it can be concluded that Learner Autonomy has a significant direct effect on the independence of the students of Elementary school 2 Bulian, while the Agile Learner has no direct effect on the independence of the students of Elementary school 2 Bulian. It is known that Learner Autonomy does not directly affect the literacy of the students of Elementary school 2 Bulian. And the Agile Learner does not directly affect the literacy of the students of Elementary school 2 Bulian. Independence has a direct effect on the literacy of the students of Elementary school 2 Bulian. Learner Autonomy has a direct effect on student's literacy through the independence of students at Elementary school 2 Bulian. Agile Learner does not have an indirect effect on student's literacy through independence in students of Elementary school 2 Bulian.

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