

PREDICTIVE ROLES OF LEARNING AGILITY AND LIFE SATISFACTION IN AIR TRAFFIC CONTROL CADETS' PERFORMANCE

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ABSTRACT

This research explores how learning agility and life satisfaction contribute to predicting the academic performance of first-year cadets in Indonesia's Air Traffic Control vocational colleges. These institutions, characterized by semi-military boarding environments, emphasize rigorous discipline and demanding academic standards. Learning agility was assessed through the Learning Agility Scale for Students (LAS-S), which comprises five key dimensions: mental agility, change agility, people agility, results agility, and self-awareness. Meanwhile, life satisfaction was evaluated using the Satisfaction with Life Scale (SWLS). Employing a quantitative correlational approach with multiple linear regression analysis, the study found that results agility and life satisfaction were significant predictors of academic performance, whereas other dimensions showed limited or non-significant impacts. The predictive model exhibited strong explanatory capability ($R^2 = 0.56$, Cohen's $f^2 = 1.27$). These findings highlight the essential roles of goal-oriented perseverance and psychological well-being in demanding vocational training contexts, offering valuable implications for enhancing curriculum design and student development programs in aviation education worldwide.

Keywords: Learning agility, life satisfaction, academic performance, aviation vocational higher education, semi-military education

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