



SURAT PERJANJIAN PELAKSANAAN PENELITIAN

Nomor : PKLN-233/SP3/LPPM-UAD/XI/2024

Pada hari ini, Kamis tanggal Dua Puluh Delapan bulan November tahun Dua ribu dua puluh empat (28-11-2024), kami yang bertandatangan di bawah ini :

- Nama : Prof. Ir. Anton Yudhana, S.T., M.T., Ph.D.
Jabatan : Kepala Lembaga Penelitian dan Pengabdian Kepada Masyarakat Universitas Ahmad Dahlan (LPPM UAD), selanjutnya disebut sebagai PIHAK PERTAMA.
- Nama : Dr Irvan Budhi Handaka, S.Pd.,M.Pd.
Jabatan : Dosen/Peneliti pada Program Studi Bimbingan Konseling Fakultas Keguruan dan Ilmu Pendidikan (FKIP) Universitas Ahmad Dahlan (UAD), selaku Ketua Peneliti, selanjutnya disebut PIHAK KEDUA.

PIHAK PERTAMA dan PIHAK KEDUA selanjutnya disebut PARA PIHAK.

PARA PIHAK menyatakan setuju dan bermufakat untuk mengadakan perjanjian pelaksanaan penelitian untuk selanjutnya disebut Surat Perjanjian Pelaksanaan Penelitian (SP3) dengan ketentuan dan syarat-syarat sebagai berikut.

Pasal 1 DASAR HUKUM

- (1) Hasil review/penilaian proposal yang dilakukan oleh Tim Reviewer Penelitian Internal UAD.
- (2) Surat Keputusan Kepala LPPM UAD Nomor: U12/1529/XI/2024 tanggal 26 November 2024 tentang Penetapan Penerima Dana Penelitian Internal Universitas Ahmad Dahlan Tahun Akademik 2024/2025.

Pasal 2

RUANG LINGKUP DAN JANGKA WAKTU PENELITIAN

- (1) PIHAK PERTAMA memberikan pekerjaan kepada PIHAK KEDUA dan PIHAK KEDUA menyatakan menerima pekerjaan dari PIHAK PERTAMA berupa kegiatan penelitian sebagai berikut :

Skema	: Penelitian Kerjasama Luar Negeri
Judul penelitian	: PERSONAL RESPONSIBILITY PROFILE OF STUDENTS IN INDONESIA AND MALAYSIA
Jenis Riset	: Dasar, TKT : 1
Luaran Wajib	: - Research Agreement (RA) - Laporan Kerjasama (LapKerma) - Artikel Jurnal Internasional Bereputasi
Luaran Tambahan	: -
- (2) Jangka waktu pelaksanaan penelitian tersebut pada ayat (1) dimulai sejak ditandatangani SP3 ini sampai dengan batas akhir unggah Laporan Akhir Penelitian pada tanggal 31 Juli 2025

Pasal 3

PERSONALIA PELAKSANA PENELITIAN

Personalia pelaksana penelitian ini terdiri dari :

- Ketua Peneliti : Dr Irvan Budhi Handaka, S.Pd.,M.Pd.
Pembimbing : -
Anggota : 1. Denik Wirawati, S.Pd., M.Pd.
2. Aprilia Setyowati, S.Pd., M.Pd
3. Associate Prof. Dr. Rafidah Binti Aga Mohd Jaladin

Pasal 4

BIAYA PENELITIAN DAN CARA PEMBAYARAN

(1) PIHAK PERTAMA menyediakan dana pelaksanaan penelitian kepada PIHAK KEDUA sejumlah Rp. 17.990.000,00 (Tujuh Belas Juta Sembilan Ratus Sembilan Puluh Ribu Rupiah) yang dibebankan pada Anggaran Pendapatan dan Belanja (APB) LPPM UAD Tahun Akademik 2023/2024 dibayarkan melalui rekening bank atas nama Ketua Peneliti oleh Biro Keuangan dan Anggaran (BKA) UAD sebagai berikut :

- Nama : Dr Irvan Budhi Handaka, S.Pd.,M.Pd.
Nama Bank : BPD DIY SYARIAH
Nomor Rekening : 801211007713

- (2) Tahap I sebesar $70\% \times \text{Rp } 17.990.000,00 = \text{Rp } 12.593.000,00$ (dua belas juta lima ratus sembilan puluh tiga ribu Rupiah), dibayarkan setelah SP3 ini ditandatangani oleh PARA PIHAK dan PIHAK KEDUA telah mengunggah file kontrak SP3 ini pada portal Penelitian UAD.
- (3) Tahap II sebesar $30\% \times \text{Rp } 17.990.000,00 = \text{Rp } 5.397.000,00$ (lima juta tiga ratus sembilan puluh tujuh ribu Rupiah), dibayarkan setelah (a) PIHAK KEDUA mengunggah Laporan Akhir Penelitian dan (b) luaran wajib penelitian dinyatakan tercapai.
- (4) Jika sampai pada batas akhir penelitian PIHAK KEDUA hanya dapat mengunggah Laporan Akhir Penelitian dan TIDAK DAPAT merealisasikan luaran wajib, maka dana penelitian Tahap II hanya dapat dicairkan sebesar 15%.
- (5) PIHAK KEDUA berhak mendapatkan dana luaran tambahan di luar biaya pokok penelitian jika luaran tambahan yang dijanjikan dinyatakan TERCAPAI dan terverifikasi valid pada masa kontrak yang besarnya sesuai dengan ketentuan yang berlaku.
- (6) Insentif luaran tambahan yang dapat diklaimkan adalah luaran tambahan yang tertera dalam kontrak dan JIKA luaran wajibnya telah tercapai dan dinyatakan valid.

Pasal 5

PELAKSANAAN PEMBIMBINGAN

- (1) Khusus skema Penelitian Dosen Pemula (PDP), peneliti wajib melakukan pembimbingan atau konsultasi dengan dosen pembimbing penelitian paling sedikit 4 (empat) kali pembimbingan.
- (2) Pembimbingan sebagaimana dimaksud dalam ayat (1) antara lain dalam hal-hal berikut.
- penyusunan angket/kuesioner dan atau teknik pengumpulan data lainnya;
 - analisis data dan interpretasinya;
 - penyusunan hasil penelitian, pembahasan, penarikan kesimpulan;
 - penyusunan luaran penelitian.
- (3) Pembimbingan sebagaimana dimaksud dalam ayat (1) dan ayat (2) dituliskan sesuai dengan template form pembimbingan yang tersedia.

Pasal 6
JENIS LAPORAN PENELITIAN

- (1) PIHAK KEDUA wajib menyusun dan mengunggah laporan penelitian melalui portal Penelitian UAD yang terdiri atas :
 - a. Laporan Kemajuan
 - b. Laporan Akhir
- (2) Berkas Laporan Kemajuan digunakan sebagai bahan monitoring dan evaluasi (monev) internal, diunggah selambat-lambatnya tanggal 20 Maret 2025.
- (3) Berkas Laporan Akhir digunakan sebagai acuan pencairan dana Tahap II dan bahan pertimbangan berlanjut atau tidaknya kontrak penelitian tahun jamak (multi years), diunggah selambat-lambatnya tanggal 31 Juli 2025.

Pasal 7
LUARAN WAJIB PENELITIAN

- (1) PIHAK PERTAMA berkewajiban untuk merealisasikan luaran wajib penelitian sebagaimana yang dijanjikan dalam proposal.
- (2) PIHAK PERTAMA diperkenankan mengubah/merevisi jenis luaran wajib penelitian yang masih berada pada skema/jenis riset yang diajukan atau yang lebih tinggi maksimal pada saat pengunggahan laporan kemajuan.
- (3) Status MINIMAL luaran wajib yang harus dicapai oleh PIHAK KEDUA adalah sebagai berikut.
 - (i) accepted untuk jenis luaran artikel jurnal/seminar/konferensi, atau
 - (ii) telah terbit untuk jenis luaran buku dan book chapter (versi cetak atau versi online) yang sudah ber-ISBN dan Hak Ciptanya, atau
 - (iii) diterima atau dibahas instansi pengguna untuk jenis luaran naskah kebijakan, atau
 - (iv) telah keluar Sertifikat untuk jenis luaran Hak Cipta, atau
 - (v) telah didaftarkan untuk jenis luaran Paten, Paten Sederhana, Desain Industri, atau
 - (vi) telah terwujud atau telah dilakukan uji laboratorium untuk jenis luaran purwarupa (prototipe), dan sejenisnya, dibuktikan dengan dokumen hasil uji laboratoriumnya,
 - (vii) telah disepakati mitra pengguna untuk Dokumen Feasibility Study,
 - (viii) telah dipergelarkan oleh mitra pengguna untuk karya seni monumental.
- (4) Status luaran wajib akan dievaluasi dan menjadi bahan pertimbangan pencairan dana luaran wajib sebesar 15% dari total dana penelitian.

Pasal 8
MONITORING DAN EVALUASI

- (1) PIHAK PERTAMA berhak untuk melakukan monitoring dan evaluasi (monev) pelaksanaan penelitian, baik secara administrasi maupun substansi.
- (2) Pemantauan kemajuan penelitian dilakukan oleh Tim Monev yang dibentuk oleh PIHAK PERTAMA.
- (3) Monev internal dilakukan terhadap dokumen Laporan Kemajuan yang diunggah oleh PIHAK KEDUA.
- (4) PIHAK PERTAMA berhak untuk menentukan lanjut atau putusnya kontrak penelitian tahun jamak (multi years) berdasarkan hasil dari monev tahap II terhadap Laporan Akhir dan capaian luaran penelitian tahun berjalan yang diunggah PIHAK KEDUA.

Pasal 9
TANGGUNGAN PENELITIAN DAN LUARAN PENELITIAN

- (1) Peneliti dinyatakan memiliki tanggungan penelitian apabila sampai pada masa penerimaan proposal penelitian periode berikutnya belum menyelesaikan kewajiban unggah Laporan Akhir Penelitian.
- (2) Peneliti yang memiliki tanggungan penelitian sebagaimana dimaksud pada ayat (1) tidak diperkenankan mengajukan proposal penelitian pada periode tersebut.
- (3) Peneliti dinyatakan memiliki tanggungan luaran penelitian apabila sampai pada masa akhir unggah Laporan Akhir Penelitian, luaran wajib belum tercapai dengan status minimal seperti disebutkan pada Pasal 7 ayat (3).
- (4) Peneliti yang memiliki tanggungan luaran penelitian sebagaimana dimaksud pada ayat (3) masih diperkenankan mengajukan proposal penelitian pada periode terdekat.
- (5) Peneliti yang belum memenuhi luaran wajib sampai pada penerimaan proposal penelitian pada periode tahun berikutnya tidak diperkenankan mengajukan proposal pada periode tersebut.
- (6) Tanggungan penelitian dan/atau luaran wajib penelitian berlaku bagi Ketua dan Anggota peneliti dari Universitas Ahmad Dahlan.

Pasal 10

SANKSI DAN PEMUTUSAN PERJANJIAN PENELITIAN

- (1) PIHAK PERTAMA berhak memberikan peringatan dan atau teguran atas kelalaian dan atau pelanggaran yang dilakukan oleh PIHAK KEDUA yang mengakibatkan tidak dapat terpenuhinya kontrak penelitian ini.
- (2) PIHAK PERTAMA berhak melakukan pemutusan perjanjian penelitian, jika PIHAK KEDUA tidak mengindahkan peringatan yang diberikan oleh PIHAK PERTAMA.
- (3) Segala kerugian material maupun finansial yang disebabkan akibat kelalaian PIHAK KEDUA, maka sepenuhnya menjadi tanggungjawab PIHAK KEDUA.
- (4) Jenis sanksi yang diberikan dapat berupa :
 - (a) tidak diperkenankannya mengajukan proposal penelitian sebagaimana dimaksud pada Pasal 9 ayat (5) sampai kewajibannya terselesaikan; dan atau
 - (b) tidak dapat mencairkan dana Tahap II; dan atau
 - (c) mengembalikan dana yang telah diterima oleh PIHAK KEDUA.

Pasal 11

KEADAAN MEMAKSA (FORCE MAJEUR)

Ketentuan dalam Pasal 10 tersebut di atas tidak berlaku dalam keadaan sebagai berikut :

- a. Keadaan memaksa (force majeure)
- b. PIHAK PERTAMA menyetujui atas terjadinya keterlambatan yang didasarkan pada pemberitahuan sebelumnya oleh PIHAK KEDUA kepada PIHAK PERTAMA dengan Surat Pemberitahuan mengenai kemungkinan terjadinya keterlambatan dalam penyelesaian kegiatan penelitian sebagaimana dimaksud dalam Pasal 2; dan sebaliknya PIHAK KEDUA menyetujui terjadinya keterlambatan pembayaran sebagai akibat keterlambatan dalam penyelesaian perjanjian penelitian.

Pasal 12

- (1) Keadaan memaksa (force majeure) sebagaimana yang dimaksud dalam Pasal 11 ayat (1) adalah peristiwa-peristiwa yang secara langsung mempengaruhi pelaksanaan perjanjian serta terjadi di luar kekuasaan dan kemampuan PIHAK KEDUA ataupun PIHAK PERTAMA.

- (2) Peristiwa yang tergolong dalam keadaan memaksa (force majeure) antara lain berupa bencana alam, pemogokan, wabah penyakit, huru-hara, pemberontakan, perang, waktu kerja diperpendek oleh pemerintah, kebakaran dan atau peraturan pemerintah mengenai keadaan bahaya serta hal-hal lainnya yang dipersamakan dengan itu, sehingga PIHAK KEDUA ataupun PIHAK PERTAMA terpaksa tidak dapat memenuhi kewajibannya.
- (3) Peristiwa sebagaimana dimaksud pada ayat (2) tersebut di atas, wajib dibenarkan oleh penguasa setempat dan diberitahukan dengan surat pemberitahuan oleh PIHAK KEDUA kepada PIHAK PERTAMA atau PIHAK PERTAMA kepada PIHAK KEDUA yang menyebutkan telah terjadinya peristiwa yang dikategorikan sebagai keadaan memaksa (force majeure).
- (4) PIHAK PERTAMA memberikan kesempatan kepada PIHAK KEDUA untuk menyelesaikan perjanjian kontrak ini sampai pada batas waktu yang disepakati oleh PARA PIHAK jika keadaan force majeure dinyatakan telah selesai.

Pasal 13 INTEGRITAS AKADEMIK

- (1) Pelaksana penelitian wajib menjunjung tinggi integritas akademik yaitu komitmen dalam bentuk perbuatan yang berdasarkan pada nilai kejujuran, kredibilitas, kewajaran, kehormatan, dan tanggung jawab dalam kegiatan penelitian yang dilaksanakan.
- (2) Apabila penyelesaian sebagaimana termaksud dalam ayat (1) di atas tidak tercapai, maka PIHAK PERTAMA dan PIHAK KEDUA sepakat menyerahkan perselisihan tersebut melalui mediasi dengan Rektor sebagai atasan langsung dari PIHAK PERTAMA yang putusannya bersifat final dan mengikat.
- (3) Penelitian dilakukan dengan menjunjung tinggi standar ketelitian dan integritas tertinggi dalam semua aspek penelitian.

Pasal 14 KEKAYAAN INTELEKTUAL DAN PUBLIKASI

- (1) Hak atas Kekayaan Intelektual yang dihasilkan dari pelaksanaan penelitian diatur dan dikelola sesuai dengan peraturan dan perundang-undangan yang berlaku.
- (2) Publikasi hasil-hasil penelitian harus dilandasi nilai-nilai luhur integritas akademik dalam melaksanakan kegiatan tridharma perguruan tinggi dengan menghindari dari perbuatan seperti (a) fabrikasi; (b) falsifikasi; (c) plagiat; (d) kepengarangan yang tidak sah; (e) konflik kepentingan; dan (f) pengajuan jamak.
- (3) Hak atas Kekayaan Intelektual yang dihasilkan dari pelaksanaan penelitian diatur dan dikelola sesuai dengan peraturan dan perundang-undangan yang berlaku.

Pasal 15 UCAPAN TERIMA KASIH

PIHAK KEDUA WAJIB mencantumkan nama pemberi dana penelitian yaitu Universitas Ahmad Dahlan sebagai bentuk ucapan terima kasih (Acknowledgments) pada setiap publikasi, makalah, dan/atau ekspos dalam bentuk apapun yang berkaitan dengan hasil penelitian ini.

Pasal 16 PENGUNDURAN DIRI

- (1) Apabila PIHAK KEDUA mengundurkan diri atau membatalkan SP3 ini, maka PIHAK KEDUA wajib mengajukan Surat Pengunduran Diri yang ditujukan kepada PIHAK PERTAMA.

- (2) Surat Pengunduran Diri sebagaimana dimaksud pada ayat (1) wajib ditembuskan kepada dekan fakultas ketua peneliti yang bersangkutan.
- (3) PIHAK KEDUA wajib mengembalikan dana yang telah diterima kepada PIHAK PERTAMA

Pasal 17
LAIN-LAIN

- (1) Surat Perjanjian Pelaksanaan Penelitian (SP3) ini berlaku sejak ditandatangani dan disetujui oleh PARA PIHAK, dibuat rangkap 2 (dua), bermeterai cukup pada masing-masing PIHAK yang pembiayaannya ditanggung oleh PIHAK KEDUA, dan masing-masing memiliki kekuatan hukum yang sama.
- (2) Hal-hal yang dianggap belum cukup dan perubahan-perubahan perjanjian akan diatur kemudian atas dasar permufakatan kedua belah pihak yang akan dituangkan dalam bentuk Surat atau Perjanjian Tambahan (addendum), yang merupakan satu kesatuan dan bagian yang tidak terpisahkan dari perjanjian awal.



Prof. Ir. Anton Yudhana, S.T., M.T., Ph.D.
NIPM. 197608082001081110886951



PIHAK KEDUA,




Dr Irvan Budhi Mandaka S.Pd.,M.Pd.
NIPM. 19880403201208111138129

- (2) Surat Pengunduran Diri sebagaimana dimaksud pada ayat (1) wajib ditembuskan kepada dekan fakultas ketua peneliti yang bersangkutan.
- (3) PIHAK KEDUA wajib mengembalikan dana yang telah diterima kepada PIHAK PERTAMA

Pasal 17
LAIN-LAIN

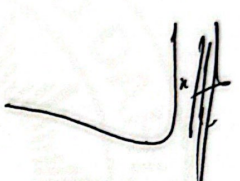
- (1) Surat Perjanjian Pelaksanaan Penelitian (SP3) ini berlaku sejak ditandatangani dan disetujui oleh PARA PIHAK, dibuat rangkap 2 (dua), bermeterai cukup pada masing-masing PIHAK yang pembiayaannya ditanggung oleh PIHAK KEDUA, dan masing-masing memiliki kekuatan hukum yang sama.
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PIHAK PERTAMA,



Prof. Ir. Anton Yudhana, S.T., M.T., Ph.D.
NIPM. 197608082001081110886951

PIHAK KEDUA,

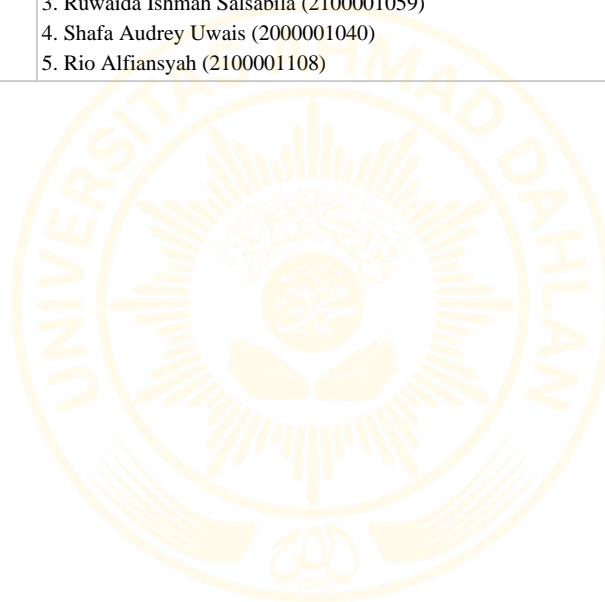


Dr Irvan Budhi Handaka S.Pd.,M.Pd.
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LAMPIRAN

SP3 Nomor : PKLN-233/SP3/LPPM-UAD/XI/2024

Ketua Peneliti	:	Dr Irvan Budhi Handaka, S.Pd.,M.Pd.
Judul Penelitian	:	PERSONAL RESPONSIBILITY PROFILE OF STUDENTS IN INDONESIA AND MALAYSIA
Luaran Wajib	:	- Research Agreement (RA) - Laporan Kerjasama (LapKerma) - Artikel Jurnal Internasional Bereputasi
Luaran Tambahan	:	
RTL Hasil Penelitian	:	1. Penerapan dalam Kegiatan Perkuliahan (200110440 - Dasar-dasar Bimbingan dan Konseling)
Anggota Peneliti	:	1. Denik Wirawati, S.Pd., M.Pd. 2. Aprilia Setyowati, S.Pd., M.Pd
Anggota Eksternal	:	1. ASSOCIATE PROF. DR. RAFIDAH BINTI AGA MOHD JALADIN
Anggota Mahasiswa	:	1. Siti Nurkholiza (2100001072) 2. Bambang Wijil Dwinata (2100001049) 3. Ruwaida Ishmah Salsabila (2100001059) 4. Shafa Audrey Uwais (2000001040) 5. Rio Alfiansyah (2100001108)



RESEARCH TITLE

PERSONAL RESPONSIBILITY PROFILE OF STUDENTS IN INDONESIA AND MALAYSIA

SDG's theme	<ol style="list-style-type: none">1. SDG 4: Quality Education (Quality Education)2. SDG 8: Decent Work and Economic Growth (Decent Work and Economic Growth)3. SDG 10: Reduced Inequality4. SDG 16: Peace, Justice, and Strong Institutions
AIK-RIB theme	Islamic Character Development in Education

SUMMARY

Personal responsibility is an important skill in student self-development that plays a crucial role in academic success and readiness to face global challenges. The background to this research focuses on the differences in the development of personal responsibility for students in Indonesia and Malaysia, which are influenced by cultural factors, social values and the education system of each country. The aim of this research is to identify and compare the personal responsibility profiles of students in the two countries and understand the factors that influence these differences. This research uses a mixed-method approach with an explanatory sequential design, which begins with collecting quantitative data through questionnaires to measure students' level of personal responsibility, followed by in-depth interviews to deepen the quantitative results. The research method stages include quantitative data analysis using descriptive and inferential statistical techniques, as well as qualitative data analysis using thematic analysis methods to identify main themes related to personal responsibility. The targeted outcomes of this research include scientific publications in national or international indexed journals, development of heutagogy-based learning models, as well as practical recommendations for improving guidance strategies in higher education. The Technology Readiness Level (TKT) of this research is at TKT 1 level, where the results of this research include validation of the concept and initial prototype of the learning model which was tested through comparative studies in Indonesia and Malaysia. It is hoped that this research can make a significant contribution to the development of more adaptive educational strategies, especially in increasing students' personal responsibility through the integration of heutagogical approaches and religious values.

Personal responsibility; student; Indonesia, Malaysia; higher education.

BACKGROUND

Students in Indonesia and Malaysia face various challenges in developing their personal

responsibility in an increasingly complex higher education environment. Personal responsibility is an individual's ability to manage themselves, make decisions, and be responsible for their actions and consequences. The main problem faced is the low level of awareness and ability of students to self-regulate independently, which has the potential to affect their academic achievement and readiness to adapt to changes in the professional world (Zimmerman et al., 2015). In the context of globalization and rapid technological development, the ability to learn independently and responsibly is more crucial than ever

The aim of this research is to explore and compare the personal responsibility profiles of students in Indonesia and Malaysia, with a focus on how differences in culture, education systems and social values in the two countries influence the development of this character (Blaschke, 2017). This research also aims to identify factors that contribute to the level of personal responsibility among students, as well as develop strategies that can be used by educators and institutions to support more independent and responsible learning (Aldeen et al., 2014; Hafizah Ismail & Chee Seng, 2016; Ismail & Seng, 2016).

The urgency of this research lies in the need to understand the differences in the development of personal responsibility in two countries with different backgrounds, as well as the importance of equipping students with relevant life skills to face future challenges (Mergler, 2017). This research becomes very relevant in the context of the current digital era, where digital literacy and the ability to learn independently are very necessary. By utilizing a heutagogical approach that focuses on independent learning, it is hoped that this research can contribute to the development of an educational model that is more adaptive and appropriate to the needs of the millennial generation and generation Z (Mergler, 2017).

The choice of a mixed-method research scheme with an explanatory sequential design was based on the need to obtain a comprehensive and in-depth understanding of the problem to be researched (Creswell & Poth, 2018). This scheme allows researchers to start with quantitative data collection to get a general picture of students' level of personal responsibility, then continue with qualitative analysis to deepen and interpret the quantitative results. This approach was chosen because it was considered the most effective in answering the complexity of research involving psychological, social and cultural aspects that influence personal responsibility.

This research was also chosen because of its relevance to the Sustainable Development Goals (SDG) 4 theme of quality education, which emphasizes the importance of inclusive, fair and quality education in encouraging lifelong learning (Arrindell, 2003; Bhagat & Hofstede, 2002; Clarke, 2006; Eckhardt, 2002; Ghauri & Cooke, 2022; Messerly et al., 2019). It is hoped that the results of this research will not only provide new insights for the development of higher education strategies in Indonesia and Malaysia, but also offer practical solutions that can be implemented to increase personal responsibility and digital literacy among students.

The reason for choosing an overseas collaborative research scheme is to strengthen academic collaboration and support the development of study programs. Currently, the number of

lecturers involved in research with foreign partners is still limited. Therefore, increasing international research collaboration is a priority to expand networks, increase lecturer competence, and enrich study program academic knowledge. Apart from supporting research quality, this collaboration is expected to improve the reputation of study programs and support international accreditation.

Thus, it is hoped that this research scheme can provide a clear and detailed picture of the problems faced and offer useful recommendations for the development of heutagogy-based character education in the tertiary environment.

LITERATURE REVIEW

Personal responsibility is a key element in effective learning and the development of students' life skills. According to Zimmerman, personal responsibility involves an individual's ability to self-regulate in setting learning goals, monitoring progress, and assessing the results achieved. In the context of higher education, personal responsibility becomes increasingly important along with the increasing need to form students who are independent, critical, and able to adapt to a dynamic academic environment (De Mesel, 2017; Zimmerman, 1998; Zimmerman et al., 2015). Heutagogy, or self-determined learning, is an approach that strengthens the concept of independent learning with a focus on developing the ability to learn how (Blaschke et al., 2019). Blaschke said that heutagogy is very relevant in the digital era, where access to information is very easy and students are required to have high digital literacy. This approach allows students to engage more deeply with the learning process and take full responsibility for the development of their own knowledge (Marie Blaschke, 2016).

Self-Regulated Learning (SRL) is a key component in personal responsibility, which includes three main phases: planning, monitoring, and reflection (Grizhev et al., 2019). Research shows that students who are actively involved in SRL tend to have better academic achievements better and more able to overcome complex learning challenges (Nikolovska et al., 2019). In the heutagogical approach, SRL becomes an important framework for building awareness and independence in learning.

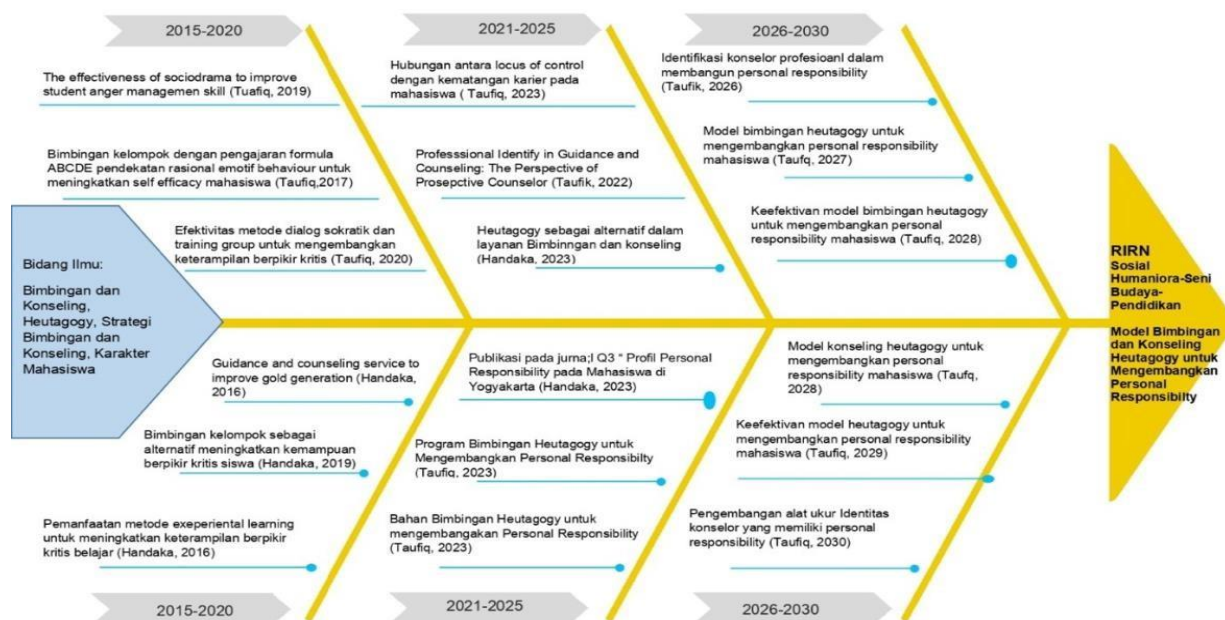
Hofstede (2011) suggests that culture plays a significant role in influencing how a person develops personal responsibility (Bhagat & Hofstede, 2002; Hofstede, 2016; Nowicka et al., 2022). Indonesia and Malaysia, although sharing many cultural similarities, have different approaches to their education systems (Starova, 2022). The education system in Indonesia which currently implements the Merdeka Belajar Kampus Merdeka policy encourages flexibility in learning, while the system in Malaysia is more structured with a holistic approach to character education (Ismail & Seng, 2016)

In the context of higher education, the integration of religious values is also an important focus in forming students' personal responsibility. Research shows that religious values can act as an

ethical guide in decision making and character development (Ghauri & Cooke, 2022). In Indonesia and Malaysia, Islamic values influence students' behavior and social norms, which ultimately impact how they understand and develop personal responsibility.

The state of the art in this research shows that the heutagogy and SRL approaches have developed significantly as strategies in increasing students' independent learning and personal responsibility. However, the integration of this approach in the context of religious values and cultural differences between Indonesia and Malaysia remains underexplored. Recent research emphasizes the importance of digital literacy and critical thinking skills in supporting learning independence in the digital era, but not many have specifically linked these aspects to heutagogical approaches and local values (Blaschke, 2012, 2016, 2017, 2019; Lisa Marie, 2012; Marie Blaschke, 2016).

This research road map is designed to achieve the long-term goal of developing a heutagogy-based learning model that is relevant to the cultural and religious context of students in Indonesia and Malaysia. This road map includes the following steps:



RESEARCH METHODS

1. Population, Sample and Sampling Techniques

The population in this study were students from various universities in Indonesia and Malaysia. The selection of this population was based on research objectives which wanted to understand and compare the characteristics of personal responsibility in two countries with different cultures and education systems. The sample used was 300 students, with 150 students from each country, to ensure balanced representation between students in Indonesia and Malaysia. The technique

used is stratified random sampling. This technique was chosen to ensure that the sample reflects a proportion of the larger population based on certain categories such as study program, education level, and cultural background (Creswell, 2009; Creswell & Creswell, 2022; Creswell & Poth, 2018). This technique helps increase the validity and generalization of research results.

2. Data Collection Method

Quantitative data will be collected using a 5-point Likert scale-based questionnaire. The Likert scale is used because of its simplicity and effectiveness in measuring individual attitudes or perceptions towards the concept being measured, such as personal responsibility (Likert, 1932). This questionnaire will cover dimensions of personal responsibility that include decision making, time management, engagement in learning, and awareness of the impact of actions.

Qualitative data will be collected through semi-structured interviews, allowing researchers to explore students' views and experiences in depth. Semi-structured interviews were chosen because of their flexibility in adapting questions based on participant responses, allowing researchers to gain deeper insights (Kvale & Brinkmann, 2009).

3. Research Design

This research uses a mixed-method design with an explanatory sequential approach, where quantitative data is collected first followed by qualitative data to deepen the quantitative findings. This approach is considered effective for understanding complex phenomena and for confirming and expanding quantitative findings through qualitative data (Creswell & Plano Clark, 2011). Research Design Procedure:

- a. Quantitative Data Collection: Through questionnaires distributed to students at selected universities.
- b. Quantitative Data Analysis: Using descriptive statistical techniques to view data distribution and inferential statistics to test hypotheses.
- c. Qualitative Data Collection: Through interviews with respondents selected based on the results of quantitative analysis.
- d. Qualitative Data Analysis: Using thematic analysis to identify themes and patterns that emerge from qualitative data (Braun & Clarke, 2006).

4. Research Procedures

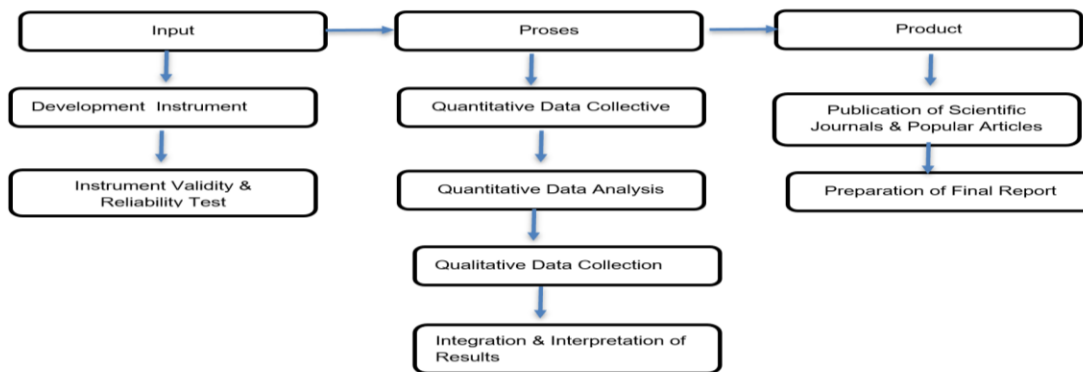
- a. Preparation: Development and testing of research instruments (questionnaires and interview guides) to ensure their validity and reliability.
- b. Data Collection: Questionnaires will be distributed online via platforms such as Google Forms to students in Indonesia and Malaysia for efficiency in data collection. Interviews are conducted face-to-face or via video conference to allow a more in-depth exploration of students' experiences and views.
- c. Data Analysis: Quantitative data was analyzed using statistical software such as SPSS to

carry out descriptive and inferential statistical tests, including t-test and ANOVA to see significant differences between groups (Field, 2013). Qualitative data were analyzed using thematic methods to identify the main patterns related to students' personal responsibility in both countries.

5. Data Analysis

Quantitative Analysis: Quantitative data will be analyzed using descriptive statistics to get a general idea of the data distribution as well as inferential statistical tests to test significant differences between student groups in Indonesia and Malaysia. **Qualitative Analysis:** Qualitative data was analyzed using coding methods which included open coding, axial coding, and selective coding to develop themes relevant to the research (Kvale & Brinkmann, 2009).

The research flow chart is as follows:



Picture. Research flow chart

EXTERNAL TARGET

Write the mandatory and additional externalities that will be used from this research. The external type is adapted to the type of research

No	External	External Type	Description (journal URL, etc.)
1	Mandatory (Basic)	Reputable international journal	https://edulearn.intelektual.org/index.php/EduLearn/index
2	Mandatory (Basic)	MoA atau Research Agreement atau Implementing Agreement	MoA atau Research Agreement atau Implementing Agreement
3	Mandatory (Basic)	Laporan Kerjasama (Lapkerma) Penelitian.	Laporan Kerjasama (Lapkerma) Penelitian.

RESEARCH SCHEDULE

No	Activity Name	Month											
		1	2	3	4	5	6	7	8	9	10	11	12
1.	Preparation and Development of Research Instruments	v											
2.	Instrument Validity and Reliability Test	v	v										
3.	Quantitative Data Collection			v	v								
4.	Quantitative Data Analysis				v	v							
5.	Qualitative Data Collection			v	v								
6.	Integration and Interpretation of Research Results				v	v							
7.	Publication of Scientific Journals and Popular Articles					v	v						
8.	Preparation of Final Research Report						v	v					

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