

# PERSONAL RESPONSIBILITY PROFILE OF STUDENTS IN INDONESIA AND MALAYSIA

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## ABSTRACT

Personal responsibility is a very important attribute for students to possess, especially in the context of independent learning and personal development. This study aims to map the profile of personal responsibility among university students in Indonesia and Malaysia. The research employs a quantitative descriptive method with a comparative approach to understand the similarities and differences in the levels of responsibility between students from the two countries. Data were collected using a personal responsibility scale developed to measure three main aspects: cognitive, affective, and psychomotor. These aspects represent the students' understanding of their responsibilities, their emotional engagement with their duties, and their actual behaviors in fulfilling their academic and personal tasks. The collected data were analyzed using descriptive statistical techniques to determine the central tendencies and distributions, as well as the Independent Sample t-Test to compare the means between groups. The findings of this study revealed that there was no statistically significant difference in the overall level of personal responsibility between Indonesian and Malaysian students.

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## 1. INTRODUCTION

Personal responsibility can be defined in various ways. According to Linley & Maltby [1], this refers to an individual's ability to take responsibility for their decisions and actions, as well as the impact they have on others. Martel, McKelvie, and

Standing [2] define it as the implementation of behavior that leads to long-term benefits for oneself and society. Singg and Ader [3] note that personal responsibility includes concepts such as maturity, appropriate behavior, and ethical behavior, which can be operationalized through behaviors such as attending class, completing assignments, and helping others. Mergler [4] defines personal responsibility as the ability to regulate one's own thoughts, feelings and behavior, and make oneself responsible for the choices made.

Personal responsibility plays an important role in student success, as highlighted by Alghamdi [5]. According to Deveci & Ayish [6], taking personal responsibility can help individuals learn throughout their lives and overcome challenges, thereby leading to deeper and more meaningful learning experiences. In addition, research by Cho & Yu [7] shows that developing a responsible personality can have a positive impact on a person's well-being and self-esteem, while Ruthig et al. [8] found that it can also contribute to psychological health by empowering individuals to take ownership of their behavior and actions.

Personal responsibility is important, especially in achieving academic achievement. It is important for students to understand that certain behaviors, such as studying and attending class, are necessary to achieve their goals. By taking personal responsibility for their own learning, students can evaluate their progress and make necessary adjustments to improve their academic performance. In fact, personal responsibility is not only important for academic success, but also for success in everyday life. Without responsibility, life would become chaotic and uncontrollable. Therefore, it is important to increase the role of personal responsibility in education and encourage students to take ownership of their learning.

Additionally, personal responsibility can also be seen in the context of cognitive development. Research has shown that the brain's prefrontal cortex, which is responsible for complex and sophisticated thought processes, continues to develop during adolescence and young adulthood [9], [10], [11]. This raises the question of whether the younger generation has the cognitive maturity to behave personally responsibly. Some researchers have suggested that developing measures of personal responsibility that can differentiate between the cognitive abilities of children, adolescents, and young adults would be beneficial [12].

Therefore, preparing a personal responsibility instrument is very important to measure students' personal responsibility. Preparing a personal responsibility instrument it will help to find out the high or low level of personal responsibility in students.

The aims of this research are (1) to determine the validity of the instrument items measuring personal responsibility for students, (2) to determine the empirical validity of the instrument for measuring personal responsibility for students, and (3) to determine the reliability instrument for measuring personal responsibility in students. So it is hoped that it will become a valid and reliable measuring tool.

## **2. METHOD**

### **Respondents**

This research is quantitative. This research focuses on developing a student personal responsibility scale using the Rasch model approach. Wright & Linacre [13] recommends a sample size of between 30 and 200 participants to be sufficient for Rasch analysis requirements. Participants in this research were 140 Ahmad Dahlan University students. The sample collection technique uses a purposive sampling technique, namely taking samples with certain considerations. The consideration for selecting a class as a research subject is based on the lecturer's information that the class designated as the research subject is a class that can represent the school [14]. The data collection process will be carried out in 2023 during April - May.

### **Instrument**

The instrument developed and tested in this research is a personal responsibility instrument for students. The personal responsibility instrument in this research is the result of synthesis and analysis of the concept of personal responsibility by [12], [15], [16]. Researchers analyze definitions, aspects, essence and indicators. Based on this analysis, the definition of this personal responsibility instrument is an individual's ability to identify and regulate thoughts, feelings and behavior in carrying out responsibility both prospectively and retrospectively for decisions, actions, along with the results and impacts on themselves and others. Personal responsibility consists of three aspects, namely cognitive, affective and psychomotor. The cognitive aspect is characterized by 1) awareness, 2) thoughts, 3) self-control, and 4) belief. The affective aspect is characterized by 1) self-acceptance, 2) self-identity, 3) strategies, and 4) feelings. Psychomotor aspects are characterized by 1) action, 2) demonstrating, and 3) interaction.

### **Procedures**

In the data collection process, researchers followed two stages, namely the preparation stage and the implementation stage. The preparation stage includes conceptual, technical and administrative data collection. Researchers prepare research by looking for references through articles and other writings related to personal responsibility. The researcher then created the research design, data instruments, and presentation of the instruments before distributing the questionnaire. Before collecting respondent data, questionnaires were distributed for the expert judgment process (pre-trial). This is done to ensure that the items in the questionnaire are in accordance with the aspects, indicators and theory of personal responsibility.

The implementation stage of data collection is carried out using a questionnaire or questionnaire. This method involves compiling a list of statements with answer choices consisting of four categories, namely very suitable (SS), suitable (S), not

suitable (TS), or very inappropriate (STS). Researchers distributed a questionnaire in the form of a Google form and sent it to all guidance and counseling students at Ahmad Dahlan University.

**Data Analysis**

The data analysis stage is using RASCH analysis using WINSTEP Version 5.3.0 software. verified.

### 3. RESULTS AND DISCUSSION

This research aims to develop a well-validated personal responsibility measuring tool using Rasch measurement theory.

The validity test in the Rasch model is called the item fit test. The level of suitability of the item aims to see the quality of the item's suitability to the model, whether the item has been measured or not (Gulo, 2002). If the items of an instrument meet at least the two criteria above, then the items or statements can be used and do not need to be replaced (Sumintono & Widhiarso, 2015), in other words the items are valid.

**Table 5. Item measure and item fit order**

Item number	Coefficient of MEASURE	Coefficient of INFIT MNSQ	Annotation
10	-0,33	2,07	Misfit
36	-0,06	1,85	Misfit
40	-0,37	1,54	Misfit
20	+2,07	1,50	Misfit
27	+2,30	1,39	Misfit
39	+0,82	1,37	Misfit
31	-0,28	1,40	Misfit
6	+1,32	1,36	Fit
4	+1,82	1,29	Fit
22	+1,79	1,21	Fit
18	+0,97	1,26	Fit
8	+0,07	1,25	Fit
19	+0,32	1,25	Fit
21	+1,01	1,19	Fit
38	-0,15	1,18	Fit
16	+0,90	1,09	Fit
3	+2,30	1,05	Fit
1	+2,17	1,07	Fit
5	-0,86	0,98	Fit
28	-2,52	0,96	Fit
2	-0,68	0,88	Fit
7	-0,68	0,85	Fit
12	+2,39	0,83	Fit
33	+0,15	0,83	Fit
11	-1,82	0,79	Fit
30	+2,96	0,79	Fit
9	-0,95	0,76	Fit
13	-0,28	0,75	Fit
24	-0,19	0,74	Fit
26	-1,90	0,73	Fit
15	-1,82	0,67	Fit
42	-0,59	0,66	Fit
32	-1,78	0,63	Fit
25	-0,73	0,61	Fit
41	-1,48	0,59	Fit
34	-1,35	0,55	Fit
23	-0,95	0,55	Fit
35	-1,35	0,55	Fit
37	-0,91	0,52	Fit
14	-0,37	0,52	Fit
29	-0,37	0,47	Fit

**Figure 2. Result Validity**

One step to determine fit and misfit items is to add up the MEAN and S.D. values, then compare them with the INFIT

MNSQ value. A logit value that is greater than the sum of MEAN and S.D, indicates a misfit item. Based on the picture above, it is known that the ideal logit value obtained is  $0.99 + 0.37 = 1.36$ . Thus, there are 7 items that fall into the misfit category (failed items), namely item number 10 with a value of +2.07, number 36 with a value of +1.85, number 40 with a value of +1.54, number 20 with a value of + 1.50, number 27 with a value of +1.39, number 39 with a value of +1.37, and number 31 with a value of +1.40.

## Reliability Test

**Table 4. Description summary statistics**

No	Information	Coefficient
1	The person measure	+1,24
2	Cronbach's Alpha	0,81
3	Person reliability	0,76
4	Item reliability	0,97
5	Raw variance explained by measure	38,5%
6	unexplained variance	3,1% - 7%
7	MEAN	1,24
8	S.D.	0,70

**Figure 2. Result Reliabilitas**

Based on the summary statistics analysis above, Person Measure shows the average score of respondents in the personal responsibility instrument given. Based on the presented analysis results, it can be concluded that the instrument used in this study demonstrates high validity and reliability. With a raw variance value of 38.5%, which is well above the minimum threshold of 20%, this instrument proves effective in measuring a single main construct. The low level of unexplained variance, ranging from 3.1% to 7.0%, further strengthens the measurement's validity. Additionally, the reliability measured by Cronbach's alpha at 0.81 indicates excellent consistency in the interaction between respondents and items, while the reliability of respondents and items, at 0.76 and 0.97 respectively, shows outstanding consistency in respondent answers and item quality. Therefore, this instrument can be considered reliable and effective in measuring respondents' personal responsibility.

After validating the personal responsibility scale, the next step is to make recommendations based on the validation findings. These recommendations aim to improve the quality and effectiveness of the scale and to ensure its appropriate use in guidance and counseling services. With these recommendations, the personal responsibility scale can be optimized to provide a more accurate and useful assessment in guidance and counseling services, thereby assisting clients in better developing their personal responsibility.

Next, data was collected on research respondents from Indonesia, totaling 325 prospective mahasiswa from 11 universities, namely Ahmad Dahlan University, UIN Sunan Kalijaga, PGRI Madiun University, Ma'soem University, UIN Muria Kudus, Yogyakarta State University, PGRI Yogyakarta University, Sanata Dharma University, research respondents from Malaysia consisted of 18 students from the Sultan Idris University of Education.



**Table 1.** Results of Analysis of Personal Responsibility Scale of Students for Indonesian Respondents

No	Kategori	Jumlah	Persentase
1	Rendah	27	8,8 %
2	Sedang	235	76,5%
3	Tinggi	45	14,7%

The results of the study showed that 27 students (8.8%) had low personal responsibility, 235 students (76.5%) had moderate personal responsibility, and 45 students (14.7%) had high personal responsibility. The results of the study showed that the personal responsibility of Indonesian students was in the low, moderate and high categories.

**Table 2.** Results of Analysis of personal responsibility scale of students for Malaysian Respondents

No	Kategori	Jumlah	Persentase
1	Rendah	1	5,6 %
2	Sedang	8	44,4%
3	Tinggi	9	50%

The results of the study showed that students, 1 student (5.6%) had low personal responsibility, 8 students (44.4%) had moderate personal responsibility, and 9 students (50%) had high personal responsibility. The results of the study showed that the personal responsibility of Malaysian students was in the low, moderate and high categories.

Statistical Tests in research, a series of statistical tests as follows:

Normality test

Table. One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		18
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	5.80784544
Most Extreme Differences	Absolute	.165
	Positive	.105
	Negative	-.165
Test Statistic		.165
Asymp. Sig. (2-tailed)		.200 <sup>c,d</sup>

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Based on the results of the SPSS output table, it is known that the significance value of Asymp. Sig.

(2-tailed) is  $0.200 > 0.05$ . So according to the basis for decision making in the Kolmogorov-smirnov normality test, it can be concluded that the data is normally distributed.

#### Uji homogenitas

Tabel. Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
TANGGUNGJAWA B	Based on Mean	1.566	1	323	.212
	Based on Median	1.442	1	323	.231
	Based on Median and with adjusted df	1.442	1	321.260	.231
	Based on trimmed mean	1.444	1	323	.230

Based on the results of the SPSS output table, it is known that the Sig. Based on Mean value for the responsibility results is  $0.212 > 0.05$ . So it can be concluded that the variance of the data is homogeneous.

#### Independent sample t-test

Table. Independent sample t-test

Group Statistics					
	KELOMPOK	N	Mean	Std. Deviation	Std. Error Mean
TANGGUNGJAWA B	MHS INDONESIA	307	166.332	7.5788	.4325
	MHS MALAYSIA	18	49.389	5.9324	1.3983

Based on the Group Statistics output table above, it can be seen that the number of Indonesian students is 307 and Malaysian students is 18 people. The average value of learning outcomes for Indonesian students is 166,332, while for Malaysian students it is 49,389. Thus, descriptively statistically, it can be concluded that there is a difference in the average results of responsibility between Indonesian and Malaysian students. Furthermore, to prove whether the difference is significant (real) or not, an independent sample t-test is carried out.

Table. Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
TANGGUNGJAWAB	Equal variances assumed	1.566	.212	64.285	323	.000	116.9434	1.8191	113.3645	120.5222
	Equal variances not assumed			79.899	20.399	.000	116.9434	1.4636	113.8941	119.9926



Based on the output above, it is known that the sig. Levene's test for equality of variances is  $0.212 > 0.05$ , so it can be interpreted that the data variance is the same group or homogeneous. Then based on Equal variances assumed, the sig. (2-tailed) value is  $0.000 < 0.05$ , so as the basis for decision making in the independent sample t-test, it can be concluded that  $H_0$  is rejected and  $H_a$  is accepted, so it can be interpreted that there is a difference in the level of personal responsibility between Indonesian students and Malaysian students.

Personal responsibility is a very important attribute for students to possess, especially in the context of independent learning and personal development. It plays a key role in helping students regulate their behaviors, manage their time, and achieve academic success (Zimmerman, 2002). This study aims to map the profile of personal responsibility among university students in Indonesia and Malaysia. The research employs a quantitative descriptive method with a comparative approach to understand the similarities and differences in the levels of responsibility between students from the two countries (Creswell, 2014). Data were collected using a personal responsibility scale developed to measure three main aspects: cognitive, affective, and psychomotor, which are based on Bloom's taxonomy of learning domains (Krathwohl, 2002). These aspects represent the students' understanding of their responsibilities, their emotional engagement with their duties, and their actual behaviors in fulfilling their academic and personal tasks.

The collected data were analyzed using descriptive statistical techniques to determine the central tendencies and distributions, as well as the Independent Sample t-Test to compare the means between groups (Gravetter & Wallnau, 2013). The findings of this study revealed that there was no statistically significant difference in the overall level of personal responsibility between Indonesian and Malaysian students. However, the data indicated that Malaysian students scored slightly higher on average, particularly in the affective and psychomotor domains, suggesting stronger emotional commitment and behavioral execution of responsibility (Sugiyono, 2017).

These findings highlight the importance of cultural, educational, and institutional contexts in shaping students' sense of responsibility (Hofstede, 2001). The target outputs of this research include the publication of a reputable international article in the EDULEARN conference proceedings, achieving TKT 3 (Tingkat Kesiapterapan Teknologi level 3), and the development of an Intellectual Property Rights (IPR) claim for the personal responsibility measurement scale, which may be used for broader educational and counseling applications in Southeast Asia.

#### 4. CONCLUSION

Based on the output above, it is known that the sig. Levene's test for equality of variances is  $0.212 > 0.05$ , so it can be interpreted that the data variance is the same group or homogeneous. Then based on Equal variances assumed, the sig. (2-tailed) value is  $0.000 < 0.05$ , so as the basis for decision making in the independent sample t-test, it can be concluded that  $H_0$  is rejected and  $H_a$  is accepted, so it can be interpreted that there is a difference in the level of personal responsibility between Indonesian students and Malaysian students.

Personal responsibility is a very important attribute for students to possess, especially in the context

of independent learning and personal development. It plays a key role in helping students regulate their behaviors, manage their time, and achieve academic success (Zimmerman, 2002). This study aims to map the profile of personal responsibility among university students in Indonesia and Malaysia.

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