



Personal Responsibility Analysis Based on Gender: Guidance and Counseling Implication

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Abstract. The issue of independence in learning has relevance in the individual's achievement of personal responsibility. The individual's ability to carry out responsibilities prospectively and retrospectively, as well as manage emotions and behavior. This research analyzes differences in personal responsibility based on gender and the implications in guidance and counseling. This study involved 141 students as participants to fill out the personal responsibility scale online. This research instrument consists of 42 statement items containing the construct of personal responsibility. The scale indicators are Cognitive: a) Awareness, b) Thoughts, c) Self-control, d) Confidence; Affective: a) Self-acceptance, b) Self-identity, c) Strategy, d) Feelings; Psychomotor: a) Action, b) Demonstrate c) Interaction. The results of the analysis show that there is no difference in personal responsibility between male and female students (sign-2tailed > 0.01). It is hoped that this study will form the basis for developing personal responsibility in guidance and counseling services at universities.

Keywords: Personal Responsibility, Gender, Guidance, Counseling.

1 Introduction

The importance of students' ability to be resilient, self-controlled, and show social and personal responsibility is increasingly emphasized by education policy [1], [2], [3]. Personal responsibility for students will lead to the decision-making process in education and broader life. It has been a topic of interest in educational research for over three decades.

Personal responsibility has been discussed in educational and psychological literature since at least the 1950s. Heider (1958) made the theoretical basis for a preliminary analysis of personal responsibility [4]. It is explained that causality (what is done) and expectations determine responsibility. Schlenker, Britt, Pennington, Murphy, and Doherty (1994) recently outlined a new understanding of the Responsibility Triangle

Model [5], emphasizing that it is constructed by combining the strengths of three elements: recipe (rules of behavior), events (units of action), and identity (roles, qualities, commitments, and demands of actors). This definition of personal responsibility has varied over time due to many perspectives.

Several experts have defined personal responsibility. For example, Mergler defines personal responsibility as an ability to regulate one's thoughts, feelings, and behavior and the willingness to hold oneself accountable for the choices made and the resulting social and personal outcomes [6]. In addition, Lickona broadly defines personal responsibility as taking care of ourselves and others, fulfilling our obligations, contributing to our communities, reducing suffering, and building a better world [7]. Lewis (2004), focusing on more urgent classroom behavior, defines personal responsibility as the frequency with which students participate in responsible classroom behavior [8]. These behaviors include protecting students' and teachers' rights regarding learning and physical and emotional safety.

Smithkirai, Longthong, and Peijsel define personal responsibility as the belief that a person is the master of his own life, aware of and chooses his own choices and goals, and is willing to hold accountable for his behavior and its consequences[9]. Personal responsibility refers to a person's circumstances or qualities. For example, it can be held morally, legally, or mentally accountable. When a person can be held responsible for his actions, emotions, and behavior, a person is considered to have personal responsibility. Based on the previous, it can be said that personal responsibility is a person's feelings and actions about fulfilling his responsibilities and obligations to specific situations and events. In these situations and events, the person responsible will not blame the circumstances, conditions, or behavioral conditioning he or she is experiencing.

Students with high personal responsibility can learn to respect the rights and feelings of others, choose what they want, and think that commitment is essential. As Ernst, Blood, & Beery state, students' growing sensitivity to others (compassion, empathy, and interpersonal skills), as well as students' ability to implement learning across programs into the broader context of life (school and home) characterize students with high personal responsibility[10]. Students are likely to be excellent learners.

According to Mergler & Shield, students with a high level of personal responsibility can become more confident, responsible, and creative people [6]. They also can accept responsibility for their actions and make rational and informed decisions about their lives. When they have personal responsibility, students respect their choices and their consequences. It is more likely to be decided carefully based on the student's opinion before doing so. The four essential elements of personal responsibility are as follows: (1) awareness and control over one's thoughts and feelings; (2) awareness and control over decisions made; (3) willingness to take responsibility for the conduct that has been committed; and (4) awareness and concern about how one's behavior impacts others [6].

Therefore, based on the study above, this study aims to determine whether there are differences in the level of personal responsibility when viewed based on gender and the implications for guidance and counseling.

2 Research Approach

This research is designed as a comparative research with a quantitative form. This study aimed to analyze differences in personal responsibility by gender and their implications in guidance and counseling. Participants in this study amounted to 140 students of Universitas Ahmad Dahlan. The data collection tool in this study uses the Personal Responsibility Scale, which is the result of synthesis and analysis of the concept of personal responsibility by Schlenker (1994), Zimmerman (1999), and Magler (2007) [5], [6]. The data analysis used was descriptive of the prevalence of personal responsibility, normality test, and hypothesis test using SPSS.

3 Result and Discussion

The analysis test results found that this study's data were normally distributed known Asymp values. Sig (2-tailed) 0.200 (sig > 0.05). It means that the data analyzed with the Kolmogorov-Smirnov test model are normally distributed. Researchers also looked at the prevalence of 141 college students with the following chart:

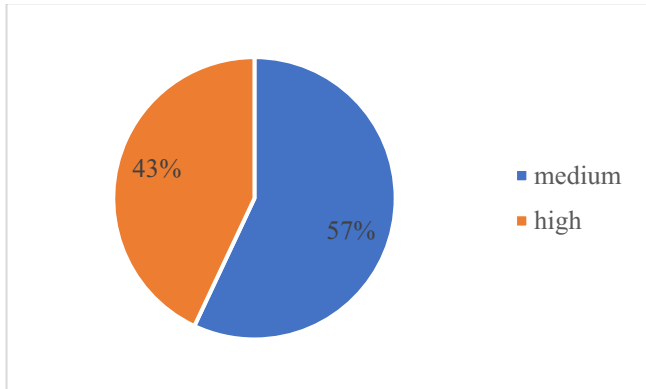


Fig. 1. The Subject's Level of Personal Responsibility

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Eighty students (56.7%) had moderate personal responsibility prevalence, and 61 students (43.3%) had a high prevalence of personal responsibility. Based on the results of the analysis, it was found that there was no difference in personal responsibility between men and women. This is evidenced in the results of the analysis as follows.

Table. 1. The Results of The Analysis

	Gender	N	Mean	SD
Personal Responsibility	Man	38	125.36	11.3
	Woman	103	124.98	9.4
Prevalence (Medium and high)	Man	38	2.42	0.50
	Woman	103	2.43	0.49

The table above shows that overall personal responsibility, when viewed on the mean score between men and women, has a slight difference, including the prevalence in the male and female categories, which is very small in the mean difference. As for the t-test, here are the results of the analysis.

Table. 2. Results

	F	Sig	t	Sig. (2-tailed)	Mean difference
Personal responsibility	1.473	0.227	0.204	0.838	1.89

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The table above describes the independent samples test analysis results on the personal responsibility variable. The F value of the Levene test count of 1.473 has a probability (sig.) greater than 0.05 (0.227>0.05), so it is concluded that there is no difference. Furthermore, the results of the t-test analysis show that the value of t at equal variance assumed is 0.204 with a probability of significance of 0.838 (0.838>0.05) two-tailed. So, it is concluded that the average personal responsibility of male and female students is the same (not significantly different).

Several studies have been conducted to identify differences in personal responsibility in male and female college students. In contrast to the findings in this study, previous studies showed that female students' personal responsibility and responsibility behavior had a much higher score than male students [11]. In line with what Cesur and Ertas said, women are more responsible than men in planning what will be learned, adjusting how they learn, and correcting mistakes in their tasks [12]. A study conducted in an Australian regional context found that adolescent girls associate personal responsibility with looking after themselves and their health, looking after belongings, and feeling ownership over their actions [13].

Students play a significant role in developing personal responsibility for themselves. However, university counselors also have a role in students' responsibilities. Fajarwati's research shows that assertive training counseling techniques are adequate for increasing

students' personal responsibility [14]. Assertive training techniques are carried out through stages such as (1) provision of material on personal responsibility, (2) behavioral conditioning, (3) developing assertiveness by controlling tension, (4) positive thinking, (5) listening practice and fostering confidence that some people have listening skills.

The research by Sanna Nursalim (2018) uses group counseling behavioral contract techniques to increase students' personal responsibility [15]. The research was conducted using the Single Subject Design (SSD) method. There were five research subjects in which five subjects experienced improved behavior changes after being given group counseling on contract behavior. It proves that group counseling behavior contract techniques successfully increase students' personal responsibility.

During this development period, it is crucial to explore personal responsibility, as younger generations can make choices that may impact themselves and others [16]. Personal responsibility has been shown to have a positive impact on learning. For example, when individuals take on their responsibility to learn, learning is enhanced because it is not left unchecked. Such self-directed learning encourages individuals to develop a sense of agency that can help sustain their growth and development over time [17]. The culture of having a sense of responsibility must continue to be pursued by each individual. When having a culture of responsibility, the individual takes part collaboratively in their daily lives and, on the other hand, in moral or philosophical values [18]

4 Conclusion

The study's findings showed no difference in personal responsibility between male and female college students. Students need to have personal responsibility for their education because then students can unlock their full potential and help them achieve their goals. Besides the students themselves, university counselors can also provide guidance and counseling services to develop or improve students' personal responsibilities.

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