



Analysis of Personal Responsibility by Age: Guidance and Counseling Implications

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Abstract. The concept of personal responsibility is important in the context of life, remembering Personal responsibility 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 oneself and others. Personal responsibility is a broad and multidisciplinary field that covers various aspects of human life including demographic factors, one of which is age, therefore the aim of this research is to review personal responsibility based on age. The research method uses descriptive quantitative. The research respondents were 141 Ahmad Dahlan University students aged 18 - 25 years. The data collection instrument uses a personal responsibility scale that was developed by the researcher himself, combining the concepts of Schlenker, Zimmermen, and Mergler and has been tested for validity and reliability. The data analysis used is descriptive statistical analysis. The results of data analysis show varying distributions in the level of personal responsibility at various ages. The majority of students are between the ages of 19 and 21 years, with peak numbers at age 21 years. This reflects that the age of 21 is a critical period in which students' levels of personal responsibility reach their peak, which can be linked to their readiness to face greater academic and professional challenges.

keywords. Personal Responsibility; Age; Guidance; Counseling

INTRODUCTION

In the context of human life, the concept of personal responsibility plays a crucial role in shaping character and directing individual actions. The concept of personal responsibility has complex dimensions, reflected in the views of several experts such as Schlenker, Zimmermen, and Mergler (A. Mergler, 2017; A. Mergler et al., 2007; A. G. Mergler, 2007; A. G. Mergler et al., 2007; Schlenker et al., 1994; Zimmerman, 1998). According to Schlenker, personal responsibility is an individual's ability to manage their own emotions and behavior without taking responsibility for other people's mistakes (Schlenker et al., 1994). This view emphasizes the internal aspects of individuals in taking responsibility. Meanwhile, Zimmermen describes personal responsibility as an individual's ability to carry out responsibility both prospectively and retrospectively for decisions, actions, along with the results and impacts on oneself and others (Zimmerman, 1998). This highlights the importance of considering the consequences of actions before and after they are carried out.

On the other hand, Mergler sees personal responsibility as the ability to identify and regulate one's thoughts, feelings, and behavior, along with the willingness to hold oneself accountable for the choices made and the resulting social and personal outcomes (Mergler, 2007). Personal responsibility 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 oneself and others. This understanding emphasizes the importance of awareness, self-control and accountability in every aspect of life, both in personal and social contexts.

Research on personal responsibility is a broad and multidisciplinary field that covers various aspects of human life including demographic factors, such as gender, religious background, and age. The results of previous research conducted by Handaka et al (2024) examined personal responsibility based on gender, showing that there is no difference between the level of personal responsibility of men and women. However, apart from studying by gender, it is important to analyze personal responsibility by age. Remembering that personal responsibility is an individual's ability to regulate their own behavior, decisions and actions, and accept the consequences of these actions, and with age, this ability tends to increase due to several key factors that develop throughout a person's life, such as the development of psychological abilities, emotional, cognitive and social.

In childhood, the development of personal responsibility is at an early stage (Jannah, 2015; Soetjiningsih, 2018). Children gain an understanding of right and wrong, and how to behave in various situations, from the influence of parents and education, as well as their environment (Susanto, 2021). At present, personal responsibility relies heavily on adult guidance and instruction, as children's capacity to take responsibility for their own actions is limited by their immature cognitive and emotional development (Dewi et al., 2020; Murni, 2017; Sari, 2017). When individuals enter adolescence, they begin to develop a high sense of personal responsibility (Fatmawaty, 2017; Nurhayati, 2016). Teenagers gain a better understanding of the impact of their actions and begin to learn how to make decisions independently (Ermayani, 2015). This process often involves trial and error, through which they learn from their own wins and mistakes. In addition, the social environment and peer influence play an important role in shaping personal responsibility during this phase (Diananda, 2019; Nurhayati, 2016).

After reaching young adulthood, individuals generally show increased ability to manage personal responsibilities (Fadli et al., 2023). The accumulated experience has equipped them with a deeper understanding of the importance of their responsibilities and the implications of their actions. Education, work, and more complex social interactions require more mature and responsible decision making. Typically, individuals at this stage demonstrate greater independence and skill in managing their lives. In adulthood and old age, personal responsibility often reaches its peak. Extensive life experience gives individuals a deeper perspective on responsibility and ethics. They become more adept at considering multiple factors before making decisions and demonstrate greater wisdom in managing complex situations (Brudek et al., 2023). Additionally, old age often increases wisdom and understanding of the impact of one's actions (Ramadhani et al., 2020). Therefore, the aim of this research is to determine personal responsibility in terms of age group.

METHOD

The research method chosen uses a descriptive quantitative approach. The main aim is to analyze personal responsibility in terms of age. This research involved 141 students aged 18 to 25 years from Ahmad Dahlan University. The data collection instrument uses a personal responsibility scale developed by researchers, combining and analyzing concepts put forward by Schlenker (1994), Zimmerman (1999), and Magler (2007) which were distributed via online questionnaires, and have been tested for validity and reliability. Data analysis uses descriptive analysis assisted by SPSS 25.

RESULT AND DISCUSSION

Based on the results of descriptive statistical analysis regarding personal responsibility in terms of age groups, it produces variations in the level of personal responsibility with the highest percentage, namely at the age of 21 years at 31.2%. Regarding the results, more detailed analysis is presented in the results section, and interpretation of the results will be presented in the discussion section.

Result

Based on the results of the analysis regarding personal responsibility in terms of age groups, the results obtained are presented in table 1.

Table 1. Results of data analysis

	Age	Frequency	Percent
Personal Responsibility	18 years	7	5.0%
	19 years old	42	29.8%
	20 years	28	19.9%
	21 years	44	31.2%
	22 years	13	9.2%
	23 years	6	4.3%
	24 years old	0	0%
	25 years	1	0.7%
	Total	141	100%

Based on the results of the analysis above, if viewed from the total respondents, the level of personal responsibility for 18 year old students was 7 people (5.0%), 19 year old students were 42 people (29.8%), 20 year old students were 28 people (19.9%), students aged 21 years as many as 44 people (31.2%), students aged 22 years as many as 13 people (9.2%), students aged 23 years as many as 6 people (4.3%), and 25 year old students as many as 1 person (0.7%). The majority of students are between the ages of 19 and 21 years, with peak numbers at age 21 years. This reflects that the age of 21 is a critical period in which students' levels of personal responsibility reach their peak, which can be linked to their readiness to face greater academic and professional challenges. The difference in the number of students in each age group also reflects the dynamics of the transition from the education phase to the career phase, where personal responsibilities continue to develop as students increase in age and experience.

Discussion

These results show varying distributions in levels of personal responsibility at various ages. At the age of 18 years, there were 7 people or around 5.0% of the total respondents. This age is generally the initial stage of transition from secondary school to higher education, where new students begin to adapt to a more independent environment and greater academic responsibilities (Fatmawaty, 2017; Kurniawan & Ngapiyem, 2020; Teen, 2023). This transition process often affects their level of personal responsibility as they try to adjust to different demands than before. Furthermore, at the age of 19 years, there was a significant increase with 42 people or 29.8% of the total respondents. This increase shows that students at this age are starting to show higher personal responsibility. This may be because they have completed their first year and are starting to adjust more to campus life and the responsibilities that come with it (Rahayu & Arianti, 2020).

At the age of 20 years, the number of respondents decreased slightly to 28 people or 19.9%. However, students at this age still show a relatively high level of personal responsibility. They are in the middle of their studies, which means they have sufficient experience in managing their personal and academic responsibilities, and if you look at it from a developmental psychology perspective, at this age they have entered the young adult stage, which means the individual has found their identity so that more aware of their responsibilities (Fadli et al., 2023; Putri, 2019) The 21 year age group had the largest number of respondents, namely 44 people or 31.2%. This shows that at this age, students' level of personal responsibility reaches its peak. This age often coincides with the final years of study, where students must prepare to complete their education and face post-campus challenges.

At the age of 22 years, there were 13 people or 9.2% of the total respondents. This decline may indicate that some students at this age have graduated and are starting to leave the campus environment, or that those still on campus may have a different focus, such as job preparation or advanced studies. At the age of 23 years, there were 6 people or around 4.3% of the total respondents. This suggests a further decline in the number of students remaining in the higher education system. Students at this age are most likely in the final stages of completing their studies or in a postgraduate program. Finally, at the age of 25 years, there was only 1 person or 0.7% of the total respondents. This suggests that very few students are still on campus at this age, which could be because they may have completed their studies or moved on to the next phase of their career. From this data, it can be concluded that students' personal responsibility tends to increase as their age and academic experience increase.

Apart from that, to understand the implications of these results, you can refer to developmental psychology theory considering that the respondents in the study, viewed from a developmental psychology perspective, were in the adolescent and young adult phase. As is known, adolescence is characterized by unstable, explosive, and often uncontrollable emotions (Diananda, 2019; Fhadila, 2017; Hamdanah & Surawan, 2022; Teenagers, 2023), so psychologist Stanley Hall (1905) called adolescence as a period of "storm and stress". This emotional instability

results in a lack of ability to consider the consequences of every action taken. However, there is a big task that needs to be completed regarding teenagers, namely the mental health crisis. Data shows that mental health problems, such as depression and anxiety, increase sharply in adolescence (Addini et al., 2022; Agustina et al., 2022; Clarke et al., 2020; Wahdi et al., 2022). This affects their ability to develop personal responsibility optimally.

The transition from adolescence to young adulthood is often marked by a significant developmental crisis, as stated by Erikson in (1963, 1994). This crisis, known as a crisis of identity versus role confusion, is a crucial moment in which individuals struggle to find their true self and determine a clear direction in life. If this crisis is not successfully overcome, disruption can occur in further development, which includes various aspects of life such as career, interpersonal relationships, and emotional well-being. One of the most crucial impacts of this crisis is on the development of personal responsibility. During this time, individuals are expected to take a more independent and responsible role in various aspects of their lives, including important decisions that affect their future. This inability to overcome crises can hinder a person's ability to act independently and make mature decisions, which in turn can hinder their overall development as responsible adults (Peter, 2013; Ratnawulan, 2018). Therefore, understanding and appropriately addressing this developmental crisis is critical to ensuring a successful transition from adolescence to young adulthood.

Being in the young adult phase, individuals are faced with various developmental tasks that require making many important decisions. These tasks include determining career direction, choosing a life partner, managing finances, and forming social identity (Maulidya & Adelina, 2018; Putri, 2019). These decisions must be based on good responsibility abilities, as a lack of these abilities can have a negative impact on the individual's future life. Young adulthood is the initial gateway in determining one's future. Theoretically, in the adult phase, individuals should have good responsibility abilities. This is based on the assumption that at this stage, individuals have discovered their identity and learned from experience in facing various problems during adolescence (Ahadiyanto, 2021). Therefore, it is important for individuals to develop responsibility skills and good decision-making abilities from an early age. This can be done through education, guidance and support from a supportive social environment, so that the transition from adolescence to young adulthood can take place smoothly and lead individuals towards a more stable and focused life.

One of the factors that plays an important role in developing responsibility and decision-making skills is guidance and counseling. Guidance and counseling services can provide the support needed by individuals in understanding themselves, recognizing their potential, and overcoming the various challenges faced in the transition to adulthood. The implementation of guidance and counseling services such as classical or group guidance can help develop personal responsibility abilities, or the implementation of individual or group counseling can help improve a person's personal responsibility abilities.

Apart from that, this research also noted limitations in the demographic coverage of respondents, which mostly consisted of teenagers and young adults. To produce more comprehensive and representative data, future research needs to cover a wider age range, from children to the elderly. However, these limitations do not reduce the significance of this study. These findings serve to increase understanding of personal responsibility and can serve as a basis for the development of interventions, policies, and programs aimed at encouraging increased personal responsibility abilities, thus, this research provides important insights into the dynamics of personal responsibility in the context of age development.

CONCLUSION

Research findings show varying distribution of levels of personal responsibility across different age groups. There is a marked increase in personal responsibility at age 19, and it reaches a peak at age 21. Notably, students appear to demonstrate increased personal responsibility after completing their first year of study, and this trend continues as they progress in their academic endeavors. The decrease in the number of respondents aged 22 to 25 years indicates a transition phase, possibly due to graduation or career advancement. This study highlights the impact of academic experience and age on the cultivation of personal responsibility, emphasizing the important role of guidance and counseling in fostering responsibility and effective decision making. However, it needs to be acknowledged that limitations in the demographic coverage of respondents indicate the need for further research with a wider age range to obtain more comprehensive data.

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