Strengthening Students' Responsible Character through Civic Education Learning: An Action Research in Indonesia

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Abstract. Character education is one of the fundamental pillars of education because education not only aims to develop specific skills and knowledge but also fosters certain attitudes, norms, and values in students. One of the values that needs to be cultivated in students is the value of responsibility. The purpose of this study is to investigate learning strategies that strengthen and develop responsibility in civic education classes. To accomplish the objective, action research method was employed. In total, 120 students (70 males and 50 females) from one of popular universities in West Java, Indonesia, who were from various regions, participated in the study. The three steps carried out in this action research are the first, pre-action analysis, which is carried out to map initial conditions related to the values of responsibility. Second, implementation, this stage is an action effort given to achieve what is desired, accompanied by reflection. and third; evaluation , namely assessing the extent of success of the given action. This study presents five learning steps in developing students' responsibility through civic education learning. These five steps consist of conceptualization, identification, internalization, actualization, and evaluation. This study concludes that these five steps significantly increased students' responsibility in civic education classes by 62.50%. this study contributes by providing educators with didactic guidance in developing students' responsibility through civics education. The main contribution of this research is to present practical methodological guidelines for academics and practitioners in instilling the values of responsibility in the civic education learning process.

Keywords: Action Research; Character Education; Responsibility; Civic Education

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1. Introduction

A crisis of value that is happening in society today has called character education taught in educational institutions into question (Alwasilah, 2013; Børsen et al., 2021; Koutelidas et al., 2022). The crisis of value has resulted in students' poor sense of responsibility. This is due to educational institutions' failure to focus on developing students' sense of responsibility (Ahmad et al., 2021; Suherman et al., 2019). Poor sense of responsibility can result in various undesirable consequences such as loss of trust, unstable relationships, poor performance, lack of regard, dissatisfaction, and negative social perceptions (Koutelidas et al., 2022; Muhtar et al., 2021). Strengthening character education in the learning process that incorporates character values is one of the appropriate strategies for addressing students' poor sense of responsibility (Kosasih et al., 2021; Muhtar et al., 2021). A concrete step in solving these problems is to find a learning formulation that can strengthen students' sense of responsibility. This is especially important because having a strong sense of responsibility is essential to establishing healthy relationships, achieving professional success, and leading a happy life (Rokhman et al., 2014).

To find the proper learning formulation, a review of relevant studies to the topic was necessary. For example, Severino et al. (2019) emphasized how the current crisis of value in society has prompted a study on social responsibility as a case study for character education. The study discusses the perceptions of teachers and non-teachers regarding the social responsibility policies of Chilean educational institutions. The findings revealed a positive and negative difference between the two subgroups, suggesting that teachers' opinions supported civic engagement and citizenship-related behaviours. Shuhari et al. (2019) examined the Islamic perspective on the virtues of responsibility and trustworthiness. The study analysed the works of Islamic thinkers such as Al-Ghazali and exegetes. The findings showed that these two characters are fundamental to the development of a Muslim. Saliman et al. (2023) investigated the impact of online learning on junior high school students' sense of responsibility. Using a mixed-methods approach involving 249 schools, the study concluded that online learning affects responsibility simultaneously. Koutelidas et al. (2022) investigated students' perceptions of responsibility in the context of physical education. The Teaching Personal and Social Responsibility (TPSR) model provided a conceptual framework to guide data analysis. The study found a significant difference between students' perceived responsibility and their experiences.

In contrast to the previous studies, this study focuses on developing a learning formulation capable of strengthening students' responsibility as a pedagogical solution in civic education courses. Furthermore, previous studies have not investigated the steps that educators must take to foster students' responsibility. Therefore, this study was designed to answer the question of how the learning steps can nurture students' responsibility. The results of this study contribute to efforts to develop learning syntax to strengthen students' responsibility because education is not only concerned with the transfer of knowledge but also the transfer of values (Supriadi, Supriyadi, Abdussalam, et al., 2022; Supriyadi et al., 2020).

2. Theoretical Framework

2.1. Character Building

Character can be defined as a type of self-awareness that allows people to set goals, values, and ethical principles (Johansson et al., 2017; Peterson, 2020). This metacognitive aspect of human personality necessitates a "theory of mind" and highlights its importance to well-being, mental health, and constructive behavior patterns (Schütz et al., 2013). Several studies from three disciplines, including culture, personality, and social psychology show that character can be organized around three broad principles (Dahliyana et al., 2021; Shweder et al., 2013). The first principle is agency, which is related to autonomy, self-actualization, and self-improvement. The second principle is communion, which signifies protecting and relating to others, such as family, company, or country. The third principle is spirituality, which involves the relationship between the individual and the higher power (Cloninger, 2013; Yaden et al., 2017). Character as three-dimensional self-awareness is frequently associated with human responsibility and empowerment (Garcia et al., 2015).

2.2. Responsibility as a character trait

On a conceptual level, responsibility is an ethical and moral concept that encompasses individuals' or groups' obligation to fulfil their duties, commitments, or obligations properly and by the existing norms, values, and expectations (Kaur, 2015; Low & Ang, 2013). Responsibility is associated with increased self-regulatory demands while emphasizing negative views of individualization(Chalkiadaki, 2018). Responsibility is a concept that encourages moral development through practice. This practice uses generally accepted definitions of who does what to whom and for whom (Van der Burg et al., 2019). Apart from that, responsibility is a method for interacting with the world, because individual behavior and character qualities have a significant influence on the construction of reality (Jones et al., 2021; Larrán Jorge & Andrades Peña, 2017; Nemerowicz & Rossi, 2014). This unique take on this broad premise essentially gives meaning to learning how to interact responsibly as a part of the world while acknowledging that humans are not the only active beings. In this regard, framing responsibility as practice and interaction can reflect on educational work and its relationship to the teaching process (McLeod, 2017). Meanwhile, Gunawan (2022) asserted the value of responsibility as the attitude and behavior that must be practiced to fulfil the obligations and duties towards oneself, society, the state, and God. Aside from that, the attitude of accepting the consequences of completed work and the consequences of work mandated to the individual, not blaming others, and always thinking before acting is the embodiment of the values of responsibility (Bomans Wadu et al., 2020; Salim, 2016).

2.3 Values of Responsibility

Building responsibility awareness necessitates the values that constructed it. There are at least 15 values that can build responsibility awareness. The first value is dutifulness, which is carrying out what has been assigned (Pell & Amigud, 2023). The second value is lawfulness, as laws, statutes, or written agreements that must be followed and include consequences for every obedience and violation (Asrar-ul-Haq et al., 2017; Jacob et al., 2022). The third value is contract, which is an agreement that must be followed, and breach of the contract can lead to liability (O'Halloran & Delaney, 2011). The fourth value is a promise, which is a verbal

agreement that must be kept. Breaking a promise also implies irresponsibility because it can lead to disappointment for one of the parties(Pauw, 2015; Schild, 2016). The fifth value is job descriptions, which means that failing to execute them is not only irresponsible but will also disrupt the overall performance of the plan (Xia & Wang, 2014). The sixth value is relationship obligations, which must be followed when people are in a relationship. Failure to fulfil obligations as a form of responsibility will result in strained relationships (McManus et al., 2021). The seventh value is universal ethical principles, which are shared principles that bring people or groups from various backgrounds together. Violating this value demonstrates irresponsibility(Melé & Sánchez-Runde, 2013). The eighth value is religious convictions, which are religious values that are usually regarded as divine teachings. Those who violate it will be punished according to religious rules (Eberle & Rubel, 2012; Skitka et al., 2018). The ninth value is accountability, which is a condition for which an individual can be held accountable. In politics, for example, the term "public accountability" means that a public office must be accountable to the people(McGrath & Whitty, 2018). The tenth value is diligence, which indicates that a person is responsible. Being negligent is synonymous with being irresponsible (Sugiyo & Purwastuti, 2017). The eleventh value is reaching goals, which is the goal to be accomplished collectively. This is the responsibility of the person who has set the goal and must take action to achieve it (Boeren, 2019). The twelfth value is a positive outlook, which is an optimistic perspective on the future that must be attained in order to realize the goals established by the vision and mission (Van Os et al., 2012). The thirteenth value is prudence because people who act irresponsibly can be described as irresponsible (Horowski, 2019). The fourteenth value is rationality, which means that a responsible person speaks in a reasonable manner, rather than spreading lies and irrationality (Lin & Jackson, 2022). The fifteenth value is self-motivation. A responsible person is self-motivated and has faith in himself. Responsibility stems from self-assurance and awareness of one's own potential, which can be fully realized in daily life (Astuti & Mufrihah, 2019).

3. Method
3.1. Design
To find a didactic formulation of learning that can develop student responsibility, Creswell, (2017) action research method was chosen as the design considering that this design works in an effort to find the solutions (Supriadi, Supriyadi, & Abdussalam, 2022; Supriyadi et al., 2020). The application of action research in the context of this study is considered to be particularly relevant because it highlights the issue of learning methods that are focused on efforts to cultivate students' responsibility through civic education courses in Indonesia's higher education curriculum (Nurdin, 2015; Sumardjoko & Musyiam, 2018). In addition, action research can contribute to producing a number of learning innovations as a tangible step in improving the quality of education (Abdussalam et al., 2021; Suherman et al., 2019).

3.2. Collaboration
Because action research necessitates a collaborative system, the study was designed by referring to (Julia et al., 2019) to openly promote who was willing to participate in the study after inventorying the study needs. As a result, seven

people expressed their willingness to be a part of the collaboration team, which included three lecturers with the academic title of professor, each with expertise inherent in the position, including education policy, character education, and civic learning. In addition, four academics, namely civic education lecturers, were also involved in the treatment's implementation. The collaboration team was involved in several activities, including action design, action implementation, and action evaluation. One of the products developed by the collaboration team through focus group discussion activities is a rubric for responsibility mapping used before and after the action. The rubric is shown in the table below.

Table 1. Responsibility Mapping Rubric

No	Responsibility Component	Responsibility Sub-Component
1	Taking care of yourself and others	1. Upholding your and the group's reputation 2. Caring 3. Be well-mannered. 4. Appreciating differences 5. Trustworthy
2	Fulfilling obligations	1. Obeying the rules 2. Completing tasks on time 3. Completing tasks properly
3	Contributing to the community	1. Providing mutual assistance 2. Be proactive
4	Alleviating suffering	1. Willing to help. 2. Be cooperative
5	Creating a better environment	1. Offering solution 2. Protecting the surrounding environment 3. Becoming a mediator in a problem 4. Reporting unlawful acts

3.3. Research Procedure

Three steps were taken in this study. These three steps follow the previous study (Abdussalam et al., 2021; Julia et al., 2019; Supriyadi et al., 2019). The first step is pre-action analysis. At this step, the analysis of responsibility mapping was determined using a rubric, as shown in Table 1. The results of the pre-action analysis served as a guide for developing the necessary action or treatment formulation. The second step is the implementation of action. The resulting treatment formulation design was implemented in four stages, namely planning, implementation, observation, and reflection, which were carried out at each stage to continuously improve the quality of learning and its outcomes. The third and final step in the process is the action evaluation, which measures the extent of the success of the treatments. The matrix of the three steps is shown in Table 2:

Table 2. Research Procedures and Activities

Phase	Activity
Pre-action	Mapping the initial condition of the students and performing a needs analysis
Implementing the actions	Planning, implementing, monitoring, and reflecting (continuous improvement cycle)
Evaluating the actions	Evaluating and analyzing the overall outcomes of the actions

3.4. Location and Participants

This study included students from a well-known public university in Bandung, West Java, Indonesia. These students took civic education courses. The students were given a statement of willingness to participate in this study by the lecturer who taught the course. Several criteria were used to select the participants. First, they were students enrolled in civic education courses. Second, they completed the survey form. Third, they had expressed their willingness to participate in a series of activities until the study was completed. Based on these criteria, 120 participants were selected, with 70 males and 50 females. Based on these criteria, purposive sampling technique was used as a sampling selection technique. Meanwhile, in determining the interviews, criteria were set for those who faced difficulties in the learning process. Through these criteria, three students were interviewed to explore their perceptions and experiences in the process and stages of the actions given.

Figure 1. Location

3.5. Data Collection and Analysis

The data was collected through surveys and interviews. Survey data were obtained by utilizing Google Forms, which was distributed to 120 students. From the survey, quantitative data was obtained in the form of a Likert scale of 1–5. The quantitative data was analysed descriptively using SPSS version 26. On the other hand, interviews were conducted based on the requirements of the field as a follow-up to the survey results. Interview data in the form of statements was analysed using content analysis techniques.

3.6. Research Instrument

The primary instrument was a survey. Table 1 shows the 39 survey statements that refer to the sub-components of responsibility. The instrument's validity and reliability were also evaluated using 41 non-participant students. According to the

instrument validity test results, only 30 of the 39 statements had a significance value < 0.05. As a result, only 30 of the statements can be considered valid.

Table 3. Statements that are declared valid and reliable

No	Statement
1	I have never caused any trouble
2	I never badmouth my friends to my other friends
3	I strive to show my potential
4	I tell others about the strengths of my campus
5	I help my friends without being asked
6	I pay attention to the lecturer's explanation in class
7	I help friends who are having trouble with their tasks
8	I don't like saying bad words when talking to friends
9	I follow my lecturer's directions and advice
10	I say my greetings when I enter the classroom
11	I do not take offense easily from those who disagree with me
12	I keep the promises that I have made
13	I show up on time for lectures
14	I always attend group project meeting on time
15	I always return friends' belongings that I borrow
16	I do my assignments with my own effort without copying and pasting from
17	other people
	I take literature sources from trusted or accredited journals
18	I always obey the rules given by lecturers
19	I obey the rules even if no one is watching
20	I always submit the assignments given by the lecturer
21	I complete the lecturer's assignments to the best of my ability.
22	I always take an active part in group activities.
23	I am always present in group projects.
24	I always participate in student organization activities
25	I always take part in campus activities
26	I am ready to help a friend in need
27	I am always eager to take part in humanitarian activities
28	I am willing to offer solutions to my friends' problems.
29	It is everyone's responsibility to keep the classroom clean.
30	I always warn my friends if they commit an offense

The statement reliability test produced a Cronbach's alpha value of 0.91. This value is greater than 0.7, indicating that the 30 statements used to assess students' responsibility were considered reliable.

4. Result
4.1. Pre-action analysis
To analyse methods or practical steps to foster students' responsibility, 120 students participated in the survey that had been declared valid and reliable. The results of the survey data analysis using descriptive analysis with SPSS version 2.6 are presented in Table 4 below:

Table 4. Descriptive Analysis of Responsibility Survey

	N	Minimum	Maximum	Mean	Std. Deviation
Statement 1	120	2.00	4.00	3.1917	.75921
Statement 2	120	2.00	4.00	3.5083	.74468
Statement 3	120	2.00	4.00	2.9500	.79758
Statement 4	120	2.00	4.00	3.3000	.84615
Statement 5	120	2.00	4.00	3.0333	.75519
Statement 6	120	2.00	4.00	2.9167	.70512
Statement 7	120	2.00	4.00	2.7583	.72176
Statement 8	120	2.00	4.00	2.8417	.88873
Statement 9	120	2.00	4.00	3.2333	.87671
Statement 10	120	2.00	4.00	3.3083	.88684
Statement 11	120	2.00	4.00	2.9833	.91655
Statement 12	120	2.00	4.00	2.8417	.64815
Statement 13	120	2.00	4.00	3.2583	.80436
Statement 14	120	2.00	4.00	3.1750	.78497
Statement 15	120	2.00	4.00	3.5500	.65913
Statement 16	120	2.00	4.00	3.4167	.76239
Statement 17	120	2.00	4.00	3.3500	.74077
Statement 18	120	2.00	4.00	3.0083	.97443
Statement 19	120	1.00	4.00	2.8417	.99575
Statement 20	120	1.00	4.00	1.4167	.66842
Statement 21	120	2.00	4.00	2.8333	.93784
Statement 22	120	1.00	5.00	1.8833	.89989
Statement 23	120	1.00	5.00	1.4500	.65913
Statement 24	120	1.00	5.00	2.2500	1.18286
Statement 25	120	1.00	5.00	2.4750	.92548
Statement 26	120	2.00	5.00	3.7833	.81151
Statement 27	120	1.00	5.00	3.0083	.99996
Statement 28	120	2.00	5.00	3.7333	.74171
Statement 29	120	1.00	5.00	1.7417	.72756
Statement 30	120	1.00	5.00	2.2917	.76032
Valid N (listwise)	120				
Mean				2.88	

To provide an interpretation of the score, a reference was created by the collaborator team, as shown in Table 5:

Table 5. Score Benchmarks and Categorization of Responsibility

Mean Score Range	Categorization
4.21-5.00	Very Strong
3.41-4.20	Strong
2.61-3.40	Moderate
1.81-2.60	Weak
1.00-1.80	Very Weak

Table 4 above highlights students' sense of responsibility. The average score for the 30 survey statements answered by participants is 2.88. According to Table 5, this score falls into the moderate category. As a result, participants can be considered to possess a moderate sense of responsibility in general. However, this condition needs to be strengthened so that students' responsibility becomes more established and grows. Furthermore, the analysis results based on the components or indicators of responsibility, as shown in Table 6, indicate the need for additional efforts to strengthen their responsibility through civic education.

Table 6. Analysis Results of Responsibility Indicator Mapping

No	Responsibility Character Component	N	Mean	Category
1	Taking care of yourself and others	120	3.15	Moderate
2	Fulfilling obligations	120	2.53	Weak
3	Contributing to the community	120	2.01	Weak
4	Alleviating suffering	120	3.40	Moderate
5	Creating a better environment	120	2.59	Weak

According to Table 6, three of the five indicators of responsibility are in the weak category, namely fulfilling obligations, contributing to the community, and creating a better environment. The other two indicators, such as taking care of yourself and others and reducing suffering, are strong in the moderate category.

4.2. Implementing the Actions

Based on the pre-action analysis, the learning design was more focused on improving the indicators in the weak category, which are fulfilling obligations, contributing to the community, and creating a better environment. As a result, citizen rights and obligations were chosen as the main topics to strengthen all indicators of responsibility, particularly those that are still in the weak category. In this case, five stages were implemented based on the selection.

4.2.1. Conceptualization of the topics and their relevance to responsibilities

At this stage, learning was focused on helping students understand three concepts: the responsibilities, rights, and obligations that come with being a citizen. Chat GPT was used to construct students' initial understanding of these concepts. Students were instructed to download the app to their mobile devices. Next, they were told to search for the meaning of the terms as well as the relationship and urgency associated with responsibility. Then, some of them were asked to present their understanding of their search. Students who did not get the chance to present their understanding in front of the class were instructed to submit the results of their understanding via the Mentimeter, which can be found on the following page: https://www.mentimeter.com/app/home. Lecturers could employ the application to analyse what they understand, including what words they frequently say, which can be read using various features, one of which is the Word Cloud feature.

The review and reinforcement of responsibilities were elaborated from various articles, while the rights and obligations of citizens were explained by dissecting the rights and obligations of citizens based on the 1945 State Constitution of the Republic of Indonesia. At this stage, the evaluation was carried out to ensure that students understood the concepts of citizens' responsibilities, rights, and obligations. Next, Mentimeter application was used to administer a series of quizzes to evaluate the students' understanding. According to the evaluation results, 75 (62.5%) of the students had a very good understanding, 32 (26.6%) had a good understanding, 10 (8.3%) had a moderate understanding, and 3 (2.5%) had a poor understanding.

Based on the evaluation results, three students were interviewed to confirm their difficulties in understanding this important concept. The following question was

asked: "What were your difficulties in understanding this concept?" Student 1 replied, "When I was instructed to install the application, I experienced network problems, so I could not access it as instructed". Student 2 replied, "When the lecture started, I was late for the lecture, so there were some instructions that were left behind." Student 3 replied, "During the lecture, my internet access network was interrupted, and the time given was too short, so I was not quick enough to access the information."

According to the responses of subjects whose evaluation results were categorized as "poor understanding", one of the obstacles was technical issues. Thus, remedial treatment was given to overcome this. These three students and ten students who were categorized as "moderate understanding" were given remedial opportunities to explore their understanding. The remedial results demonstrated that they had a good understanding of the three topics. Therefore, in general, students had grasped the concept of responsibility, its relationship to citizens' rights and obligations, and its importance.

4.2.2. Identification of the value of responsibility from students' perspective
Identifying the values of responsibility is an important first step in understanding what students believe in and why they feel compelled to accept responsibility for something. Students were instructed to write about ethical actions they should take in relation to the roles assigned to them. For example, their role as a family member, a student, and a neighbour, and they must explain why and for what reason they should do this. This task was assigned in groups and each student had to explain and discuss one role with their small group. Then, each group presented their results in front of the class to receive feedback from the other groups.

After the inter-group discussion, the lecturer instructed the students to complete a questionnaire with open-ended responses. The questionnaire was designed to elicit values that could shape or reflect students' sense of responsibility. Based on the questionnaire data processing results, 413 student statements were obtained, which can be classified into 12 value categories. These categories were created because many were stated by more than 10 students. The 12 values are presented in Table 7 below:

Table 7. Values that foster responsibility from the students' perspective

No.	Value	Description
1	Integrity	Be honest and truthful in your actions and words and be consistent in your values and principles.
2	Accountability	Be accountable for your own actions and decisions and be willing to accept the consequences.
3	Discipline	Be able to manage time and resources efficiently and carry out obligations diligently
4	Obligation	Be prepared to fulfil obligations and commitments made in both a personal and professional context.
5	Care and Empathy	Be able to understand and respond to others' needs and feelings, as well as act with empathy and concern for their well-being.

6	Sustainability	Be able to take responsibility for the environment and society's future, as well as efforts to reduce negative impacts and increase positive impacts.
7	Independent	Be able to take initiative and work independently to achieve personal or professional goals.
8	Transparency	Be able to be honest and forthcoming about their intentions and motivations in their actions and decisions
9	Respectability	Be able to respect other people's rights, opinions, and values while avoiding prejudice and unfair treatment.
10	Professionalism	Be able to act in accordance with ethical standards and professional principles in work or career.
11	Ethical Conduct	Be able to adhere to moral and ethical norms in actions and decisions, even in complex or difficult situations.
12	Social Contribution	Be able to actively participate in the community, contribute to the common good, and support positive social endeavours.

The twelve values are the realization of statements submitted by students in the discussions and the open-ended questionnaires. Following the identification of values, the next learning step is to present the meanings of each value and embed the value in a person through the value internalization process.

4.2.3. Internalizing the value of responsibility through case studies
Internalizing responsibility values is the process of adopting and integrating responsibility values into one's daily behavior and attitude. This is important because the value of responsibility serve as the foundation for ethical action and integrity. In this step, value internalization was accomplished by viewing a variety of events depicted in documentary films that are relevant to the values of responsibility. After watching the film, students were instructed to analyse the film's values of responsibility and behaviours that contradict the values of responsibility. The findings of their analysis were then presented to the class in groups. The lecturer guided the discussion and worked to connect the topic to the study's three indicators, which discussed the importance of fulfilling obligations, contributing to the community, and creating a better environment. The attitude of students during discussions and the values of responsibility embodied in discussion activities were observed. At the end of the discussion, the lecturer asked students to reflect and instructed them to formulate an activity plan for value actualization in an activity program or social project with the theme "academic responsibility". This activity produced a proposal for student value actualization activities. The proposal includes the activity's theme, title, issues, solutions, parties, and technical implementation.

4.2.4. Actualization of the values of responsibility
Value actualization is a continuation of the previous stage. Actualizing responsibility values is the effort of students to translate responsibility values into actual actions. Responsibility values are a commitment to act ethically, honestly, and regarding the consequences of our actions. The form of actualization activity provided in this action stage is to provide learning project assignments in the form of social service activities through an illiteracy eradication program in a selected area. In this activity, the students were required to manage time, resources and

responsibility for the final results. Thus, they must create schedules, organize teams, and be responsible for the quality of the work produced.

During this activity, each group that actualized the values of responsibility received assistance from collaborators, including the study team. Students carried out the activities based on the plans that had been prepared. Next, the students were instructed to write a report about their accomplishments, obstacles, and challenges while taking part in these activities. During the implementation of these activities, the collaborator acted as a mentor and directed the performance of responsibility values. Students reported the results of the actualization activity in the form of a class seminar at the end of the activity.

4.2.5. Evaluation and Reflection
At this step, the value actualization program was evaluated. The evaluation took two forms. The first was observation or supervision performed by collaborators during student activities. Table 8 shows the assessment results of the seven assessors, including the collaborator team, on the performance of the student's responsibility characters on a scale of 1–5.

Table 8. Collaborator Assessment Results on Students' Responsibility Performance

| No	Responsibility Component	K1	K2	K3	K4	K5	K6	K7	Mean	Category
1	Taking care of yourself and others	4	5	4	4	4	4	5	**4.28**	**Very Strong**
2	Fulfilling obligations	4	4	5	4	5	4	4	**4.28**	**Very Strong**
3	Contributing to the community	5	5	4	5	4	4	4	**4.42**	**Very Strong**
4	Alleviating suffering	5	4	5	4	4	5	4	**4.42**	**Very Strong**
5	Creating a better environment	4	4	4	4	4	4	4	**4.00**	**Strong**

According to Table 8, there are four components or indicators of responsibility categorized as very strong, namely taking care of yourself and others, fulfilling obligations, contributing to the community, and alleviating suffering. One indicator, namely creating a better environment, obtained a score of 4.00 and was included in the strong category.

The second was to conduct a survey with the same instrument that was used for the initial mapping. The survey instrument was distributed to a total of 120 students. Table 9 shows the results of the survey data processing:

Table 9. Evaluation of Students' Responsibility

No	Responsibility Character Component	N	Mean	Category
1	Taking care of yourself and others	120	4.21	Very Strong
2	Fulfilling obligations	120	4.32	Very Strong
3	Contributing to the community	120	4.21	Very Strong
4	Alleviating suffering	120	4.24	Very Strong
5	Creating a better environment	120	4.01	Strong

According to Table 9, each indicator of responsibility has a score that can be classified as very strong. This finding is like the assessment results of the collaborator team. Furthermore, when compared to the results of the pre-action phase survey, there is an increase in the score on all indicators. The increase can be seen in Figure 2 below:
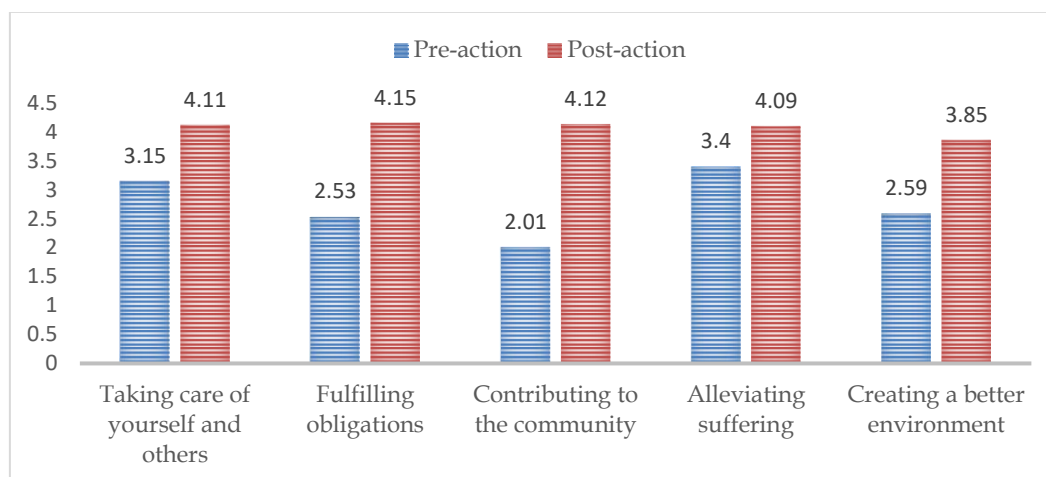
Figure 2. Comparison of Responsibility Indicator Score

4.3. Post-Action Evaluation

Five steps were implemented to cultivate student responsibility based on the action implementation stage. The five steps are conceptualization, identification, internalization, actualization, and evaluation. The growth is indicated by an increase in the mean score on each indicator when comparing the pre-action and the action. The post-action evaluation step assessed the effectiveness by calculating the normalized gain score. Table 10 shows the effectiveness test results by testing the normalized gain score and normalized gain percentage:

Table 10. Normalized Gain Test

	N	Minimum	Maximum	Mean	Std. Deviation
N-Gain Score	120	.39	.81	.6255	.06559
N-Gain Percent	120	39.13	81.33	62.5042	6.55817
Valid N (listwise)					

Table 10 shows the normalized gain value of 0.62, which satisfies the moderate criteria. On the other hand, the obtained normalized gain percentage is 62.50%, indicating an effective level of effectiveness. As a result, the five action steps taken in civic education to foster student responsibility can be considered quite effective.

5. Discussion

The findings above show that the five steps of reflection action, namely conceptualization, identification, internalization, actualization, and evaluation, can cultivate students' responsibility. It is critical to embed responsibility in learning to help them grow into responsible individuals (Larrán Jorge & Andrades Peña, 2017; Schild, 2016). Furthermore, promoting responsibility can foster a dependable and productive environment, both personally and professionally (Alifiyarti et al., 2023). It can also have an impact on a student's reputation and relationships with others, as well as their ability to achieve their goals and dreams (Kaur, 2015).

By implementing these steps, responsibility values such as integrity, accountability, duty, care and empathy, ethical behavior, social contribution, respect, and sustainability (Low & Ang, 2013; Marcus & Roy, 2019) can be embedded in students so they can understand, internalize, and apply responsibility values in their daily actions and decisions (Low & Ang, 2013; Odongo & Wang, 2018). Being a responsible person through civic learning will develop them into responsible individuals not only as a result of external pressure or rules but also as an individual who sincerely believes in the importance of these values and practices them in their daily lives (Englund & Solbrekke, 2014). The moral or ethical principles of responsibility reflect an individual's obligation to act ethically and accept accountability for their actions and decisions(Andersson, 2019; Smith, 2015).

The process of cultivating responsibility lasts a lifetime. As a result, internalizing the values of responsibility requires support and encouragement. Internalizing the values of responsibility is a continuous process with many difficulties. Students have to strengthen their values of responsibility and make them an integral part of their lives with strong awareness and determination (Hakam, 2015). Therefore, every learning process necessitates innovation in learning methods because learning innovation plays an important role in instilling responsibility in students (Thorsteinsson, 2013). Learning innovation frequently attempts to connect concepts and theories with real-world situations (Selznick et al., 2021). Learning innovations help students understand the significance and impact of what they learn, increasing their sense of responsibility for the knowledge and skills they acquire (Alifiyarti et al., 2023). Furthermore, learning innovation can foster the development of responsibility in students by providing them with autonomy, creativity, problem-solving abilities, and a sense of ownership in their learning process(Lee & Hannafin, 2016; López-Alcarria et al., 2019). This results in individuals who are more responsible and prepared to face challenges in the real world.

Learning innovation necessitates that every educator conduct study, particularly educational study. The educational study helps educators develop an in-depth understanding of the challenges, opportunities, and needs of learning, allowing

them to find innovative solutions (Billig & Waterman, 2014; Trimmer et al., 2020). Educators need to ensure the implemented innovations are based on evidence and solid knowledge of what is effective in cultivating students' responsibility and achieving better learning outcomes by incorporating study into the learning development process (Kalyani & Rajasekaran, 2018). Action research is one form of research used to solve learning problems (Netcoh et al., 2017). Therefore, action research and learning innovation are powerful instruments for creating learning environments that teach students the values of responsibility. These instruments enable educators to design, implement, and evaluate learning strategies that focus on developing and improving students' responsibility skills over time. It should be noted that responsibility learning is an ongoing process that requires good communication and attention to individual development.

6. Conclusion
The study concludes that five steps must be used as a learning syntax in developing a sense of responsibility to cultivate students' responsibility. The five steps in sequence are as follows: First, understanding concepts related to responsibility, which is called Material Conceptualization step. Second; presenting and identifying values related to responsibility, which is called value identification stage. Third, making the values of responsibility as an important part for students so that these values become an inseparable part of themselves, which is called internalization process. Fourth, realizing the responsibility values in behavior in a learning project, which is called actualization of values and the fifth is evaluation of responsibility values. These five steps can increase five indicators of responsibility that can be included in the category of strong assessment based on the comparison of pre action dan post action. The five indicators are taking care of yourself and others, fulfilling obligations, contributing to the community, alleviating suffering, and creating a better environment. Furthermore, the increase in responsibility indicators demonstrates the effectiveness of this learning method. The results of the normalized gain test showed that the five learning steps taken were effective.

7. Suggestion
This study identifies five steps that can be used as a pedagogical approach to effectively foster students' responsible character in the context of higher education. Therefore, this study recommends that these five steps can be implemented in the learning process, especially in the context of citizenship education learning in higher education environments. In addition, these five steps can be developed for further research on other subjects in the school context.

8. Limitation
The study focused on undergraduate students from a single Indonesian university. It has multiple potential applications at other universities or schools that seek to develop students' character.

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