

## **Grit and Flourishing: An Exploration of Migrant Students' Well-Being in Indonesia**

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### **ABSTRACT**

Migrant students in Indonesia face significant adaptation challenges affecting their well-being. While grit—defined by passion and perseverance—is a potential factor in supporting flourishing, studies focusing on the unique cultural and social backgrounds of Indonesian migrant students remain scarce. This study employed a quantitative, correlational design to address this gap. Participants were active migrant students from various Indonesian universities, selected via purposive sampling. Data were collected using Indonesian-adapted versions of the Short Grit Scale (Grit-S) and the PERMA Profiler, then analyzed using linear regression. The results revealed a significant positive correlation between grit and overall flourishing ( $r = 0.386$ ,  $p < 0.01$ ), including all five dimensions. Grit accounted for 14.9% of the variance in flourishing, with the strongest association found in the accomplishment dimension (20.7%) and the weakest in relationships (4.7%). These findings highlight the positive link between grit and well-being, while suggesting that other factors also play substantial roles. These results contribute to the literature and may inform the development of targeted well-being interventions for migrant students.

**Keywords:** flourishing, grit, migrant students, optimal well-being, PERMA

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### **Introduction**

Students migrating for higher education undergo a profound social and psychological transition that extends beyond mere geographical relocation. While primarily driven by the pursuit of academic success and personal independence (Permatasari & Suminar, 2022; Santrock, 2020), these students must navigate unfamiliar cultural values, social styles, and altered support systems (Lee, Koeske, & Sales, 2004; Permatasari & Suminar, 2022). Such adjustments often trigger unique psychosocial challenges and interpersonal difficulties. Furthermore, limited access to familial and peer support significantly increases their vulnerability to psychological stress, particularly when facing complex problems independently (Ramadani, Rachmawati, & Purnomosidi, 2023).

The adaptation process often disrupts the emotional, social, and academic balance of migrant students, leading to acculturative stress (Lee et al., 2004). This stress manifests as a reaction to life events rooted in the acculturation experience, including psychological difficulties and alienation (Wei et al., 2007). Key stressors range from language and financial barriers to homesickness and racial discrimination (Church, 1982), which can be categorized

into psychological, academic, sociocultural, and general living domains (Wenhua & Zhe, 2013). Among these, the academic sphere is a particularly significant source of distress, as it is directly linked to the students' primary motivation for migration. In Indonesia, a study by Agustina and Deastuti (2023) underscored this pressure, finding that 66.4% of 384 migrant students experienced high to very high levels of academic stress, highlighting it as a critical challenge for this population.

Global data indicates that 31% of university students screen positive for at least one mental health disorder (Auerbach et al., 2018), a risk amplified for migrant students due to acculturative stress (Brunsting, Zachry, & Takeuchi, 2018). This stress often manifests as depression, anxiety (Sullivan & Kashubeck-West, 2015), and profound loneliness or isolation stemming from social and economic disparities (Saputri, Rahman, & Kurniadewi, 2012). However, focusing solely on this 'deficit model' is insufficient for a holistic understanding of their experience. A balanced perspective rooted in positive psychology is necessary to identify factors that enable students to thrive despite these adversities. Consequently, this study explores flourishing as a state of complete well-being, specifically investigating the role of grit as a key psychological resource.

In positive psychology, flourishing is defined as an optimal state where individuals experience both happiness and effective psychological and social functioning (Keyes, 2002). Seligman identifies flourishing as the 'gold standard' for measuring well-being, a concept operationalized through the PERMA model (Compton & Hoffman, 2012). This model comprises five core dimensions: Positive Emotion (P), which encompasses well-being-enhancing feelings like gratitude and hope; Engagement (E), or the state of flow in challenging activities; Relationships (R), involving supportive social connections; Meaning (M), which provides a purposeful life direction; and Accomplishment (A), the pursuit of meaningful goals (Compton & Hoffman, 2012). Together, these pillars illustrate how individuals navigate challenges, build social bonds, and achieve personal growth.

For migrant students, flourishing is an essential need rather than a psychological luxury. Without it, students may experience emotional emptiness and a lack of motivation despite being physically present (Fink, 2014). Conversely, flourishing students demonstrate greater resilience to academic stress and a superior ability to build supportive social networks (Lyubomksky, Sheldon, & Schkade, 2005), providing a foundation to grow holistically—emotionally, socially, and academically (Huppert & So, 2013). Positive emotions (P) are fundamental for adaptation (Seligman, 2011), while positive relationships (R) with peers and lecturers foster community integration (Hidayat et al., 2020). Furthermore, a sense of accomplishment (A) through goal progress maintains mental health and well-being amidst the unique demands of campus life (Seligman, 2011).

To develop flourishing, Seligman (2004) emphasizes 'voluntary activities'—consciously controlled behaviors tied to self-actualization and personal character. The effectiveness of these actions in the face of life's challenges is largely determined by the quality of an individual's character (Arif, 2016). Among these character strengths, grit—defined as perseverance and passion for long-term goals (Duckworth, Peterson, Matthews, & Kelly, 2007)—has emerged as a significant predictor of flourishing. Given that migrant students inherently face persistent long-term challenges, investigating grit as a key voluntary component influencing their flourishing becomes critical.

For migrant students, grit enhances resilience to academic stress and supports social adaptation (Bowman, Hill, Denson, & Bronkema, 2015). As a 'psychological engine,' grit enables students to navigate high academic demands and acculturative stress simultaneously. Grittier individuals are more likely to seek happiness through engagement and meaning rather than mere pleasure (Von Culin, Tsukayama, & Duckworth, 2014). For instance, a gritty migrant student may find genuine satisfaction in mastering difficult subjects, entering a state of 'flow' through deep absorption in their studies. Furthermore, grit allows students to reframe challenges like homesickness as temporary, necessary sacrifices for their long-term goals. This ability to find meaning in adversity provides a stable form of happiness that remains resilient against daily setbacks

Prior research generally shows that grit is positively associated with psychological well-being across different populations (Kwon, 2021; Shanmugam & Hidayat, 2022; Yang, 2021). However, findings on the specific aspects of well-being related to grit remain mixed. Some studies report positive associations between grit, academic engagement, and achievement (Duckworth et al., 2007), while others emphasize that grit's impact on well-being may be moderated by external factors such as social support and emotional regulation (Shafiee Rad & Jafarpour, 2023; Tang, Wang, Guo, & Salmela-Aro, 2019). This literature highlights a critical gap: the relationship between grit and well-being is not a simple, one-to-one correlation. It is complex, nuanced, and appears to be highly dependent on both the population being studied and the definition of "well-being" being used.

This ambiguity is acutely relevant for migrant students, for whom social support and emotional regulation are not merely moderators but fundamental to their daily survival and adaptation. This is precisely why simply linking grit to a single outcome, such as academic achievement (Duckworth et al., 2007), is insufficient for this population. Their success is not just academic; it is social and emotional. A broader, more holistic measure of well-being is required. The concept of flourishing, with its multi-dimensional PERMA framework (Positive emotion, Engagement, Relationships, Meaning, and Accomplishment), provides this necessary, comprehensive lens. Therefore, this study try to capture in what extent that grit contributes to flourishing within within the unique, high-challenge context of migrant

university students in Indonesia, and how elements of grit may serve as protective factors in promoting their flourishing.

## **Methods**

This study aimed to determine the effect of grit on the flourishing of migrant university students in Indonesia through a quantitative correlational and cross-sectional design. Data were collected between June 27, 2025, and September 21, 2025, using online questionnaires distributed via social media (e.g., Instagram, WhatsApp) and university student networks. The research protocol received ethical approval from the Ethical Clearance Committee Universitas Gadjah Mada. All participants provided digital informed consent after being informed of the study's purpose, their right to withdraw, and the assurance that all responses would be kept anonymous and confidential. To test the direct effect of the independent variable (grit) on the dependent variable (flourishing), a simple linear regression analysis was performed using SPSS version 29.

### **Participants**

A total of 304 participants were recruited for this study using a purposive sampling technique. The target population was undergraduate students who identified as migrant students. The sample consisted of 105 males (35%) and 199 females (65%). The duration of time living as a migrant student, from most to least frequent, was reported as: 3-4 years ( $n = 151$ , 50%), 1-2 years ( $n = 97$ , 32%), less than 1 year ( $n = 35$ , 12%), more than 6 years ( $n = 11$ , 4%), and 5-6 years ( $n = 10$ , 3%).

### **Measures**

#### ***Grit***

Grit was measured using the Indonesian adaptation (Rahman, 2020) of the Short Grit Scale (Duckworth & Quinn, 2009). The scale consists of eight items divided into two dimensions: (1) perseverance of effort and (2) consistency of interest. Responses are provided on a 5-point Likert scale, ranging from 1 (*Strongly Disagree*) to 5 (*Strongly Agree*).

The validation study by Rahman (2020) reported acceptable psychometric properties, including good item discrimination power. The overall reliability coefficient was reported as excellent ( $\alpha = .99$ ), with the two dimensions also demonstrating good internal consistency: (1) consistency of interest ( $\alpha = .80$ ), and (2) perseverance of effort ( $\alpha = .82$ ). Scoring for the Grit-S was conducted by calculating the mean of all items, with scores ranging from 1 (lowest grit) to 5 (highest grit).

#### ***Flourishing***

Flourishing was measured using the PERMA Profiler, a scale developed by Butler & Kern (2016). This study used the Indonesian-adapted version by Elfida, Milla, Mansoer, and

Takwin (2021). The PERMA-Profilier is a multidimensional scale, meaning it measures several different areas of well-being (like P, E, R, M, A) as well as an overall score. All these different areas are strongly related to each other. This shows that while each dimension is unique, they all work together to measure one main concept: flourishing. Consistent with the original instrument, items are rated on an 11-point scale from 0 (e.g., *Extreme Low*) to 10 (e.g., *Extreme High*).

Statistical analysis confirmed the validity and reliability of the 14-item PERMA-Profilier (Elfida et al., 2021). A first-order measurement model indicated that all items fit the data well, explaining a single construct of flourishing (the total PERMA score). Subsequently, a second-order Confirmatory Factor Analysis (CFA) also demonstrated a good model fit with the data ( $\chi^2(82) = 297.27, p < .001$ ; RMSEA = 0.079; SRMR = 0.039; CFI = 0.98; NNFI = 0.97). This result supports the 14-item model as a multidimensional construct comprised of five distinct elements. All fourteen items showed satisfactory factor loadings, ranging from 0.47 to 0.84. The instrument proved highly reliable, with a Cronbach's  $\alpha$  of 0.929 for the total score and subscale  $\alpha$ s ranging from 0.716 (Engagement) to 0.838 (Positive Emotion). Therefore, the PERMA-Profilier is a reliable and valid instrument for measuring flourishing (Elfida et al., 2021).

## **Results**

The data in Table 1 generally indicate that the mean total Flourishing score for males ( $M = 102.29$ ;  $SD = 22.26$ ) is higher than for females ( $M = 95.20$ ;  $SD = 20.20$ ). This finding is also consistent with the observed differences across each PERMA aspect between the two groups (see Table 1). Grit shows a similar trend, where the mean total score for the male group ( $M = 28.80$ ;  $SD = 4.95$ ) is higher than that of the female group ( $M = 26.30$ ;  $SD = 4.70$ ). Consequently, the data suggest that males in this sample exhibit higher mean scores for both Grit and Flourishing, which may indicate that males in this sample reported a slightly higher level of persistence and psychological well-being than females.

The distribution of Grit scores reveals a clear trending pattern based on the duration of migration categories among respondents. Grit scores tend to be low during the initial phase of migration, evidenced by the lowest mean score recorded in the group migrating for less than one year ( $< 1$  year) ( $M = 25.37$ ,  $SD = 3.64$ ). The score subsequently increases as the duration of migration progresses, reaching its peak in the 5–6-year group ( $M = 27.90$ ,  $SD = 4.73$ ), closely followed by the 3–4 year group ( $M = 27.88$ ,  $SD = 5.17$ ). However, after surpassing six years of migration, the Grit score slightly decreases again in the  $> 6$  year group ( $M = 25.73$ ,  $SD = 4.77$ ). Overall, the descriptive data indicate that Grit tends to be most optimal among respondents who have reached the medium-term adaptation phase (3 to 6 years) in their migration location.

Table 1. Demographic characteristics by gender and migration duration

Category	N	Grit		Flou		Pos		Eng		Rel		Mea		Acc	
		M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
<b>Gender</b>															
Male	105	28.80	4.95	102.29	22.66	22.96	5.72	12.3	2.72	21.27	6.44	23.14	5.75	22.61	5.26
Female	199	26.30	4.70	95.20	20.20	20.8	5.19	11.37	2.25	20.36	6.15	21.05	5.55	21.63	4.64
<b>Duration of Migration</b>															
< 1 years	35	25.37	3.64	98.40	19.98	21.17	4.69	12.09	2.16	20.94	5.55	22.20	5.68	22.00	4.52
1-2 years	97	26.78	4.82	95.96	21.73	21.40	5.54	11.48	2.55	20.23	6.35	21.36	5.74	21.48	5.21
3-4 years	151	27.88	5.17	98.55	20.59	21.76	5.46	11.68	2.40	21.05	6.15	21.87	5.58	22.19	4.62
5-6 years	10	27.90	4.73	96.90	20.48	21.30	5.66	12.30	1.49	18.60	7.55	21.60	4.65	23.10	3.25
> 6 years	11	25.73	4.77	98.45	33.11	21.27	7.68	11.82	3.82	20.45	8.23	22.91	8.32	22.00	7.50

The descriptive analysis of Flourishing scores indicates that the overall mean score for Flourishing is highest in the group migrating for 3–4 years (M = 98.55, SD = 20.59), and lowest in the 1–2 years group (M = 95.96, SD = 21.73). Specifically, Positive Emotion (M = 21.76, SD = 5.46) and Relationship (M = 21.05, SD = 6.15) scores were highest in the 3–4 years group. Accomplishment (M = 23.10, SD = 3.25) and Engagement (M = 12.30, SD = 1.49) reached their highest peaks slightly later, in the 5–6 years group. The Meaning dimension reached its highest mean score in the longest migration group (> 6 years) (M = 22.91, SD = 8.32). Conversely, Relationship scores were lowest in the 5–6 years group (M = 18.60, SD = 7.55).

Table 2 presents descriptive statistics (mean score, standard deviation, and measure reliability), and the correlation among variables and dimensions. The mean score for Grit is 27.16 (SD = 4.923), with an  $\alpha$  coefficient of 0.685. Meanwhile, the overall level of Flourishing is M = 97.65 (SD = 21.315) and shows excellent reliability ( $\alpha = 0.931$ ). Furthermore, among the five *Flourishing* dimensions, Accomplishment (ACC) has the highest mean score (M = 21.97, SD = 4.873), followed by Meaning (MEA) (M = 21.77, SD = 5.703) and Positive Emotion (PE) (M = 21.55, SD = 5.470). Notably, Engagement (ENG) shows the lowest mean among the *Flourishing* dimensions (M = 11.69, SD = 2.456), and possesses low reliability ( $\alpha = 0.549$ ). In contrast, Relationship (REL) has the largest SD (6.256) with a moderate mean (M = 20.67). The correlation analysis reveals that Grit has a positive and significant relationship with overall Flourishing ( $r = 0.386$ ,  $p < 0.01$ ) and all five of its dimensions. The strength of these relationships varies from low (with Relationship obtaining  $r = 0.216$ ,  $p < 0.01$ ) to moderate-strong (with Accomplishment obtaining  $r = 0.455$ ,  $p < 0.01$ ).

Table 2. Descriptive statistics, Cronbach's alpha coefficient, and correlation test result

Variables	M	SD	$\alpha$	Grit	Flou	Pos	Eng	Rel	Mea	Acc
Grit	27.16	4.923	.685		.386**	.334**	.323**	.216**	.357**	.455**
Flourishing	97.65	21.315	.931			.886**	.733**	.874**	.906**	.829**
Positive Emotion	21.55	5.470	.806				.583**	.752**	.744**	.622**
Engagement	11.69	2.456	.549					.499**	.606**	.696**
Relationship	20.67	6.256	.813						.735**	.582**
Meaning	21.77	5.703	.849							.709**
Accomplishment	21.97	4.873	.785							

Note: \*\* $p < 0.01$

Before performing the regression analysis, we conducted diagnostic tests to ensure methodological transparency. The data met the assumption of normality, as confirmed by the Kolmogorov-Smirnov test. Furthermore, linearity was verified through scatterplot inspections, indicating a consistent linear relationship between Grit and the dimensions of Flourishing. These results justify the use of parametric statistics for hypothesis testing.

Table 3 presents the results of the regression analysis between Grit and overall Flourishing, along with the five PERMA dimensions. Across all analyses, the findings indicate that Grit is a critical factor that significantly contributes to predicting all aspects of Flourishing ( $p < 0.001$ ). Grit is able to predict and explain 14.9% ( $R^2 = .149$ ) of the variance in overall Flourishing. The obtained  $R^2$  values vary across the dimensions. In its relationship with Relationship, Grit has the smallest effect in explaining the proportion of variance, accounting for only 4.7% ( $R^2 = .047$ ). Subsequently, 11.2% ( $R^2 = .112$ ) of the variance in Positive Emotion and 10.5% ( $R^2 = .105$ ) in Engagement can be accounted for by Grit. For the Meaning dimension, Grit is able to explain 12.8% ( $R^2 = .128$ ) of the variance. Notably, Grit is the strongest and most significant predictor for Accomplishment, explaining the largest proportion of variance compared to Flourishing or any other dimension, accounting for 20.7% ( $R^2 = .207$ ). This demonstrates that Grit has the most substantial influence in predicting the sense of achievement among the migrant students in this study.

Table 3. Regression Analysis Results: Grit and its Relationship with Flourishing Dimensions

Variables	Sig.	R Square
Grit - Flourishing	<.001	.149
Grit - Positive Emotion	<.001	.112
Grit - Engagement	<.001	.105
Grit - Relationship	<.001	.047
Grit - Meaning	<.001	.128
Grit - Accomplishment	<.001	.207

## **Discussions**

The fact that male migrant students showed higher scores for Grit and Flourishing is an important finding since it contradicts previous studies that usually reported that both genders were equal in well-being metrics (Ch, Md Nor, & Sau Cheong, 2022; Shariff, Wan Sulaiman, & Khairudin, 2022) or a descriptive advantage for females in general student populations (Christensen & Knezek, 2014; Sigmundsson, Guðnason, & Jóhannsdóttir, 2021).

We suggest that this difference could be influenced by the unique cultural and adaptation environment of migrant students. The challenging transition of migration may place distinct pressures on male students, often related to economic expectations or the perceived need to demonstrate success and competence in a new environment. These pressures might encourage them to develop and report higher levels of perseverance (Grit) as a primary coping mechanism.

This interpretation is further supported by studies on acculturation stress, which indicate that gender affects stress levels and coping styles (Mahmood, 2014; Sirin, Ryce, Gupta, & Rogers-Sirin, 2013). While female students often report slightly higher acculturative stress, the two groups may navigate these challenges differently: males tend to channel stress into effort and achievement-oriented goals (Grit), which potentially supports their reported sense of flourishing. In contrast, females might deal with more persistent emotional and relationship-based stressors—which, according to some personality research (Manning, 2004), could influence their overall sense of flourishing in a high-pressure setting, despite their underlying resilience.

Therefore, this observed gender difference is perhaps best viewed not as a contradiction of general trends, but as a possible reflection of specific gender roles and expectations within this particular context. It suggests that Grit and Flourishing might be utilized differently depending on the specific demands of the migration environment. However, these findings should be interpreted with caution, and future research is warranted to further explore the socio-cultural or situational factors that contribute to these gender-based variations.

Furthermore, the data highlight a distinctive non-linear trend for Grit scores in relation to the duration of migration. Grit appeared to be lowest during the initial phase of migration (<1 year), subsequently increasing and reaching its peak in the medium-term adaptation phase (3–6 years), before showing a minor decline after six years. This curvilinear pattern aligns closely with established U-curve and W-curve models of cross-cultural adjustment (as cited in Dailey-Strand & Callaghan, 2021), which describe a sequence of honeymoon, crisis (shock), recovery, and adaptation.

The initial low Grit scores among migrant students align with the 'crisis' or 'shock' stage of cross-cultural adjustment, characterized by heightened stress and a temporary dip in goal-

directed energy (as cited in Dailey-Strand & Callaghan, 2021). The subsequent peak observed during the 3–6 years period likely reflects the 'recovery' and 'adaptation' stages, where students consolidate adaptive strategies and achieve mastery over their new environment, enabling sustained perseverance (Ward, Bochner, & Furnham, 2001). Finally, the slight decline after six years may suggest a transition into a 'maintenance' phase of integration (Berry, 1997). At this stage, as the environment becomes familiar and initial goals are achieved, the acute necessity for intense Grit may naturally diminish.

Results reveal a significant positive correlation between Grit and Flourishing ( $r = 0.386$ ,  $p < 0.01$ ) and across all PERMA dimensions. Regression analysis further confirms Grit as a significant predictor ( $p < 0.01$  for all). Grit was able to account for 14.9 % ( $R^2 = 0.149$ ) of the variance in overall Flourishing. This indicates that while Grit is a substantial internal predictor, approximately 85% of migrant students' well-being variability likely stems from external factors such as social support and cultural competence. These findings reinforce the view of Flourishing as a multidimensional construct shaped by both internal traits and broader socio-cultural contexts (Huppert & So, 2013; Keyes, 2002; Seligman, 2011). Furthermore, this aligns with established literature positioning Grit as a powerful predictor of diverse well-being outcomes, including life satisfaction and resilience (Disabato, Goodman, & Kashdan, 2019; Duckworth & Quinn, 2009; Salles, Cohen, & Mueller, 2014; Singh & Jha, 2008; Vainio & Daukantaitė, 2016).

Migrant students are situated in a complex transitional situation. They face multiple challenges, including acculturation stress (Berry, 1997; Brunsting et al., 2018), academic demands, homesickness (Thurber & Walton, 2012), and limitations in social resources. Students who choose to pursue education away from their hometowns or migrate must live separated from their families during their studies as part of their efforts to achieve a better life in the future (Halim & Dariyo, 2016). It is in this demanding context that Grit can play an active role in helping migrant students achieve optimal individual functioning. Throughout the adaptation process in the host environment, students characterized by high Grit will consistently remain focused on their long-term goals and demonstrate perseverance of effort (Duckworth et al., 2011).

The PERMA dimension with the highest variance explained by Grit is Accomplishment, with an  $R^2 = .207$ . Our empirical findings not only confirm previous research showing that Grit effectively predicts performance and academic achievement across various contexts (Eskreis-Winkler, Shulman, Beal, & Duckworth, 2014), but also add critical insight into the role of Grit as a strong predictor of Flourishing in migrant students, particularly in influencing their Accomplishment dimension. The academic success obtained through perseverance and consistency of interest becomes the most effective pathway to well-being compared to the other four PERMA dimensions in the context of migrant students. This sense of achievement helps them maintain optimal functioning amidst academic and social challenges.

Butler and Kern (2016) further explain that the feeling of accomplishment is derived from the effort expended in achieving specific goals and the sense of mastery over that process. Prior research in the context of Malaysian teachers (Shanmugam & Hidayat, 2022) explains that accomplishment is gained from active persistence—which consequently increases teacher commitment—and that commitment enhances job satisfaction and motivation (Mercer, Oberdorfer, & Saleem, 2016). The implication of the findings regarding Grit and Accomplishment in the migrant student context is the need for other variables to act as mediators or moderators in this relationship, whether internal or external motivations such as commitment, intrinsic motivation, social support, self-efficacy, or personal meaning towards goals.

On the other hand, Grit showed the smallest predictive effect on Relationships (explaining 4.7 % of the variance). Although the correlation is statistically significant, this minimal variance explained suggests that while Grit is important for personal achievement, other factors, such as social skills, empathy, and opportunities for interaction, may play a more dominant role in establishing and maintaining high-quality interpersonal relationships. While personal persistence is beneficial, establishing high-quality relationships requires reciprocal effort and environmental receptivity, factors largely external to the scope of the Grit construct. The high variability observed in the Relationships dimension ( $SD = 6.26$ ) may also indicate that migrant students' experiences in building relationships are highly diverse and influenced by numerous other situational and individual variables that are not fully accounted for by Grit.

In addition, Grit also explains a moderate proportion of variance for Positive Emotion ( $R^2 = .112$ ) and Engagement ( $R^2 = .105$ ), as well as for Meaning ( $R^2 = .128$ ). This indicates that perseverance and consistency of interest also contribute to the experience of positive emotions, deep involvement in activities, and a sense of purpose in life. Migrant students who are persistent in their studies may feel more engaged in the learning process and find meaning behind their struggles toward their long-term goals. They find reasons to persevere and even function optimally in their new environment, despite the challenges they face.

Generally, these results emphasize that Grit is a valuable psychological characteristic, particularly in the context of higher education for migrant students. Developing Grit can be an important strategy for enhancing overall Flourishing, especially regarding goal achievement and finding meaning. However, it is crucial to note that Grit is only one piece of the Flourishing puzzle. Various other factors, including social support, resilience, emotion regulation, and the campus environment, are also highly likely to play a significant role in the optimal functioning of migrant students. Future research should explore the interaction between Grit and these other factors to gain a more comprehensive understanding.

Despite these insights, several limitations of the present study should be noted. The use of a purposive sampling technique, while effective for reaching a specific group of Indonesian

migrant students, inherently limits the generalizability of the findings. Because the participants were selected based on predetermined criteria rather than random selection, the sample may not fully represent the vast geographical and cultural diversity of the broader migrant student population across various Indonesian regions. Consequently, the observed patterns—particularly the gender differences and the curvilinear trend of Grit—should be interpreted with caution when applied to different domestic migration contexts or different city-scale environments. Future studies would benefit from employing probability sampling or broader multi-regional designs to enhance the representativeness and robustness of these findings.

### **Conclusion**

This study concludes that there is a positive and significant relationship between Grit and Flourishing among migrant students in Indonesia, including all five of its dimensions (positive emotion, engagement, relationship, meaning, and accomplishment). Grit proves to be an important predictor capable of explaining the overall variance in Flourishing. The most substantial contribution of Grit is seen in the Accomplishment dimension, underscoring the crucial role of perseverance in goal achievement and sense of pride among migrant students. Nevertheless, the role of Grit in explaining the Relationships dimension is relatively small, implying that other factors, such as social skills, may be more dominant in establishing high-quality interpersonal connections. This finding emphasizes the importance of Grit as a valuable psychological characteristic for enhancing the overall well-being of migrant students, especially in terms of achieving goals and finding life meaning; however, it also indicates that Flourishing is a multidimensional construct influenced by a variety of internal and external factors.

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