

The role of grit for college students in Indonesia

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Abstract

One of the main foundations for the development of an individual's quality and potential in all facets of life is education. Moreover, as one of the agents of bringing about positive change, college students must engage in a learning process that involves various roles that are fulfilled both academically and non-academically. College students are expected to be able to maximize every role in the process of successful achievement through grit, which is defined as persistence and passion. This study aimed to conduct a literature review on related studies in order to better comprehend grit and its importance for college students in Indonesia. Furthermore, ten studies that met the inclusion and exclusion criteria were included in the literature review. According to the results of the literature review, there are various roles of grit for college students in Indonesia. These various roles are related to subjective well-being, mindset, flourishing, self-adjustment, stress, academic procrastination, academic accomplishment, resilience, coping strategies, and hope in college students. In addition, it was expected that this literature review may provide college students in Indonesia with knowledge concerning the role of grit and how to develop it, as it will have an impact on many aspects of life and success.

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INTRODUCTION

One of the main foundations for the development of an individual's quality and potential in all facets of life is education. Education includes all levels—kindergarten, elementary school, junior high school, senior high school, and tertiary institutions (Oktarina and Adelina, 2020). Students in higher education represent a generation that is actively working to bring about positive change (Pangaribuan and Savitri, 2019). According to Hadijaya (2015), a lot of the changes that occur involve the role of college students; therefore, they may be considered “the agents of change”.

Enthusiasm for change among college students demands that they develop their skills for a better future and become self-sufficient. As a result of greater demands on college students to be able to develop themselves and their abilities both in the academic and non-academic fields, challenges and obstacles resulting from this process become something that must be dealt with while studying at tertiary institutions (Sari and Royanto, 2019). In addition to assignments, which are academic challenges in and of themselves, college students actively learn through group projects, presentations, discussion, and other learning activities (Vivekananda, 2018). Moreover, student organizations,

committees, and other activities are additional non-academic involvement opportunities for college students (Hadijaya, 2015).

It is understandable that students in tertiary institutions should aspire to achieve the highest level of achievement and results given the complexity of their roles in both academic and non-academic fields. However, in real-life situations, things did not turn out quite as expected. One of the issues in tertiary institutions is dropping out of college (or dropping out and resigning), which is not what students hope for, particularly from the college itself. According to data by the Ministry of Education and Culture of the Republic of Indonesia in 2020, 580.584 (8%) of the total 7.369.009 college students nationwide had dropped out of college. In addition, previous research by Imran, Susetyo, and Wigena (2013) discovered factors related to students dropping out of college, and it was reported that in one batch of 3404 college students, 234 (6.9%) had dropout statuses, while 130 (0.9%) resigned. Based on the results of this study, one of the factors associated with dropping out of college is a low GPA. There are several reasons for this low GPA, one of which is the lackluster interest and perseverance of students during the lecture process (Duckworth, Peterson, Matthews, and Kelly, 2007). Furthermore, based on Suroto (2016), college students who participated in organizational administration positions nonetheless lacked independence, responsibility for their roles within the organization, and enthusiasm for participating in organizational activities. This indicates that the roles of college students in non-academic aspects are also not optimal and inconsistent with the expected goals.

Due to the complexities of the student role and the numerous inequalities that arise during the process, college students must exert effort and perseverance throughout the learning process to overcome the various challenges and obstacles to achieving these goals (Vivekananda, 2018). Perseverance and consistency were then known as “*grit*.” *Grit* is defined as the expectation of achieving long-term goals combined with perseverance in making an effort (perseverance of effort) and consistency with interest (consistency of interest) (Duckworth et al., 2007). Therefore, perseverance and consistency are necessary due to the complexities of the role that college students must carry out. College students are able to exert their best efforts despite the presence of various challenges because of their educational obligations, specifically during lectures related to their respective majors and by actively participating in both organizational and other activities. Additionally, in order to effectively fulfill their responsibilities, college students must learn to balance their multi-role success through persistence and consistency.

Based on previous research, grit can contribute to improving subjective well-being, flourishing, self-adjustment, academic accomplishment, resilience, coping strategies, and hope (Rosyadi and Laksmiwati, 2018; Amalia and Sari, 2022; Nahamani, Priyatama, and Fitriani, 2022; Amawidya, Rizki, and Ulya, 2022; Ubaidah, 2023; Wahyudi and Ningsih, 2023; Widyastuti and Leylasari, 2023). Individuals with a low level of grit will find it difficult to focus, be easily distracted by new ideas or

projects, be less motivated to work towards long-term goals, and be unable to set long-term goals. The previous statement is in line with research results from Sulastri and Yusra (2023) and Izzulhaq, Feronika, and Herpi (2023), who discovered that lower levels of grit will contribute to increased academic stress and procrastination.

The importance of *grit* for college students in Indonesia implies that one of the most crucial things to understand is the various roles of *grit*. Moreover, college students with high levels of grit will persevere through hardships, complete a great deal of challenging assignments, be conscientious, and be productive (Sudarji and Juniarti, 2020). In addition, there is still a limited previous literature review that examined topics within the specific context of college students in Indonesia, which is why this study specifically examined the literature related to the role of grit in the context of college students in Indonesia. Once readers have a better comprehension of the importance of *grit* for college students, various parties in the future, both college students and higher education institutions, can work together to develop *grit* in a way that will maximize their roles in tertiary institutions. The purpose of this literature review was to examine related studies to facilitate understanding of *grit* and its role for college students in Indonesia.

METHOD

This study presented the results of a literature review related to the role of grit for college students in Indonesia. Moreover, using Google Scholar, a literature search was carried out by entering Indonesian keywords, namely “*grit*”, “*mahasiswa*”, “*Indonesia*”, and “*grit dan mahasiswa*”. This search resulted in ten quantitative research articles from 2018–2023, which may be studied further since they address the determined topics. Furthermore, the articles were chosen based on the inclusion criteria, consisting of articles relating to the role of grit for college students in Indonesia, the population targeting college students, and the region in Indonesia. Meanwhile, the exclusion criteria include incomplete article compositions and articles that have previously been reviewed in other literature reviews. In addition, Table 1 presents the results of the literature review in an easily comprehensible manner, which consists of details on the author’s name, year, sample, method, instrument, and research results.

RESULTS AND DISCUSSION

Results

Table 1. Literature Review of Research Data and Research Results

No	Author (Year)	Title	Sample	Method	Instrument	Result
1.	Ahmad Kholil Rosyadi & Hermien Laksmiwati (2018)	The Relationship Between Grit and Subjective Well-being in Psychology Students at Surabaya State University Class of 2017	128 college students	Quantitative (Spearman's rho correlation)	Grit scale and subjective well being scale	There was a moderately positive relationship between grit and subjective well-being.
2.	Grace Fresania Kaparang & Megawati Lestari Gahauna, 2020	Grit and Mindset in Nursing Students	226 college students	Quantitative (Spearman's correlation)	Grit scale and mindset quiz	There was a significant but weak negative relationship between grit and mindset.
3.	Dillia Nur Amalia & Citra Ayu Kumala Sari (2022)	The Role of Grit Against Flourishing in Final Year College Students	255 college students	Quantitative (Simple linear regression)	Grit scale and flourishing scale	Grit had a significant positive impact on flourishing.
4.	Tirza Nahamani, Aditya Nanda Priyatama, & Afia Fitriani (2022)	The Role of Grit in College Students Self-Adjustment to Distance Learning During the COVID-19 Pandemic	407 college students	Quantitative (Simple linear regression)	Self adjustment scale and grit scale	Grit had a significant positive impact on self-adjustment.
5.	Sukma Adi Galuh Amawidyati, Binta Mu'tiya Rizki, & Laila Listiyana	“Navigating the Storm”: The Role of Grit as an Inhibitor for College Student Stress During the	258 college students	Quantitative (Simple linear regression)	Grit scale and the stress sub scale on Depression Anxiety Stress Scale	Grit had a significant negative impact on stress.

	Ulya (2022)	Pandemic			(DASS-42) scale	
6.	Sulastri & Zulmi Yusra (2023)	The Contribution of Academic Hardiness and Grit to Academic Procrastination	183 college students	Quantitative (Multiple linear regression)	Procrastination academic scale, academic hardiness scale, and Short Grit Scale (GRIT-S)	Partially, grit had a significant negative impact on academic procrastination.
7.	Brilliant Dwi Izzulhaq, Tonih Feronika, & Aini Nadhokhotani Herpini (2023)	The Relationship between Grit and College Student Academic Achievement	77 college students	Quantitative (Pearson Product Moment correlation)	Grit scale & GPA	There was a significant positive relationship between grit and academic achievement.
8.	Ade Ubaidah (2023)	The Impact of Grit and Self-Compassion on Resilience During the Pandemic	103 college students	Quantitative (Multiple linear regression)	Resiliency scale, grit scale, and self-compassion scale	Partially, grit had a significant positive impact on resilience.
9.	Wahyudi & Yuninda Tria Ningsih (2023)	The Relationship between Grit and Coping Strategies in College Students Working on Their Theses Final Project	120 college students	Quantitative (Pearson Product Moment correlation)	The Ways of Coping Questionnaire scale and Grit-S scale	There was a significant relationship between grit and coping strategies.
10.	Bunga Sesotya Widayastuti & Herdina Tyas Leylasari (2023)	The Relationship between Hope and Grit of College Students Studying in Madiun City	200 college students	Quantitative (Spearman's rho correlation)	Hope scale and grit scale	There was a significant relationship between grit and hope.

Discussion

Ten types of correlational quantitative research have been conducted, and the results obtained vary, indicating that grit played a role in other variables among college students in Indonesia. Moreover, ten results from a literature review revealed various roles of grit for college students in Indonesia. These roles include those related to subjective well-being, mindset, flourishing, self-adjustment, stress, academic procrastination, academic accomplishment, resilience, coping strategies, and hope (Rosyadi and Laksmiwati, 2018; Kaparang and Gahauna, 2020; Amalia and Sari, 2022; Nahamani, Priyatama, and Fitriani, 2022; Amawidya, Rizki, and Ulya, 2022; Sulastri and Yusra, 2023; Izzulhaq, Feronika, and Herpi, 2023; Ubaidah, 2023; Wahyudi and Ningsih, 2023; Widyastuti and Leylasari, 2023). With additional literature providing support for the results, a more comprehensive explanation of the reviewed studies is provided as follows.

According to Rosyadi and Laksmiwati (2018), there was a moderately positive relationship between grit and subjective well-being observed in 128 Surabaya State University Psychology students from the class of 2017. This is evidenced by the results of the study, which had a significance value of 0.000 ($p < 0.05$) and $r = 0.500$. Based on the results, the relationship was described as having “medium strength,” which suggested that it was neither too strong nor too weak, but rather in the middle. Moreover, a positive relationship indicated that grit and subjective well-being are moving in the same direction; subjective well-being increases with grit and vice versa. The results of this study are in line with the research of Akbağ and Ümme (2017), whose research likewise showed a moderate level of correlation and an equally positive relationship direction. This research explained that when others chose to give up, those with high levels of grit were capable of conquering every obstacle (Akbağ and Ümme, 2017). Furthermore, a person with a high level of grit is more dedicated to achieving their goals. In addition, college students can experience positive affect and a greater sense of satisfaction when their goals and themselves are in alignment, which can also lead to an increase in their subjective well-being (Diener in Hefferon and Boniwell, 2011).

According to Kaparang and Gahauna (2020), there was a significant but weak negative relationship between grit and mindset observed in 226 nursing students at Klabat University. This is evidenced by the results of the study, which had a significance value of 0.002 ($p < 0.01$) and $r = -0.201$. Based on the results of this study, college students with higher levels of grit tend to have a more fixed mindset. This is also a result of the competitive ranking that is closely associated with the Indonesian education system, which is one of the factors that may impact the mindset of college students in Indonesia (Adha et al., 2019). It was also found that college students who encounter greater difficulty comprehending challenging subjects may also develop a more fixed mindset (Limeri et al., 2020). This is in line with the experiences of college students as respondents, who reported having a lot of assignments, hectic class schedules, short assignment deadlines, and other issues (Kaparang and

Gahauna, 2020). In this case, it is evident that working towards a development mindset is achievable by observing the factors that trigger a person's mindset, particularly on a high-grit scale.

According to research by Amalia and Sari (2022), grit had a significant positive impact of 42.2% on the flourishing of 255 final-year students at UIN Sayyid Ali Rahmatullah. This is evidenced by the results of the study, which had a significance value of 0.000 ($p < 0.05$) with a coefficient of determination of 0.422. Moreover, the positive impact implies that as grit increased, flourishing also increased. The majority of college students showed high and very high levels of flourishing, which indicates that college students feel happy, capable of thinking positively about their lives, feel satisfied in their interpersonal relationships, master certain fields, are able to contribute to others, have objectives to work towards, and get support. In a comparable manner, the vast majority of college students have very high levels of grit, demonstrating that individuals are able to maintain focus on their goals, persevere through adversity, and work hard to achieve their goals (Amalia and Sari, 2022). In addition, according to research by Datu, Valdez, and King (2016), aspects of perseverance in grit have been shown to positively predict flourishing.

Based on research by Nahamani et al. (2022), grit had a significant positive impact of 53.9% on the self-adjustment of 407 students at Sebelas Maret University. This is evidenced by the results of the study, which had a significance value of 0.000 ($p < 0.05$) with a coefficient of determination of 0.539. Moreover, the positive impact implies that as the grit increased, the adjustment also increased. The majority of college students showed high levels of grit and conformity. Additionally, college students with high levels of grit are able to adapt, remain flexible, and maintain focus on the goals that have been set despite the many changes brought about by the pandemic situation (Nahamani et al., 2022). Furthermore, self-adjustment had an impact on academic accomplishment and college students learning independence (Arifin, Dardiri, and Handayani, 2016). The previous assertions align with the findings of Kannagara et al. (2018), which stated that individuals with high levels of grit could adapt quickly and effectively when confronted with obstacles and unforeseen situations due to their enthusiasm and perseverance.

Based on research by Amawidyati et al. (2022), grit had a significant negative impact of 6.7% on stress during the pandemic for 258 college students from all universities in Indonesia. This is evidenced by the results of the study, which had a significance value of 0.001 ($p < 0.05$) with a coefficient of determination of 0.067. Moreover, the negative impact implies that as the grit increased, the stress during the pandemic decreased. According to a literature review by Dewi and Nurcahyo (2022), it was concluded that the stress suffered by college students during a pandemic was caused by the ineffectiveness of the learning process, which in turn led to various problems. Additionally, since grit is a source of positive psychology, it may help people deal with difficulties and stress (Stoffel and Cain, 2018). Grit develops into a psychological resource that strengthens college students' mental health and

acts as a protector against the negative effects of stress, particularly during a pandemic. Furthermore, Wolters and Hussain (2015) stated that individuals with high levels of grit had good self-regulation abilities, implying they were less impacted by stress. In addition, Kannagara et al. (2018) discovered that individuals with high levels of grit were less stressed.

Based on research by Sulastri and Yusra (2023), grit had a significant negative impact on academic procrastination in 183 students working on their theses at Padang State University. This is evidenced by the results of the partial t test, which had a significance value of 0.001 ($p < 0.05$) with a regression coefficient of -0.465. Moreover, the negative impact implies that as grit increased, the student's academic procrastination decreased. According to Rusmaini, Gunartin, Surasni, and Lubis (2021), there are two main factors that contribute to academic procrastination: internal factors (intelligence abilities, physical and psychological health, and motivation) and external factors (social media addiction, socioeconomic status, lack of university, and lack of time management). Additionally, grit fell into the category of individual internal factors (Septani, Ishar, and Sulastri, 2018). Theoretically, grit is defined as the long-term persistence and drive to achieve long-term goals (Duckworth et al., 2007). Furthermore, grit enables individuals to persevere when facing challenges, maintain business, and maintain high interest levels despite failures or obstacles in the process. Therefore, the level of academic procrastination could be reduced by college students with high levels of grit (Septania et al., 2018).

According to research by Izzulhaq, Feronika, and Herpi (2023), there was a significant positive relationship between grit and academic accomplishment in 77 Chemistry Education students at UIN Syarif Hidayatullah Jakarta. The results of the study, which fell into the low category, had a significance value of 0.013 ($p < 0.05$) with a correlation coefficient of 0.282. In spite of being faced with challenges and hectic academic schedules, students may still remain determined and focus on pursuing academic goals both inside and outside the classroom (Izzulhaq, Feronika, and Herpi, 2023). This statement is in line with research by Sari and Royanti (2019), who discovered that grit—or persistence—can be strengthened in the context of academic accomplishment by the value of achievement, in this case the GPA. This implies that a college student will demonstrate a high level of grit (perseverance) in pursuing academic accomplishment the more fully they comprehend the significance of achievement. Moreover, higher academic accomplishments will be attained by college students who exhibit greater levels of persistence. The results of this study are also in line with previous studies, proving that variable persistence (grit) had a significant impact on academic accomplishment (Duckworth et al., 2007; Lee and Sohn, 2017; Dwec, Walton, and Cohen, 2011).

According to research by Ubaidah (2023), grit had a significant positive impact on resilience in 183 college students during the pandemic. This is evidenced by the results of the partial t test, which had a significance value of 0.000 ($p < 0.05$) with a regression coefficient of 0.384. Moreover, the

positive impact implies that as the grit increased, the college student's resilience also increased. According to Mustaza and Kutty (2022), grit had a significant relationship with resilience and could predict individual resilience. Grit also had an impact on student well-being since it helped them be resilient in dealing with the COVID-19 pandemic. In addition, grit and resilience played an important role in shaping students' personalities to develop individuals who are consistent, independent, hardworking, broad-minded, and calm in dealing with difficulties (Mustaza and Kutty, 2022).

According to research by Wahyudi and Ningsih (2023), there was a significant relationship between grit and coping strategies in 120 college students working on their theses at Universitas Negeri Padang. This is evidenced by the results of the study, which had a significance value of 0.024 ($p < 0.05$) with a correlation coefficient of 0.206. Moreover, high levels of grit enabled individuals to develop coping strategies that were regarded as beneficial in overcoming various difficulties and obstacles to success (Wahyudi and Ningsih, 2023). Additionally, individuals with high perseverance made an effort to alter stressful conditions and attempted to find a solution to problems, and they might also devise various problem-solving plans (Suardiantri and Rustika, 2019).

Based on research by Widyastuti and Leylasari (2023), there was a significant relationship between grit and hope among 200 college students in Madiun City. This is evidenced by the results of the study, which had a significance value of 0.000 ($p < 0.05$) with a correlation coefficient of 0.674. College students who had grit perceived achieving goals as a necessary aspect of hope. The ability to maintain interest and persistently work towards the established goals was higher with defined goals, self-assurance, and strategic planning (Widyastuti and Leylasari, 2023). According to another study, college students with high expectations also exhibit high goal consistency and sustainable interest in long-term goals (Vela, Smith, Whittenberg, Guardiola, and Savage, 2018).

CONCLUSION

Grit has various roles for college students in Indonesia. This was shown through the results of a literature review of the 10 articles. According to the results of the literature review, there was a positive relationship between grit and college students subjective well-being, flourishing, self-adjustment, academic accomplishment, resilience, coping strategies, and hope. Moreover, there was a significant negative relationship between grit and college student mindset, stress, and academic procrastination. It was expected that by using the results of this literature review, college students would always develop grit within themselves in order to reduce academic stress and procrastination while also increasing subjective well-being, flourishing, self-adjustment, academic accomplishment, resilience, coping strategies, and hope. In order to ensure grit development leads to a growth mindset rather than a fixed mindset and promotes college student achievement, it must also be implemented in collaboration with various parties, such as educational institutions. Furthermore, several recent studies have been reviewed

and presented in this literature review, which was expected to provide an understanding of how grit plays a role in many positive aspects of student life. In addition, the limitations of this literature review include the fact that the research examined was restricted to college students, particularly those in Indonesia, making it unable to generalize the findings broadly.

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