
Students' Grit in University "X" in Purwokerto

Kegigihan Mahasiswa pada Universitas "X" Di Purwokerto

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ABSTRACT

Grit is one of the non-cognitive factors that a student must have because it can be a supporting factor in achieving the goals. This study aims to describe the grit condition of students at the University in Purwokerto-Indonesia. Participants in this study were students actively studying at the University in Purwokerto-Indonesia (n = 266). The research method used in this study is a quantitative descriptive approach with data collection through the Grit-S scale, which is built based on the grit measurement developed by Duckworth & Quinn (2009). This scale consists of 10 items with $\alpha = 8.17$, and the *grit* validity moves from 0.356 to 0.629. The results of this study at most describe student Grit in the medium category as many as 129 students or 48.5%. Whereas for the low category, there were 70 students or 26.3%. The high category was 45 students or 16.9%. The exceptionally high category was 15 students or 5.6%. The very low category was seven students or 2.6%. Perseverance has a more significant percentage of 56.67%, and consistency interest has 43.33%. Based on these results, it is hoped that educational institutions will explore and provide more stimulus to increase grit to students.

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1. INTRODUCTION

Grit is defined as a person's tendency to pursue long-term goals with sustained perseverance and passion, and grit plays an essential role in student achievement (Wang et al., 2018). According to Duckworth (2018), grit is a combination of passion which means being consistent towards a goal over a long period, and perseverance which means the ability to overcome desires so that you don't give up easily, as well as the ability to work hard and finish what you have started. Sethi & Shashwati (2019) declare that grit is a non-cognitive construction in perseverance and hard work for a particular achievement.

According to Duckworth (in Izaach, 2017), grit has two aspects: persistence of effort and consistency of interest. Perseverance of action is an effort made in earnest by a person to achieve goals and survive within a certain period. This can be shown by the behavior of being willing to work hard, persevering in passing challenges, and holding on to what has become his choice. Consistency of interest is a picture of how consistent a person's efforts are in achieving a goal. This consistency can be seen from interests and goals that are not easily changed or distracted and focus on the initial goals that have been set.

Several factors influence grit, and one study shows that self-control affects grit in students who participate in committees (Oktarina & Adelina, 2020). Another study states an influence of subjective well-being on grit which states that the higher the grit possessed by students, the higher the subjective well-being, and vice versa (Rosyadi & Laksmiwati, 2018). Based on the above background, this study aims to describe the grit condition of students at a university in Purwokerto-Indonesia.

Students with higher grit show higher involvement, so that higher academic productivity will also be created (Hodge et al., 2018). Students with high grit scores get higher academic scores than those with low grit scores (Mason, 2018). Duckworth et al. (2007) showed that students with the same or lower IQ could outperform their more intelligent peers. Vivekananda (2018) declares that 93.4% of students have a high degree of grit, so that it makes their steps easier in achieving their goal of becoming a Bachelor of Psychology.

2. RESEARCH METHODOLOGY

The variable in this study is grit, and the research method uses a quantitative descriptive approach. This method is considered suitable for describing persistence with a relatively large number of participants. Participants in this study were 266 students at a university in Purwokerto-Indonesia. Data collection tools using Short Grit Scale (GRIT-S) from Duckworth & Quinn (2009), built based on grit measurement and developed based on two aspects: consistency interest and persistence of effort. The scales are translated first into Bahasa for checking the readability test. Two expert panels conduct it. The number of items on this scale is ten, divided into two groups: favorable and unfavorable. The Likert scale is in the 1-5 range with explanations for the favorable 1 (strongly disagree) to 5 (strongly agree) group. While in the unfavorable group, 1 (strongly agree) to 5 (strongly disagree). All of these items showed good factor assignment and were therefore included for hypothesis testing. Based on statistical analysis, the scale shows high internal consistency = 0.817, with the grit 's corrected item-total correlation value moves from 0.356 to 0.629. Data analysis uses quantitative analysis by categorizing and making percentages, while statistical analysis using SPSS statistical program assistance.

3. RESULTS AND DISCUSSION

Based on table 1, the total number of participants in this study amounted to 266 people. One hundred ninety-six female participants with 73.7% dominated the categorization of participants based on gender in this study. In contrast, the male participants were 70 people with a percentage of 26.3%.

Table 1. Frequencies For Sex

SEX	Frequency	Percent	Valid Percent	Cumulative Percent
male	70	26.3	26.3	26.3
female	196	73.7	73.7	100.0
Total	266	100.0		

Based on table 2. Researchers divide the GPA ranges into four. The highest GPA range is 3.51 - 4.00, while the lowest range is <2.00. This study was dominated by participants with a GPA range of 3.51 - 4.00 totaling 146 people or 54.9%. Participants with a GPA range of 2.76 - 3.50 totaling 113 people or 42.5%. Participants with a GPA range of 2.00 - 2.75 totaling seven people or 2.6%, and minimum participants in the <2.00 range with a total of 0 people or 0%

Table 2. Frequencies For GPA

GPA	Frequency	Percent	Valid Percent	Cumulative Percent
2,00 - 2,75	7	2.6	2.6	2.6
2,76 - 3,50	113	42.5	42.5	45.1
3,51 - 4,00	146	54.9	54.9	100.0
<2,00	0	0	0	

Based on table 3. The profile of participants per semester is divided into five categories. The second-semester participants were the most participants, with a total of 116 people or 43.6%. There are 80 participants in the 4th semester or 30.0%, in the 6th semester as many as 48 people or 18.1%, in the 8th semester as many as 22 people or 8.3% and at least > 8 semesters, there are no participants or 0%.

Table 3. Frequencies For Semester

Semester	Frequency	Percent	Valid Percent	Cumulative Percent
2	116	43.6	43.6	43.6
4	80	30.0	30.0	73.6
6	48	18.1	18.1	91.7
8	22	8.3	8.3	100.0
>8	0	0	0	
Total	266	100.0		

Based on table 4. The participants' religious beliefs are divided into four categories. Participants who are Muslim are the most significant participants, with 251 people or 94.4%. Christian participants as many as 14 people or 5.2%, Buddhism as many as one person or 0.4%, and minimum Hindu participants with none or 0%.

Table 4. Frequencies For Religion

Religion	Frequency	Percent	Valid Percent	Cumulative Percent
Islam	251	94.4	94.4	94.4
Kristen	14	5.2	5.2	99.6
Budha	1	0.4	0.4	100.0
Hindu	0	0	0	
Total	266	100.0		

Based on table 5. It can be seen that the grit of students in the medium category is 129 students or 48.5% (M=29.08, SD=5.426) as for the low category as many as 70 students or 26.3%, the high category as many as 45 students or 16.9%, the exceptionally high category as many as 15 students or 5.6%, and the very low category as many as seven students or 2.6%. Based on these data, the overall grit of the 266 students studied was 5.6%, or 15 students who showed very high grit.

Table 5. Frequencies for category

Category	Frequency	Percent	Valid Percent	Cumulative Percent
Very High	15	5.6	5.6	5.6
High	45	16.9	16.9	22.5
Medium	129	48.5	48.5	71.0
Low	70	26.3	26.3	97.3
Very Low	7	2.6	2.6	100.0
Missing	0	0.0	0.0	

Based on table 6. grit is described based on the self-report items as many as 266 students. On the aspect of perseverance item, "A setback doesn't discourage me. I don't give up easily" (*Kemunduran tidak membuat saya putus asa. Saya tidak mudah menyerah*) 41% agreed, and 29% somewhat agreed. In another item, "I am a hard worker" (*Saya seorang pekerja keras*), 48% agreed, and 22% somewhat agreed. Item number six "I finish whatever I start" (*Saya menyelesaikan apa pun yang saya mulai*) 53% agree and 23% somewhat agree. Item number 8 "I am diligent and never give up" (*Saya rajin dan tidak pernah menyerah*) 43% stated somewhat agree, and 27% agreed. The last item on the aspect of perseverance is "I have overcome setbacks to conquer important challenges" (*Saya telah mengatasi kemunduran untuk menaklukkan tantangan penting*) 45% expressed somewhat agree and 41% agree. High business persistence shows the ability to complete the work or problems at hand.

Perseverance is how hard students try to achieve goals and how long students can maintain their efforts (Oktarina & Adelina, 2020). Students are not afraid to face obstacles, where if they make mistakes in the process, they will not stop trying and accept all forms of input given by friends and lecturers (Vivekananda, 2018). In table 6. it can be seen that perseverance has a more significant percentage of 56.67%, which shows that students at one of the universities in Purwokerto-Indonesia have higher persistence. They have endurance in undergoing lectures despite facing various challenges and obstacles. Students with high perseverance can be seen in their enterprising behavior, working hard, and enduring challenges and obstacles in the long term (Oktarina & Adelina, 2020). Students also have business perseverance which is the intensity of students' efforts to survive challenges and obstacles in the lecture process, try hard and be diligent in completing each task or academic target. They persist in their choice to become a graduate (Vivekananda, 2018).

On another aspect, namely the consistency of interest, which consists of 5 items, the following results are obtained: item number one "New ideas and projects sometimes distract me from previous ones. Setbacks don't discourage me. I don't give up easily," the results obtained as much as 35% agree and 34% somewhat agree. Other items "I often set goals but then choose to pursue other, different goals," the results obtained are 34% somewhat agree, and 30% agree. Items "I have difficulty maintaining my focus on projects that take more than a few months to complete" the results obtained as much as 37% agree and 27% somewhat agree. Items "My interests change from year to year" the results obtained are 30% approve and 29% somewhat agree. The last item of aspect consistency interest "I have been obsessed with a certain idea or project for a short time but then lost interest," the results obtained as much as 35% somewhat agree and 26% somewhat disagree.

Consistency of interest is an illustration of how consistent the efforts made by a person are in achieving a goal (Sudarji & Juniarti, 2020). Consistency of interest can be seen in a person's interests and goals that are not easily changed, are not easily distracted by other ideas or interests or goals, or remain on the primary purpose (Chrisantiana & Sembiring, 2017). The results of this study indicate that consistency interest has a percentage of 43.33%. It shows that consistency interest is lower in 266 students at one university in Purwokerto-Indonesia. In other words, the student's consistency interest is lower than their persistence in trying. Students who have consistent interests will make it difficult to change their claims in one field, not easily distracted when completing assignments

in lectures with all forms of challenges or problems in the learning process, and stay focused on goals (Vivekananda, 2018). High consistency can be seen from students' plans that are not easy to change, are not easily distracted by other ideas, interests, or goals, and stay focused on their main goals and long-term goals, namely to be able to graduate college with good grades (Oktarina & Adelina, 2020).

Table 6. The percentage for Grit form

Form of grit	Percent
Persistence of Effort	56.7
Consistency Interest	43.3
Total	100.0

4. CONCLUSION

Grit in students can be the basis for determining the goals to be achieved to achieve the expected success. With grit, we can see how much perseverance and consistency of interest a student has. This, of course, must be material for joint evaluation, both parties with interest in education and other parties related to the importance of instilling grit in students. This study states that perseverance in students is more significant than consistency interest; it shows that interest still tends to fluctuate. Based on these results, it is hoped that educational institutions will provide an overview of their interests so that they are not easily swayed.

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