

HOW DOES GRIT RELATE TO THE PSYCHOLOGICAL WELL-BEING OF STUDENTS WHO ARE WRITING THESIS?

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ABSTRACT

In compiling and writing an undergraduate thesis, final-year students tend to encounter several problems. Those problems will come with pressure both from outside and from within, resulting in students' personality factors not being achieved, where in advance, these conditions trigger disruption of students' psychological well-being. Final-year students who are writing a thesis need to have a personality in the form of "GRIT." Grit is a personality factor that describes differences in individual abilities in achieving academic success. This research aimed to determine the relationship between Grit and psychological well-being in final-year students writing their theses. This research used a quantitative correlational method with a sample of 222 students, using an accidental sampling technique. The data collection process in this study was measured using the psychological well-being scale and the Grit scale modified from previous research. Data analysis techniques for hypothesis testing in this research used Pearson's Product Moment with the SPSS 26.0 on Windows application. The research results show a correlation coefficient (r) of 0.617 with a p value of 0.000 ($P < 0.01$), which means there is a significant relationship between grit and psychological well-being in students who are doing their thesis. As a suggestion for future researchers, they may conduct qualitative research to get an in-depth picture of the Grit phenomenon with psychological well-being.

Keywords: GRIT, final-year students, psychological well-being

ABSTRAK

Mahasiswa selama proses menyusun skripsi memiliki permasalahan dan adanya tekanan tersebut menjadikan tidak tercapainya faktor kepribadian yang membuat *psychological well being* mahasiswa terganggu. Mahasiswa yang sedang skripsi perlu memiliki kepribadian dalam bentuk *grit*. Konsep *grit* merupakan faktor kepribadian yang menggambarkan perbedaan kemampuan individu dalam mencapai kesuksesan akademik. Tujuan penelitian ini untuk mengetahui hubungan *grit* dengan *psychological well being* pada mahasiswa yang sedang skripsi. Metode penelitian ini menggunakan kuantitatif korelasional. Sampel penelitian berjumlah 222 mahasiswa dengan menggunakan *accidental sampling*. Pengambilan data dalam penelitian ini diukur dengan menggunakan skala *psychological well being* dan skala *grit* yang dimodifikasi dari penelitian sebelumnya. Teknik analisis data untuk uji hipotesis menggunakan *Pearson's Product Moment* dengan aplikasi SPSS 26.0 Windows. Hasil penelitian menunjukkan koefisien korelasi (r) sebesar 0,617 dengan nilai p sebesar 0,000 ($P < 0,01$) yang artinya terdapat hubungan yang signifikan antara *grit* dengan *psychological well being* pada mahasiswa yang sedang skripsi. Saran untuk peneliti

selanjutnya yaitu melakukan secara kualitatif agar mendapat gambaran fenomena *grit* dengan *psychological well being* yang mendalam.

Keywords : *Grit*; Mahasiswa yang sedang skripsi; *Psychological Well Being*

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Introduction

An initial study on the consequences of the pandemic did document an increase in stress, anxiety, and depressive symptoms felt by college students after the onset of the COVID-19 pandemic (Husky et al., 2020; von Keyserlingk et al., 2022). The COVID-19 pandemic can affect many aspects of student life and well-being which is very important because students are usually considered a population that is vulnerable to mental health problems (Liu et al., 2022). A study of the mental health conditions of 151 students in Northern Michigan, USA after the COVID-19 pandemic, showed the potential for psychological symptoms, anxiety, and learning difficulties which were greatly influenced by the pandemic (Hu et al., 2022).

Meanwhile, research conducted by (Ambarwati et al., 2019) shows that final-semester students have high levels of stress, which is an indicator of students' psychological well-being being in the low category. Another phenomenon related to the problems of students who are doing their thesis was seen in a news article about a student in Jambi who died by committing suicide in his boarding room. It is suspected that the student had problems with his unfinished thesis proposal and financial difficulties (Jambi, 2023) Apart from that, from different sources, a student at a private campus in Yogyakarta was found dead in his boarding room. It is suspected that the student committed suicide due to depression caused by family problems and difficulty completing her thesis (Wawan, 2020).

In this regard, researchers conducted initial interviews to find out the condition of students who were writing their thesis in March 2023. The results of the interviews showed that there was a low psychological well-being condition, the five students who were writing their thesis said they experienced anxiety and restlessness, their sleep patterns changed, and feeling afraid, this shows the individual is experiencing stress. Students said that the stress they experienced was due to entering the final semester and individuals experienced difficulty in managing the environmental conditions in working on their thesis, such as difficulty in retrieving data or searching for subjects, getting a lot of revisions, and difficulties in communicating with lecturers during the guidance process. The three students said that in the

process of working on their thesis, they experienced a decline in enthusiasm, they ate irregularly and often cried. Meanwhile, two other students said they experienced social pressure from lecturers and their families. Apart from that, students say that sometimes there are lecturers who are difficult to meet or communicate with to guide because the schedule adjusts to the lecturer's free time so the lack of intensity of guidance can hinder the process of completing the thesis.

The phenomenon of low psychological well-being among students is found in Indonesia. Putri (2012) found that 46.2% of University of Indonesia students had low psychological well-being. (Kurniasari et al., 2019) as many as 47.8% of Indonesian Education University students have low psychological well-being. Malikussaleh University students who are completing their thesis also have a low psychological well-being of 41.6% with an introverted personality type, while 64.6% of students with an extroverted personality type (Rahmadani et al., 2023). Apart from that, (Triaswari & Utami, 2014) found that 27.26% of Gadjah Mada University students had psychological well-being in the low category. Meanwhile, students who migrated to Yogyakarta showed 47.8% (Pramitha & Dwi Astuti, 2021).

Psychological well-being is part of positive psychology which explains how individuals assess their strengths and weaknesses to realize their potential so that they remain optimal (Ryff & Singer, 2008). According to (Ryff, 2014; Ryff & Keyes, 1995) psychological well-being is an individual's ability to accept themselves as they are, control themselves, be able to face social pressure, build relationships with other people, and be able to realize the individual's potential so that they can have meaning in life. Psychological well-being is an influential factor because it can increase responsibility and maximize individual potential (Evans & Greenway, 2017). Students with good psychological well-being will show higher quality in academics, while students with low psychological well-being will appear to lack the quality of relationships with other people and can easily experience psychological disorders, thus affecting academic achievement (Bordbar et al., 2011).

According to (Ryff & Keyes, 1995), several factors influence psychological well-being, namely age, gender, culture, religiosity, social support, personality, and stress. A good personality is seen in individuals who have effective coping skills so that individuals can avoid stress and conflict, have many personal and social competencies, such as the ability to accept themselves, and can establish a balanced relationship with the environment. Therefore, grit is a personality factor that describes differences in individual abilities in achieving academic success (Christopoulou et al., 2018).

(Duckworth et al., 2007) were the first to discover the concept of grit, namely perseverance, and tenacity to achieve long-term goals. Duckworth further explained that grit is a complex concept and it is not easy to define it, but in simple terms, grit can be interpreted as strength, passion, persistence, and fortitude in doing something or in facing every challenge and obstacle in everyday life ((Duckworth, 2020). Two main dimensions can form grit, namely consistency of interest and persistence of effort. According to (Credé et al., 2017), research conducted in the form of a meta-analysis study on grit revealed that the dimension of persistence is a factor that has a higher significant value in predicting academic achievement than the dimension of consistency of interest. Furthermore, grit is a psychological aspect that exists within a person as a driving force in achieving goals, and aspirations, as well as having high persistence in moving someone to achieve the desired goal (Takiuddin & Husnu, 2021).

Research conducted by (Vainio & Daukantaitė, 2016) in the first study (sample of 196 students) and the second study (sample of 396 non-students), also found that grit was positively related to all factors of psychological well-being, and coherence was a significant mediator. Apart from that, research conducted by (Vinothkumar & Prasad, 2016) also found that the results of their research showed a positive relationship between the variables grit, resilience, and psychological well-being. Based on these studies, it is the basis for researchers to find out more deeply about psychological well-being which is predicted to be related to grit in students who are doing their thesis.

The research that will be carried out is important to research because it is in a different context from previous research, namely that it was carried out in the context of students who were doing their thesis who experienced the impact of the pandemic in Indonesia. Apart from that, there has been no research that directly discusses psychological well-being and grit in students. So this research was conducted to find out more about the relationship between grit and psychological well-being in students who are doing their thesis. This research is important to carry out to provide new information for students in Indonesia regarding the importance of having fortitude and achieving psychological well-being when working on their thesis. Another thing that will be obtained from this research is a reference contribution in the field of psychology regarding the relationship between grit and psychological well-being in students who are doing their thesis.

Method

This research uses quantitative methods with a correlational research design, to see the relationship between the variables to be studied, namely psychological well-being as the

dependent variable and grit as the independent variable. Sampling in this study used accidental sampling and purposive sampling with several criteria for respondents including students studying in Yogyakarta and students who were writing their thesis. The number of respondents in this study was 222 students.

The measuring instruments used in this research were the psychological well-being scale and the grit scale. The psychological well-being scale developed by (Ryff, 2014; Ryff & Keyes, 1995) has been adapted for language and culture with an Indonesian version containing 48 items by (Rachmayani & Ramdhani, 2014). And then, researchers made modifications to increase the validity and reliability of this measuring instrument. For the second measuring tool in this study, researchers modified the grit scale from (Priyohadi et al., 2019) which was adapted from the 8-item version of (Duckworth & Quinn, 2009). The grit scale measures two dimensions, namely consistency of interest and perseverance of effort, the results of the measurements show that the short grit scale is valid and reliable to use.

Data analysis with the help of SPSS 26.0 For Windows through testing steps among them, normality test using the Kolmogorov Smirnov technique, linearity test using linearity, and hypothesis testing using Pearson Product Moment to see the relationship between grit and psychological well-being in students who are doing their thesis.

Results

Based on the results of descriptive analysis, a general description of the research respondents was obtained. The respondents in this research were students who were writing their thesis and studying in the DI Yogyakarta area. Data was obtained that the respondents who participated in this research were in the age range of 20 to 25 years. Furthermore, the respondents in this study came from PTN/PTS in Yogyakarta.

Table 1
Description of Research Respondents

Variable	Frequency (N)	Percentage
Age		
20 Years	33	14,9%
21 Years	69	31,1%
22 Years	68	30,6%
23 Years	36	16,2%
24 Years	12	5,4%
25 Years	4	1,8%
Gender		
Female	176	79,3%
Male	46	20,7%
College		
PTN	67	30,2%
PTS	155	69,8%
Total	222	100%

Based on the data in Table 1, the data shows that the largest percentage in this study was female respondents with a percentage of 79.3% or 176 people, while male respondents were 20.7% or 46 people. In the age category, respondents were dominated by the age range 21 – 22 years with a percentage of around 30%. Furthermore, the majority of respondents in this research were students from Private Universities (PTS) amounting to 69.8% or as many as 155 students, and the majority from State Universities (PTN) amounting to 30.2% or as many as 67 students.

Table 1
Variable Score Categorization

Variable	Category	Score Range	Frequency (N)	Percentage
PWB	Low	$X < 101,37$	29	13,1%
	Medium	$101,37 \leq X < 125,73$	155	69,8%
	High	$125,73 \leq X$	38	17,1%
GRIT	Low	$X < 15,43$	13	5,9%
	Medium	$15,43 \leq X < 20,31$	157	70,7%
	High	$20,31 \leq X$	52	23,4%
Total			222	100%

Based on Table 2, it can be seen that empirically the three categorizations of the psychological well-being variable show that as many as 155 students, or 69.8% have psychological well-being in the medium category. In this case, students who are doing their thesis have psychological well-being in the medium category, meaning that students have a level of well-being that is quite balanced emotionally, socially, and psychologically. Apart from that, a moderate level of psychological well-being can be interpreted as a condition where students may have several positive aspects in their life, such as having satisfying social relationships, having clear life goals, and being able to overcome the challenges they face.

However, there may also be several aspects that still need to be improved or corrected to achieve a higher level of psychological well-being when writing a thesis.

Furthermore, the categorization of the grit variable shows that 157 students, or 70.7% are in the medium category. In this case, the student who wrote the thesis has grit in the medium category, meaning that the student shows a fairly balanced level of perseverance and passion but has not yet reached a very high level. In the process of writing a thesis, having grit in the medium category indicates that the student may have shown good effort and perseverance in completing the assignment. Students may have a strong motivation to complete their thesis, but there may also be several challenges or obstacles they still face that prevent them from achieving a higher level of grit.

Table 2
Normality Test Results

Variable	Index Normality	Sig (p)	Information
Residual Data	0.040	0.200	Data is normally distributed

Based on the table above, it is known that the Asymp.Sig (2-tailed) significance value is $0.866 > 0.05$. So in the Kolmogorov-Smirnov normality test, it can be concluded that the data is normally distributed.

Table 3
Linearity Test Results

Variable	Linearity		Deviation from Linearity		Information
	F	Sig (p)	F	Sig (p)	
PWB*Grit	6,173	0.014	0.934	0.513	Linear

Based on the table above, it is known that the results of the linearity test for the grit variable with psychological well-being are a p-value (Flinearity) of $0.014 < 0.05$ and a Sig p-value (Deviation from Linearity) of $0.513 > 0.05$, so it can be concluded that there is a linear relationship between the grit variable and the psychological well being variable.

Table 4
Hypothesis Test Results

Hypothesis	r	r ²	Sig (p)	Information
Grit with PWB	0.617	0.027	,000	Significant

Based on the results of data analysis, it is known that the correlation coefficient between the variables grit and psychological well-being obtained a correlation coefficient score (r) of 0.617 with a p -value of 0.000 ($P < 0.05$), which means there is a significant relationship between grit and psychological well-being in students who are doing their thesis, so the hypothesis is accepted.

Furthermore, the coefficient of determination (r^2) is known. The R-Square value is categorized as strong if it is more than 0.67, moderate if it is more than 0.33 but lower than 0.67, and weak if it is more than 0.19 but lower than 0.33 (Chin, 1998). This study generated coefficient determination as big as $r^2 = 0.027$ (2.7%) which means that the contribution or influence of grit on psychological well-being was 2.7%, and the remainder was determined by other factors or variables not examined in this study.

Discussion

The results of data processing in this study showed that of the 222 subjects, there were 155 students, or around 69.8%, had psychological well-being at a moderate level, 38 students or around 17.1%, had psychological well-being at a high level, and 29 students or around 13.1%, have psychological well-being at a low level. That shows that some of the students who are doing their thesis have psychological well-being in the medium category. Students have good psychological well-being, characterized by individuals being able to accept themselves positively, being able to have good relationships with other people, being open to new experiences, having goals they want to achieve, being able to take opportunities in the environment and being able to make decisions independently without pressure. This condition has not yet conveyed the idea because students are still in the medium category, so structured training needs to be carried out to improve psychological well-being.

Psychological well-being comes from the perspective of human life span development, which is the various pressures faced at different phases in the life cycle that humans live (Ryff & Singer, 2008). Psychological well-being is a condition where human life goes well as a result of a combination of good feelings and feelings of functioning effectively (Bradburn, 1970; Huppert, 2009). According to the opinion above, the phase where students are doing their thesis with various challenges can influence the individual's psychological well-being. If through the thesis preparation phase, the student feels good and remains fully functional, then the student can have a good psychological well-being condition.

Based on the results of research from 222 subjects, there were 157 students, or around 70.7%, who had grit at a medium level, 52 students, or around 23.4%, had grit at a high level,

and 13 students, or around 5.9%, had grit at a high-level low. This shows that some of the students, who are doing their thesis have grit in the medium to high category. Students who have high grit are described by the individual's ability to remain focused on goals, have good self-control skills, survive in difficult situations, and be persistent in trying to achieve goals.

(Jin & Kim, 2017) explained that with high grit, students tend to consider academic tasks not only meaningful for themselves but also useful for another individual. Meanwhile, according to Duckworth et al., (2007), individuals with a high level of grit will be more persistent and more enthusiastic about achieving their long-term goals. These individuals will demonstrate consistent, enthusiastic, and persistent behavior. So that they are always aligned with the predetermined goals. However, students who have low grit indicate that individuals who cannot maintain interest and perseverance in completing the learning process tend to experience procrastination (Septania et al., 2018).

The results of the interpretation of Pearson's Product Moment correlation test reveal that grit and psychological well-being have a significant relationship. This relationship is shown by a correlation coefficient of 0.617 with a significance level of 0.000 ($p < 0.05$). A significant relationship shows that the grit variable and psychological well-being are in the same direction that is, when the grit variable is high, the psychological well-being variable is also at a high level, and vice versa. So, it can be concluded that there is a significant relationship between grit and psychological well-being in students who are doing their thesis.

Grit as a trait in an individual's personality can support how individuals feel satisfied and happy with their own lives (Rosyadi & Laksmiwati, 2018) As a result, individuals will continue to strive to achieve their goals. The process of achieving goals will ultimately realize the goals and have meaning for the individual. In this case, it can be related to aspects of personal growth and life goals (Ryff, 2014).

These results are similar to the study of (San Juan & Bance, 2019), which also stated that grit and psychological well-being have a positive correlation or strong influence among foreign students in the Philippines. That proves that grit can improve students' psychological well-being. (Shah & Deshpande, 2022) also explained that there is a positive relationship between psychological well-being and grit among students in Mumbai. Based on several studies, the results show that grit is related to psychological well-being, but this is not specifically for students who are doing their thesis, and this is not in Indonesia but in the Philippines and Mumbai. A literature review revealed a significant influence between psychological well-being and grit on student engagement and has been confirmed in observational literature (Huo, 2022)

The coefficient of determination value reveals that grit is weak in contributing to psychological well-being. This relationship is shown by the R Square value of 0.027 or 2.7%. This shows that grit has less influence on psychological well-being, while the remaining 97.3% is influenced by other variables that were not tested in the research. So it is possible to be influenced by other factors in psychological well-being such as age, gender, culture, religiosity, and social support (Ryff, 2014; Ryff & Keyes, 1995).

This research describes that there is a relationship between grit and psychological well-being in students who are doing their thesis, although the role of grit in influencing psychological well-being is still relatively low. This research has limited the quantity of respondents is still relatively small, and the scale is not distributed across all universities in the Yogyakarta area. happens because not all individuals are willing to fill out the research scale that has been provided. So, further research also needs to pay attention to the distribution of areas of origin of research respondents.

Conclusion

Based on the discussion in this research, the researcher concluded several research results. The results of the hypothesis test show a correlation coefficient of 0.617 with a significance level of 0.000 ($p < 0.05$), namely that there is a significant relationship between grit and psychological well-being in students who are doing their thesis. In addition, these results indicate that grit can have an impact on students' psychological well-being. A significant relationship shows that the higher the grit, the higher the student's psychological well-being. Likewise, the lower the grit, the lower the student's psychological well-being.

The research results also show that the majority of students who are doing their theses have a moderate level of psychological well-being and grit. This condition is still not ideal because students are still in the medium category, so structured training is needed to improve psychological well-being and grit. Apart from that, the effective contribution of grit to psychological well-being is 2.7%, indicating that grit is weak in contributing to psychological well-being.

Suggestions for further research include conducting qualitative research to find out the description of the grit phenomenon with in-depth psychological well-being. Apart from that, you can research other variables or factors such as religiosity, hope, and interests to influence the relationship between grit and psychological well-being.

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