

## **GRIT PROFILE OF MUHAMMADIYAH TASIKMALAYA UNIVERSITY STUDENTS**

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**Abstract:** This research is motivated by the phenomenon of many industrial companies and organizations that recruit prospective employees by providing a minimum GPA score requirement. Students with low grit are less able to survive in doing a large number of course assignments and also feel unable to concentrate following long hours of lectures. High grit makes individuals work hard, have high standards, focus on fulfilling responsibilities. The purpose of this study was to determine the description of grit in students at Muhammadiyah University of Tasikmalaya, based on gender and to plan a program to increase grit in students. This research uses a quantitative approach with descriptive methods. The instrument used is a grit questionnaire from Angela Duckworth's grit grand theory. The data collection technique used a questionnaire in the form of a Likert scale with a total of 24 item statements distributed to 141 respondents. Sampling using random sampling. The results of this study show that in general the grit of students at the Muhammadiyah Tasikmalaya University class of 2018 is in the medium category of 25.5% and in the high category of 74.5%. The description of grit based on gender shows the result (Sig.)  $0.164 > 0.05$ , which means that there is no significant difference between male and female grit (persistence) at the Muhammadiyah University of Tasikmalaya.

**Keywords:** Grit, Student, Quantitative Descriptive

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## **INTRODUCTION**

College is an advanced study for us to achieve the desired goals. Lecture is a learning process that can be carried out by all individuals through formal education available in Indonesia with the aim of obtaining a new change in behavior as a whole, which comes from the results of their own experiences

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through their interactions with the environment (Slameto, 2010). As stated by Djamarah (2008) Each individual learns at his own level with the aim of obtaining a change in behavior from the results of his experiences with the environment which are included in the cognitive, affective, and psychomotor domains.

Rice (1992) argues that one of the tasks of students is to study as much as possible in tertiary institutions in order to prepare themselves for a career or job that has economic and financial consequences. Academic completeness is something that is always expected by everyone. Including students who want to succeed in achieving their studies on time with good grades. Pratiwi (2015: 80) defines academic completeness as a change in behavior, both increasing knowledge, improving attitudes, and increasing skills experienced by a person after completing learning activities.

Bariyyah & Sari (2014: 116) reveal that academic completeness is indicated by student academic achievement such as length of study period, Grade Point Average (GPA) and completeness in completing assignments on time with satisfactory results. When studying in college, of course we will be faced with various kinds of obstacles, that's when we are required to be able to survive the ordeal. Kartono (1995) states that academic problems include problems arranging study schedules, problems in studying textbooks, study habits, and a lack of high interest in professions that match the education they follow. Sudarman (Asni & Sagita, 2019) reveals the problems that students often face when studying are boredom and laziness, inability to manage time, lack of interest in certain subjects or lecturers, finances, social environment, housing/boarding, problems of romance and association.

Abidin (2009: 2) reveals that the academic problems in question can be in the form of academic delays, slowness in learning and thinking, low learning motivation, having bad attitudes and habits in learning, unstable emotional

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control and having an unhealthy emotional mentality. Students who have high Grit means having high consistency of interest (Passion) and persistence (Perseverance), and conversely students with low Grit have low consistency of interest (Passion) and persistence (Vivekananda, 2018). Students who have higher achievement scores usually have a greater drive to obtain learning opportunities and achieve at university, and tend to avoid activities that are not directly related to the goal of achievement (Fries et al., 2007). In addition, someone who has a high achievement value is also associated with someone who spends most of his time and works hard to get high scores at university (Bardi & Schwartz, 2003).

High grit makes individuals work hard, have high standards, focus on fulfilling responsibilities, and keep showing effort even though failure, difficulties, and obstacles are always in the way (Duckworth & Winkler, 2015). Gritty individuals tend to show different self-control, they have more consistent goal specifications and interests (Duckworth et al., 2007). Grit is defined as resilience and passion to achieve long-term goals (Duckworth, 2007). Meanwhile, the definition of grit according to the U.S. Department of Education is resilience to achieve lofty or long-term goals in the face of challenges and obstacles. Grit is shown by the tendency to maintain persistence and passion to pursue long-term goals (Duckworth et al. 2007). Problems that arise during the lecture process are often not due to students' cognitive disabilities (Duckworth et al., 2007). However, it is a result of a lack of grit.

Mason (2018) tested grit and academic achievement among a sample of South African high school students ( $n = 121$ , mean age = 17,  $SD = 1.77$ , female = 57.85%). Data was collected using a grit scale and academic achievement was assessed during one academic semester. A simple regression analysis was calculated to predict student achievement from self-reported grit dimensions. The grit dimension of interest consistency accounts for 3% of the variance in

student achievement scores. Similarly, the grit dimension of resilience in trying to explain 9% of the difference in scores. Students who scored high on the grit scale also earned higher grades than students who scored low on the same instrument. The findings show that grit is an important personal resource for students.

Research conducted by Hill et al., (2016) found that if a person has a high commitment to his life goals, he will develop characteristics that help him achieve his goals. This is called persistence. Guidance and counseling programs provide services that are integrated with all aspects of life development. Counseling guidance service strategies that can be used to increase student grit are group guidance. According to Romlah (2001) Group guidance services are one of the guidance techniques that try to help individuals to achieve optimal development according to their abilities, talents, interests and values and implemented in group situations. Based on the description above, the researcher intends to compile a study entitled "Grit Profiles in Muhammadiyah Tasikmalaya University Students and Its Implications for Guidance and Counseling Services".

## **METHOD**

This study uses a quantitative approach, which refers to the objectives and formulation of the problem made in this study, namely to find out the description of grit in students at the Muhammadiyah University of Tasikmalaya, and to know the differences in grit in terms of gender and its implications for guidance and counseling services without testing hypotheses. By using this quantitative approach, the elaboration of the findings can be measured using numerical calculations, measurements, formulas and data certainty. The research approach in answering the research problems of the variables of the object to be examined, so that the results obtained are able to draw conclusions to what extent the results can be generalized to theory, time, place and

population. Cresswell (2012) explains that in quantitative research, researchers identify research problems based on trends in the field or on the need to explain why something happens.

The method used is descriptive. Intended to collect historically and observe carefully regarding aspects related to grit so as to obtain data that supports the preparation of this research report. The data obtained is then obtained and analyzed further on a theoretical basis so as to obtain an overview of grit and conclusions can be drawn regarding grit. As according to Arikunto, (2013) This type of descriptive research is interpreted as research that is intended to investigate the circumstances, conditions or other matters that have been mentioned, the results of which are presented in the form of a research report. The population in this study were all students at the Muhammadiyah University of Tasikmalaya class of 2018, totaling 233 students. The sample in this study used a random technique.

## **FINDINGS AND DISCUSSIONS**

### **FINDINGS**

The results of the study regarding the grit profile of students at the Muhammadiyah University of Tasikmalaya were obtained from the results of the distribution of research instruments. In general, the description of grit in students at Muhammadiyah University of Tasikmalaya is categorized into five categories, namely: very high, high, medium, low, very low. The following presents an overview of grit :

Based on these results it is known that the grit (persistence) of students at the Muhammadiyah University of Tasikmalaya 2018 out of 141 students is 25.5% (36 people) in the sufficient (moderate) category meaning that students who are in the medium category, have achievement goals and have aspects between the two, but the trend in this category is when the goal is high, the achievement process is not so high, it is only in the middle stage. Students in

this stage begin to weigh and rethink the goals and processes that need to be achieved. But don't be surprised when students start to shift goals when faced with an obstacle or become serious in the process of achieving their goals. In this stage all possibilities can occur seeing that students are still related to other people or even starting to organize their own lives. And there are 74.5% (105 people) in the high category, meaning that students who are in this category have a fairly high level of persistence, in terms of two aspects related to persistence, namely consistency of interest and persistence of student efforts, students begin to be able to focus on their achievements and understand what things need to be done for the process of achieving it so that it starts not to be distracted by other things that can hinder it.

Furthermore, below is explained in detail the results of the general description of grit per aspect : Based on the aspect of consistency of interest, it was found that 5 students had very low grit with a percentage of 3.5% in the aspect of consistency of interest (passion). A total of 55 students with a percentage of 39.0% are in the low category. A total of 47 people with a percentage of 33.3% were at the sufficient (moderate) level. A total of 34 students with a percentage of 24.1% are at a high level. and based on the aspect of business persistence, it shows the entire data, where as many as 10 students are in the very low category with a percentage of 7.1%. In the low category there are 49 students with a percentage of 34.8%. Furthermore, as many as 44 students were in the sufficient or moderate category with a percentage of 31.2%. A total of 37 students are in the high category with a percentage of 26.2%. And as many as 1 student in the very high category with a percentage of 0.7%.

Next, the results of the grit test are presented based on the gender of students at the Muhammadiyah University of Tasikmalaya, it was found that differences in gender grit (persistence) in this study were measured using the One-Way ANOVA test using SPSS 25.00 for windows. The provision of a

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significant value (Sig.)  $< 0.05$  means that there is a difference between the grit (persistence) of male and female students. If the significance (Sig.)  $> 0.05$  means that there is no difference between the grit (persistence) of male and female students. Table 4.9 shows that there is no difference in grit (persistence) between men and women. This can be seen from the results of data processing and found (Sig.)  $0.164 > 0.05$ , which means there is no significant difference between the grit (persistence) of men and women at the Muhammadiyah University of Tasikmalaya.

### **CONCLUSION AND RECOMMENDATION**

The purpose of this study was to determine the profile of Grit in students at Muhammadiyah University of Tasikmalaya. The results of this study indicate that in general it is in the high category. This means that students who are in this category have a fairly high level of persistence, in terms of two aspects related to persistence, namely consistency of interest and persistence of students' efforts to start being able to focus on their achievements and understand what things need to be done for the achievement process so that they have started not distracted by something else that could hinder it. One of the efforts to increase student grit is to use a guidance and counseling service program with a group guidance strategy.

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