



Student's grit quality; Contribution of school well-being in Islamic boarding school

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Abstract. Student' grit is an important aspect in achieving students' academic success at school. Grit refers to the student's ability to maintain perseverance, enthusiasm, and consistency in achieving the desired goals. The purpose of this study was to examine the positive influence of school well-being on student' grit in Islamic boarding schools. The research method used is quantitative, through a cluster random sampling technique with class VII student respondents who are currently studying at Islamic boarding schools. Total respondents in this study were 183 students, 100 female students and 83 male students. The research instrument for school well-being variables uses 4 aspects based on the concept put forward by Konu et al., (2002): (1) Having, (2) Loving, (3) Being, (4) Healthy with a Cronbach's alpha value of 0.868. The student' grit variable uses 2 aspects of the instrument proposed by Duckworth et al., (2007), namely: (1) persistence of effort. (2) consistency of interests with a Cronbach's alpha value of 0.772. The results showed that the quality of good school well-being was able to increase student grit in Islamic boarding schools with a value of $p = 0.000$ and an effect size of 20.5%. Student' grit depends on comfortable and supportive school conditions, interpersonal relationships that are built between teachers and students as well as with students mutually supportive and positive.

Keywords: student' grit, school well-being, Islamic boarding school.

1. Introduction

One of the goals of education, according to UU 20 SISDIKNAS, is to develop abilities, shape character, to develop the potential of students to become human beings who believe and have piety, have a noble character, are knowledgeable, creative, independent, and are responsible for achieving their success. Likewise, Islamic boarding school education aims to improve the quality of knowledge, form a noble personality and produce students who are successful but still ethical.[1] Student success both academically and non-academic is influenced by several factors, including influenced by several factors, including internal factors that exist in a person, namely a tough and persistent character in achieving what is desired, which is called grit.[2] Likewise, to achieve success in Islamic boarding schools, persistent character and perseverance are needed in carrying out all educational processes in Islamic boarding schools. It is easier for students to achieve success and achievement when students are diligent or have high grit in participating in various activities at school [3]. Students

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with high grit tend to find it easier to regulate learning at schools and Islamic boarding schools. The results of the study show that academic success is influenced not only by cognitive ability factors but also by non-cognitive factors, namely grit which leads to a diligent and consistent attitude in the learning process. Students who are consistent and diligent tend to be more resilient in facing various difficulties during the learning process.[4][5]

Therefore, the grit, toughness, and diligent character possessed by a person is an important factor to be considered and studied in more depth. A student who has high grit influences academic success, achievement, quality of knowledge and ability to regulate learning better [6]; [7]; [8]). Conversely, when students do not have grit or diligent and consistent character while participating in the learning process, they tend to give up easily in the face of difficulties, get bored in participating in various activities, get stressed easily, and are prone to failure.[9][10]

This is in accordance with the various problems that are often encountered in Islamic boarding schools; based on the results of interviews with several teachers and students who are registered as santri, it is stated that "when the students are impatient, less diligent and less consistent the students usually tend not to feel at home and do not continue their education at the Islamic boarding school, santri prefer to leave the pesantren even though education has not been completed. In addition, students who are less diligent usually tend to have low achievements and are less able to adapt to the culture that exists in Islamic boarding schools" (Malang, 15 June 2023). Thus, it means that the quality of grit in students needs to be considered so that students are able to achieve the desired goals and success. Grit in students does not only grow by itself but is influenced by several factors, including school well-being. School well-being is understood as a student's assessment of the condition of the school, which leads to the attainment of well-being felt by students at school. Students will feel prosperous when students feel safe, comfortable, happy and healthy while at school.[11][12] Students who feel comfortable, happy and receive support from teachers and the academic community at school will feel enthusiastic and more consistent in following the learning process.[13] The condition of the school is referred to as a condition of well-being which also leads to the support of infrastructure and curriculum that develops the potential of students and interactions that are built in schools that support each other. When students feel prosperous or well-being, students feel comfortable and happy participating in learning at school. This certainly supports students to be more focused and diligent or grit in achieving the desired success.[14]

Based on the background above, it is important for this research to examine further the influence of school well-being on students' grit in Islamic boarding schools. The research hypothesis is that there is a significant positive influence between school well-being on student grit at school.

Student's Grit

Duckworth et al. [15] define grit as a positive character that maintains persistence and enthusiasm or passion in pursuing the goals desired by the individual concerned. [16] added that grit is a way for someone to achieve long-term goals by overcoming obstacles and challenges through various strategies used. Some reports state that someone with high grit tends to work diligently and enthusiastically to achieve long-term goals despite facing various challenges, difficulties and various obstacles.[17] [18]

Students who are said to have high grit are formed through 2 aspects, namely: (1) Perseverance of Effort (persistence in trying). Refers to one's ability to persevere despite facing obstacles and failures. Perseverance requires hard work to face challenges. This aspect is also related to one's hard work in facing obstacles and challenges. Someone who is persistent also does not easily give up on obstacles that prevent him from achieving the desired goal. (2) Consistency of Interests refers to a person's ability to maintain interest in the desired goal. Individuals who have consistent interests or desires usually do not change their interests easily at any time or situation. Consistency of interest in a person can be seen from consistency when doing a job and sticking to existing stances. [15], [19], [20]

Based on some of the theoretical descriptions of the grit concept, it can be understood that grit is the ability of a person's perseverance, patience and consistency to be able to become a spirit for someone to achieve the desired goals and success.

School Well-being

School well-being is understood as an assessment felt by students of the environmental conditions of their school. School well-being is a condition that shows that students feel comfortable and happy with the fulfilment of both material and non-material needs at school [12] The concept of school well-being is an applicable concept and is commonly used in education because it refers to school conditions that are able to make students feel comfortable, happy and enthusiastic during the educational process at school. School well-being is a positive aspect that influences students' comfort and productivity while at school [21] [22]

School well-being can be understood more comprehensively through 4 aspects, namely: (1) Having (School Conditions), referring to aspects of the condition of the physical

environment around schools, the learning environment, and services at school. a. Physical environment, namely having a comfortable work environment, air quality and lighting. b. The learning environment consists of the curriculum, appreciation by the teacher for students, and friends as a team work group that is solid and cooperates with each other. c. school services refer to school services to support student activities while at school. (2) Loving (social relations) refers to conditions of social interaction, the interaction of relationships that are built between students and teachers, relationships with classmates, cooperation between teachers and parents, and organizational climate in schools. The school climate has an impact on the welfare and comfort of students at school. This is related to the prosperous school model, which is related to the school and parents. (3) Being Refers to the concept of respect or respect for individuals as valuable individuals in society. In the school context, being can be seen in the school's efforts to provide self-fulfilment for its students. This can be realized by providing opportunities for all students to become members of the school community in question. In addition, students give appreciation for what students have achieved, as well as opportunities for developing the potential and talents possessed by students. (4) Health can be seen in a simple form, namely healthy, and there is no source of disease in students. This health condition includes aspects of mental health, free from chronic and minor illnesses [23]

2. Method

Research Procedures and Participants. This study uses a quantitative research approach to determine the effect of school well-being on student grit in Islamic boarding schools. Respondents to this study were seventh-grade junior high school students who were currently studying at a pesantren-based school. Total respondents in this study were 183 students, a total of 100 female students and 83 male students.

Measures. Measurements in this study used two measurement instruments, namely the school well-being variable instrument and the student grit instrument. In the school well-being variable, instruments are used based on the four aspects proposed by Konu et al. [23], namely: (1) Having, (2) Loving, (3) Being, and (4) Healthy, with a total of 30 items. The available answer choices are: (1) strongly agree, (2) agree, (3) disagree, (4) strongly disagree. At the same time, the student grit variable uses an instrument consisting of 2 aspects using 21 items, namely (1) persistence of effort. (2) consistency of interests (Duckworth et al., 2007b). The answer choices available in the measurement are (1) strongly agree, (2) agree, (3) disagree, (4) strongly disagree.

3. Results

Statistical test results using SPSS 26 were obtained on the variable school well-being, which has a vulnerable item value between 0.344 – 0.650 with a Cronbach's alpha value of 0.868. The student grit variable has a vulnerable value of item values between 0.304-0.469, with a Cronbach's alpha value of 0.772. Then a hypothesis test was carried out

with a linear regression test to prove the effect of school well-being on student grit in Islamic boarding schools. The results showed that the school well-being variable had a significant effect on student grit with a $P < 0.05$. The following are the results of the hypothesis testing that has been carried out:

Table 1. Hypothesis Testing

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	2074.676	1	2074.676	45.507	.000 ^b
Residual	7841.439	172	45.590		
Total	9916.115	173			

A. Dependent Variable: Grit

B. Predictors: (Constant), School well being

Based on this output, it is known that the calculated F value is 45,507 with a significance level of 0,000, which indicates that there is a significant influence between the school well-being variable on students' grit in Islamic boarding schools.

Table 2. Hypothesis Testing

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.457 ^a	.209	.205	6.752

A. Predictors: (Constant), School well being

Based on the table above, it shows that the correlation value of the two variables is 0.457. Meanwhile, the influence test analysis results show that the effect of variable x (school well-being) on variable y (student's grit) is 20.5%. The results of hypothesis testing and the magnitude of the effect found that there was a significant influence between school well-being on student grit. This means that the higher the level of welfare at school or the value of school well-being is obtained, the higher the grit students possess. On the other hand, the lower the perceived school well-being score, the lower the student's grit.

4. Discussion

School well-being significantly affects the quality of students' grit at school. To what extent is the role of the school, starting from the conditions to the climate created in the school to support or improve the students' grit abilities in the learning process? The results of previous studies stated that school well-being is related to the quality of physical conditions and the interactions that are built between teachers and students, so

that when students are mentally healthier, more comfortable, more diligent and consistent with their goals, especially when facing various obstacles.[23] Conversely, when students feel less comfortable at school and have a negative assessment of the school environment, students usually tend to misbehave and leave school activities. This shows that school well-being is an important factor influencing student success in consistently achieving its goals [24] School well-being is referred to as the main setting that plays an important role in realizing student welfare. Setting school well-being usually also leads to a positive school climate and close relationships, and a sense of belonging in students to the school. This certainly impacts students' welfare, resilience, and academic and social adjustments. Students who feel calmer, more comfortable, have meaning and receive support from teachers and friends can influence a consistent attitude in completing assignments, despite experiencing various difficulties. School well-being is one aspect of improving the psychological well-being of students at school. School well-being positively impacts students who are healthy, feel happy and prosperous in following lessons in class, can learn effectively and be more productive. The psychological well-being of students refers to feeling happy, having positive emotions, having the highest academic functioning, having good social skills, and social support that students receive. [25], [26]

In addition, student welfare positively affects students' learning processes and outcomes. Students who are satisfied with the school will develop a positive attitude towards the teaching and learning process, increasing their ability to be diligent and consistent in their learning process. [27] A good school is a school that is expected to be able to provide the best experience for students to make students feel prosperous because welfare affects all aspects of students to maintain consistency, be diligent and keep trying, the ability to survive and struggle with failure, obstacles to achieving goals of success what students want [28] Students who have positive perceptions and positive conditions related to the school environment influence the level of effort and persistence of students in carrying out supporting activities at school. School well-being is also related to students' perceptions of school climate, peer support, and academic grades or achievements achieved by students. Students' assessment of school conditions and facilities that support student needs can increase their sense of ownership of the school so that they are motivated to remain consistent with their goals in learning[29] .[30] Aspects of having school conditions include physical conditions, learning environment, and school services that support student learning effectiveness. When students feel they belong and are satisfied with the services provided by the school, they can support them to remain enthusiastic about participating in various activities at school to achieve goals at school.[31]

Likewise, aspects of school well-being related to loving or social interaction built in schools affect improving the quality of students' grit at school. Students who have good interpersonal relationships with friends feel supported when facing obstacles and difficulties in following the learning process. [32] Likewise, the good relationship that is built between the teacher and students also affects the level of persistence and consistency of students in completing assignments given by the teacher, despite experiencing difficulties as well as student achievement.[33], [32], [34] The next

important aspect that supports the quality of students' grit is the health condition of students; students who do not suffer from both physical and psychological diseases are more effective in participating in student activities at school.[35]

Grit is one of the important aspects students have in achieving academic success at school. In addition to supporting success, the grit level of students also plays an important role in preventing student failure because if the grit is high, students are far more diligent, optimistic and consistent with the desired goals. Therefore, a factor that can influence student grit is important, namely the quality of school well-being. School well-being has an effect of 20.5% on the increase in grit possessed by students at the pesantren-based de-school. This shows that there are still 79.5% that affect student grit. Future research can involve several other variables that affect grit in students and look at internal and external factors of student grit in Islamic boarding schools.

5. Conclusion

The results of the study found that the quality of school well-being affected the student grit of students in Islamic boarding schools. Through good school well-being, good school services, interpersonal relationships between teachers and students, students and other members of the community, and the fulfilment of school conditions that can support students' sense of ownership of the school, students feel that they get support from teachers and peers, so that students much more diligent, consistent and resilient in achieving goals despite experiencing various obstacles and difficulties. The results of this research can also be used as a basis for improving the quality of school well-being to create a positive school climate to encourage students to have high grit, resilience and other positive attitudes in achieving the goals of student success in school. Suggestions for further research to involve teachers as respondents directly to support the realization of school well-being in comprehensively supporting student grit.

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