

How Far is the GRIT Value of English Courses from Working Class Students at Esa Unggul University

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Abstract

This study is to explore the importance of grit for a student in order to achieve a high level of achievement in between their busy time as workers. As respondents, there are two classes of employee class students, each of which is a class of 60 people, but the researcher just took 30 students of two classes as the representatives. With their busy lives as workers will be seen by researchers how deeply they try to get the final grade for their presentation exam with high scores. This research is a qualitative research by collecting data on the opportunity given to them before the final presentation exam by giving two meetings to 'try out,' see whether they are persistent in fighting for their grades when given the opportunity to try, whether they use it or not, whether they will give their best performance, from that trial, Although it has not yet received the final result. From the two classes, it will be seen in which class they can achieve the highest score from their efforts to achieve the best. How much college students can use their grit to get the highest score.

Keywords : achieve, grit, working class students

INTRODUCTION

Grit is a student's tenacity, desire, and commitment to attain long-term goals, even in the face of obstacles and setbacks. There are some factors to contribute grit (Bennett, 2020). They are:

1. Perseverance:

Grit is defined as a student's capacity to endure and keep effort towards their goals even in the face of obstacles and disappointments.

2. Passion:

A strong sense of passion and interest in the subject or goals being pursued can help to create grit.

3. Self-discipline:

Gritty people frequently demonstrate self-discipline, which is the capacity to control one's behaviour, manage time well, and stay focused on activities.

4. Goal-setting:

Setting clear and specific goals can help people develop grit by giving them a feeling of direction and purpose, as well as breaking down larger goals into smaller, more doable tasks.

5. Resilience:

The ability to recover from failures and setbacks is a key component in developing grit. Resilient people see problems as chances to develop and learn.

The research investigates the elements related with grit and its discriminant validity, focusing on the relationships between grit and cognitive failures, fear of failure,

and a growth attitude. It also searches for grit scores to conscientiousness and self-control scores to look into grit's distinctiveness. The findings show that grit is highly associated with cognitive failures, but not with fear of failure or development mindsets. Grit scores are also highly connected with self-control and conscientiousness, explaining a major portion of the variance in participants' GPAs last semester. The findings indicate that grit may be a valuable notion and more closely related to cognitive capacity than previously considered. Future study should investigate grit in relation to the larger construct of cognitive control in order to delve deeper into the relationship between grit and cognitive capacity (Bowen, A. (2018).

The study investigates the level of grit among university students and how it relates to demographic characteristics. The study used a quantitative research design with a survey method to collect data from 1,230 randomly selected university respondents. The findings indicate that the overall level of grit among university students is medium, with female students being more gritty than male students. Furthermore, commerce students have higher levels of grit than science and arts students, while MPhil students with more experience have higher levels of tenacity than their junior peers. Possible gaps in the research include a lack of investigation into the factors determining grit levels among university students. There has been limited research examining the relationship between grit and academic performance or other outcomes. Future research on grit among university students could investigate longitudinal studies to investigate how grit levels develop over time and how they relate to academic performance and achievement, investigating the link between university students' grit levels and their future career success, which includes job happiness, job performance, and career promotion (Jehanghir, 2022).

Nowadays, grit has an important role to contribute good outcomes across a variety of professions, and particularly in education. This research was about 29 studies about judging the grit in education concepts around 2012-2017. The primer finding showed that grit has had a correlation from the lower until middle variables in education. They have different roles; being a more powerfully positive indicator of academic performance is persistence. Finally, grit can be cultivated by positive factors like hope, happiness, and close family ties. To distinguish the grit construct from elements of the conscientiousness dimension of personality, however, a better comprehension of the construct is necessary (Christopoulou, 2018).

According to Duckworth and her colleagues' definition of grit from 2007, attaining long-term goals while being enthusiastic, diligent, and persistent is what it takes to succeed. Two key components of grit are persistence in effort and consistency in interest. Interest is not linked to enjoyment in terms of short-term, instant reward, but rather with significance. (Duckworth, 2023).

Firstly, grit was assumed as the correlation between consistent interest and work hard. Then, it is developed to be an agile situation and stand on the condition to fight again the non-western countries. This is the critical review about analysis how grit is conceptualized outside of the weird setting, also its measurement, correlates, and cross-cultural studies and initiatives to improve grit. For next research, the researchers suggest that the research is should be focused on the health and well-being of the society and the way of the different lifestyles. (Pendyala, 2023).

Nowadays, the millennial workers worry about the work engagement. This research used the good psychology thought analytically examine the consequence of grit on employee behaviour of millennial workers (N=159) aged 20 to 40, with a minimum assistant term of one year. The Utrecht Work Engagement Scale Short Version and the Short Grit Scale, which have 9 and 8 items, respectively, were served as the data collection tool for this study's quantitative methodology. Purposive sampling was employed to choose the sample, and SPSS version 25.0 for Windows was used to analyze the data using a simple linear regression technique. Grit had a favorable impact on work engagement, according to

the analysis, which had the following results: $F(1,157) = 12.019$, $p = 0.001$, $R^2 = 0.071$, R adjusted = 0.065, and regression coefficient (β) = 0.603. The R square value of 0.071, which indicates that the grit variable's influence on work engagement variation is 7.1%, demonstrated the grit effect on engagement at work.

This study demonstrated how grit predicts workers' job satisfaction. In addition, millennials are highly engaged at work, contrary to earlier findings. Grit is one personal trait that influences strong work engagement. The outcomes were advantageous for both businesses and employees. For millennials, grit is an essential quality that gives their job tenacity. With a positive relationship and work environment, they consequently become more enthusiastic, happier, as well as physically and psychologically healthier. This study looked at the internal elements that affect a person's level of job engagement. To deepen our understanding of millennials' work involvement, more research is necessary.

(Rusdi, 2023), next study about Makassar final-year students' levels of mindfulness and grit that were examined. Unfortunately, there are still more students who lack grit, which causes many students to fall behind in their academics and eventually stop to study. In this study, Makassar final-year students' levels of mindfulness and grit were examined. A quantitative approach with a correlational design was adopted in this investigation. The research took 183 students who were at the last year at at the top three public universities in Makassar City—Hasanuddin University, Makassar State University, and Alauddin State Islamic University Makassar—who are now finishing up their final projects. The bivariate person correlation was used to examine the data, and the results showed a substantial association between grit and mindfulness. In this study, there was a good link between grit and mindfulness, with a correlation coefficient of $r(183) = 0.352$, $p < 0.05$, showing that grit and mindfulness go hand in hand and vice versa. This demonstrated that students who were enrolled in higher education needed to pay attention to and be conscious of the educational process in order to attain their long-term objectives.

We can draw the conclusion that there is a sufficient and substantial association between mindfulness and grit in final-year students in the city of Makassar based on the findings and analysis of this study. This study's main drawback was that it was conducted during the COVID-19 outbreak, necessitating the use of an internet survey tool called Google Form for data gathering. The writers made sure that respondents filled out the research scale with proportionate environments and conditions as a result of this. It is possible that the responses on the research scale did not accurately reflect the respondent's state because of the environment and conditions that were not proportional (Christopher, 2022).

The research questions are about:

1. How can the grit in relation to the larger construct of cognitive control deeper into the relationship between grit and cognitive capacity?
2. How grit levels develop over time and how they relate to academic performance and achievement, investigating the link between university students' grit levels and their future career success, which includes job happiness, job performance, and career promotion?
3. What should we do to make a good understand to make the elements of conscientiousness dimension of personality better than we think before?
4. What should we do to be focused on the health and well-being of the society and the way of the different lifestyles?

METHOD

The instrument of this research is the researcher, and the focus of the research is to find the answer of the research questions. This research used qualitative analyzing method in case study. The data collected from:

The primary data: scores students of two working classes from mid, final, presentation tests from students of working classes, analyzing the descriptions from the scores mid, final test and presentation.

The secondary data: some references to support the detail data.

Data To see the grit description, the researcher will make a conclusion from the fluctuations of mid test to presentation then final test. If:

No	1	2	3	GRIT
1.	M>P	P>F	M>P>F	D
2.	M>P	P<F	M>P<F	C
3.	M<P	P>F	M<P>F	B
4.	M<P	P<F	M<P<F	A

Table 1. The GRIT grades.

Note:

- The score from Mid Test to Presentation (held before final test); mid test>presentation, then from presentation to final test; presentation > final test, the pattern is: M>P>F ; G=D
- The score from Mid Test to Presentation; Mid>Presentation, then from presentation to final test; P<F, the pattern is: M>P<F; G=C
- The score from Mid Test to Presentation; Mid<P, then from Presentation to Final Test; P>F, the pattern is M<P>F; G=B
- The score from Mid Test to Presentation; M<P, then from Presentation to Final Test; P<F, the patter is M<P<F; G=A

Explanation:

No	Pattern	Grade	Explanation of GRIT
1.	M<P<F	A	Person can handle his/her emotional to be stable and tend to be better
2.	M<P>F	B	Person tries to be good but at the end, he/she is down and to be unstable
3.	M>P<F	C	Person has a good spirit for the first time, but next he/she can't handle the spirit to the next challenge (Presentation) until the end of the work. (Final Test).
4.	M>P>F	D	Person has a good spirit for the first time then the spirit decreases until the end of the work. The grit of this person is so low. He/She can't keep the spirit to get more achievement until the end.

Table 2. The Personalities of GRIT Grades

RESULTS AND DISCUSSIONS

Here are the tables of the students of English subject scores from two classes.

Scores of Working-Class Students of KJ103

No	Students	Mid Test	Presentation	Final Test	GRIT
1.	Rafi	57	84	95	M<P<F; A
2.	Dekha	61	0	60	M>P<F;C
3.	Fedro	82	84	95	M<P<F;A
4.	Pinus	55	84	78	M<P>F;B
5.	Teguh	44	80	70	M<P>F;B
6.	Irvan	0	86	60	M<P>F;B
7.	Tiara	42	87	50	M<P>F;B
8.	Larasati	45	85	61	M<P>F;B
9.	Surya	82	85	84	M<P>F;B
10.	Della	64	84	73	M<,P>F;B
11.	Budi	73	55	90	M>P<F;C

12.	Suci	39	84	43	M<P>F;B
13.	Caterina	68	90	50	M<P>F;B
14.	Natalia	52	84	46	M<P>F;B
15.	Ade	65	84	63	M<P>F;B
16.	Imam	80	84	93	M<P<F;A
17.	Meli	82	87	75	M<P>F; B
18.	Stevan	71	90	71	M<P>F; B
19.	Novia	86	80	95	M<P<F; A
20.	Desti	62	87	70	M<P>F; B
21.	Puput	68	85	86	M<P<F; A
22.	Yurita	57	85	93	M<P<F; A
23.	Angelisa	60	84	61	M<P>F; A
24.	Lazuardi	71	90	93	M<P<F; A
25.	Imelia	68	84	76	M<P>F; B
26.	Juhroh	52	84	91	M<P<F; A
27.	Dionisius	81	84	81	M<P>F; B
28.	Angela	74	87	60	M<P>F; B
29.	Febriyanti	71	87	86	M<P>F; B
30.	Sisil	78	87	86	M<P>F; B

Table 3. The Mid, Presentation and Final Test Scores of Class KJ103

Scores of Working Class Students of KJ 104

No.	Students	Mid Test	Presentation	Final Test	GRIT
1.	Ade	34	83	50	M<P>F; B
2.	Rizky	64	85	68	M<P>F; B
3.	Achmad	56	84	56	M<P>F; B
4.	Daffa	84	88	96	M<P<F; A
5.	Daniel	74	85	91	M<P<F; A
6.	Dionisius	82	85	91	M<P<F; A
7.	Eifrel	86	90	88	M<P>F; B
8.	Widya	79	88	71	M<P>F; B
9.	Yohana	78	85	81	M<P>F; B
10.	Monica	76	85	86	M<P<F; A
11.	Syarihah	82	90	86	M<P>F; B
12.	Sindi	53	85	88	M<P<F; A
13.	Ria	54	83	80	M<P>F; B
14.	Yunita	47	83	88	M<P<F; A
15.	Rosemari	81	85	83	M<P>F; B
16.	Risnah	86	88	95	M<P<F; A
17.	Michael	76	86	95	M<P<F; A
18.	Resa	86	85	95	M>P<F; C
19.	Sifa	86	82	91	M>P<F; C
20.	Elina	80	87	86	M<P>F; B
21.	Rajiv	81	82	91	M<P<F; A
22.	Arum	63	85	66	M<P>F; B
23.	Femayla	69	86	88	M<P<F; A
24.	Natasya	35	83	51	M<P>F; C

25.	Rageel	60	88	60	M<P>F; B
26.	Jumita	74	83	91	M<P<F; A
27.	Elisa	62	82	76	M<P>F; B
28.	Nabila	90	83	95	M>P<F; C
29.	Yehezkiel	75	84	63	M<P>F; B
30.	Vira	62	85	53	M<P>F; C

Table 4. Table 3. The Mid, Presentation and Final Test Scores of Class KJ104

The ups and downs of grades can be seen from tables 1 and 2 so that we can see the grit scores achieved by each student from two working students' classes.

Class of KJ103

No	Grades	Amount of GRIT
1.	A	9
2.	B	19
3.	C	2
4.	D	0

Table 5. The GRIT Achievements

Class of KJ104

No	Grades	Amount of GRIT
1.	A	11
2.	B	14
3.	C	5
4.	D	0

Table 6. The GRIT achievements

Comparative analysis between GRIT results from Class KJ103 with KJ104.

No	Grades	Amount of GRIT of KJ103	Amount of GRIT of KJ104
1.	A	9	11
2.	B	19	14
3.	C	2	5
4.	D	0	0

Table 7. The Comparative Results of the GRIT from KJ103 and KJ104

From table 7, we see that the grade A of GRIT for class of KJ103 is lower than class of KJ104. It means that 9 students of class of KJ103 could keep their spirit to get a higher score after presentation test. They realized that still had one step to reach the goal of passing the course, it was a final test. On the other hand, there were 19 students who couldn't keep their spirit to reach the goal of passing the final test before finishing the course. So, they just got a B score. Luckily, only two students couldn't keep their spirit to get more score after mid test and next he/she couldn't handle the spirit to the next challenge (Presentation) until the end of the work (Final Test).

Class of KJ104 could reach grade A for 11 students. It means that they could keep their spirit to struggle to reach the goal to pass the course by getting A. On the other hand, for 14 students couldn't keep their spirit to struggle to get higher score after presentation test to final test, and also there were 5 students to get C because they couldn't keep their spirit after mid test to have good presentation. Luckily, they could get higher score to pass the final test.

This research only analyzed the students' scores, how far they could get score and how hard they kept their spirit to reach the goals from following the mid test, then presentation and final test by looking at the scores of the tests. For future research can be

searched what the reason makes the students from class KJ103, that started from 20.30-23.00 can't get score more A than KJ104 for their GRIT. On the other hand, class KJ103 can get scores more for B than class KJ104. It can be searched from the time of study, the condition of students because they are working class students.

CONCLUSION

The goals of the achievement from the students' results can't be reached if only the score standard to pass. For example, the standard to pass is 60. It doesn't mean that students just reach that score. Or if the students have got the higher score on the Mid Test, it doesn't mean that they are satisfied and feel that they can pass with those scores. Nowadays, success can't be reached only that way, but how far that a person can defend their achievement more at the end of the goals. The company needs to know the process.

It is so important for an office or company to know about how hard their workers can struggle to reach their achievement up since they have started to work at the company. They should struggle for their GRIT. The manager always needs the workers to reach their achievements more than before. From that reason, the manager will think about the promotion to the workers later.

So, to have a good GRIT is important for a worker to get more attention from the manager because the manager will measure the workers' achievement one of them from the fluctuation of the workers' GRIT.

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