

Relationship between personality, mindset, academic motivation on grit (persistence) in middle school students

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Abstract: This study aimed to determine the relationship between personality, mindset, and academic motivation of Grit students in high school. Who used the ex post facto quantitative method with simple random sampling to take a sample of 80. The instrument has four variables: personality, mindset, academic motivation, and Grit. The data analysis technique used multiple regression analysis. The results of the hypothesis show that the personality variable with t count $>$ t table is $(3.123 > 1.996)$, mindset variable with t count $>$ t table $(2.208 > 1.996)$ and academic motivation variable with t count $>$ t - table $(11.02 > 1,996)$. These data indicate that overall, all H_0 is rejected, and H_a is accepted of the three variables. Based on the Simultaneous test results (F test), the significance value of the personality, mindset, and academic motivation variables is smaller than the significance value of $0.000 < 0.05$. So we can conclude that the variables of personality, mindset, and academic motivation simultaneously have a relationship with Grit in high school students.

Keywords: Academic motivation; grit; personality; mindset

Introduction

The primary function of education in Constitution No. 20 of 2003 is to develop capabilities and shape the character and civilization of a dignified nation to educate the nation's next generation. With the characteristics of students who have noble, healthy character. Knowledgeable, capable, creative, independent, and become a democratic and responsible citizen. This trait requires a spirit of persistence or what is called Grit. This grit soul is the main requirement in realizing the noble ideals above.

In addition, students also face various challenges and problems in carrying out their role as the main actors in the education system in Indonesia (Sumara et al., 2017). Some of the problems experienced by students in their development such as emotional maturity and self-concept problems (Muawanah & Pratikto, 2012); Discipline (Firosad, 2019; Rahmawati, 2016; Royanita, 2017); anxiety (Andaritidya, n.d.; Ferinadia et al., 2019; Nurlaila, 2011); emotional instability due to love failure (Pujiyati, 2010); Feeling lazy (Hts, 2017; Maulidia, 2009; Wahyudi, 2014). Every student must solve these problems without exception. Be it male or female students, teenagers who study in the village or the city. The demand for having a gritty soul will be higher if the school environment is also supportive, such as a favorite school. One of the favorite schools in East Lombok, West Nusa Tenggara, is Public High School (PHS) 1 East Lombok.

Known as a favorite school, PHS 1 East Lombok often forms the character of its students with discipline, anti-failure, and anti-laziness, and emphasizes students have a persistent fighting spirit (Gritty). The students of PHS 1 East Lombok are educated to have a way of thinking that can face challenges and obstacles to achieve the desired achievement.

Grit (tenacity) was discovered by a character named Angela Duckworth. Grit is defined as the tendency to maintain interest and effort toward long-term goals (Duckworth, 2016). Grit aims to work hard to face challenges, maintaining effort and interest despite facing failure, challenges, and difficulties (Duckworth, A. L., Peterson, C., Matthews, M. D., & Kelly, 2007). Individuals who have a high Grit are called Gritty. This individual is characterized by the belief that success is a long process. They also believe that failure and trying must continue to be

faced to achieve the goals that have been chosen. Grit is characterized by two aspects, namely, the consistency of interest (passion) and persistence of effort (perseverance) (Duckworth, A.L, & Quinn, 2009). Grit will be associated with three variables in this study, namely personality, mindset, and academic motivation. Is there a relationship between these three variables with Grit in high school students?

Personality is one of several predictors that affect Grit (Lin, C. L., & Chang, 2017). Aspects that affect personality traits are perseverance, responsibility, independence, and hard work, where perseverance is an aspect contained in Grit (Mendez, 2015). In comparison, motivation is one of the factors that underlie the formation of Grit in individuals, where Grit plays a role in maintaining motivation, interest, and perseverance in the teaching and learning process of students, such as doing assignments.

The results of the study state that the relationship between individual mindsets and Grit has a close relationship (Kaparang & Gahauna, 2020). The mindset theory developed by Dweck is divided into two dimensions, namely fixed mindset and growth (Lin, C. L., & Chang, 2017). The fixed mindset is a mindset that believes that one has intelligence, talent, and innate characteristics that one cannot change. In contrast, the growth mindset is a mindset that believes that one can develop a person's potential and psychological attributes through hard work (Dweck, 2015, 2016). Both influences increase individual Grit, especially for students to achieve their goals (Chrisantiana & Sembiring, 2017; Muttaqin, 2022; Vandewalle, 2012; Wahidah & Royanto, 2019).

The following variable will be seen the relationship between Grit and academic motivation in students. Motivation is one of the reasons underlying the formation of Grit in individuals, where Grit plays a role in maintaining motivation, interest, and perseverance in the teaching and learning process of students, such as doing assignments and doing everything. Bruch and & Feldman said that the scope of Grit was five, namely, academic, social, health, extracurricular, and emotional (Ardis N, 2021). Someone will try hard because of the motivation (Subarkah, 2018), so in increasing the high Grit, there is motivation as the driving force, especially in increasing the Grit in learning. It is interpreted that academic motivation is the driving energy to make changes in behavior to achieve the desired success or ideals. The explanation above can be seen in the following framework: (Salmanto, 2020).

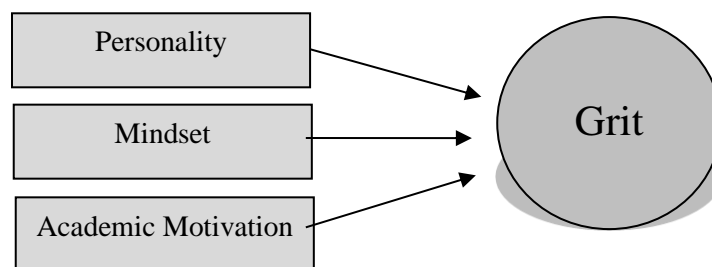


Figure 1. Framework

Method

This study uses an associative quantitative method with an ex post facto approach. This study aims to determine the relationship between two or more variables, where the relationship used in this study is causal. The causal relationship is a causal relationship that consists of independent variables (variables that affect) and dependent variables (variables that are affected). This study aims to determine the relationship of the variables, namely personality (X1), mindset (X2), and academic motivation (X3) to Grit (Y) in class XI students of PHS 1 East Lombok. While the ex post facto approach is an approach to research subjects to examine

what has been experienced by research subjects fairly without any deliberate attempt to give treatment to bring up the variables to be studied (Sugiyono, 2016).

The research subjects consisted of 80 students, consisting of class XI. The sampling technique used is simple random sampling. There are four variables in this study, namely three independent or independent variables, namely personality, mindset, and academic motivation, and the dependent or dependent variable, namely Grit.

The data was collected using a questionnaire to analyze the relationship between the independent variables (personality, mindset, and academic motivation) with the dependent variable, namely Grit, students of class XI PHS 1 East Lombok. The instruments used in this study include four instruments, namely Grit, Personality, mindset, and academic motivation. The personality questionnaire was developed from the big five personality dimension instrument proposed by Mastuti (2005), which measures two aspects of personality, namely introvert and extrovert.

Table 1. Personality Instrument With Two Aspects

No.	Aspect	Indicator	Item
1.	Introvert	Unsocial	1
		Quiet	2
		Passive	3
		Undecided	4
		Lots of thoughts	5
		Sad	6
		Submissive	7
		Pessimist	8
		Coward	9
2.	Extrovert	Social Conscious	10
		Lively	11
		Active	12
		Assertive	13
		Something seeker	14
		Carefree	15
		Dominant	16
		Excited	17
		Brave	18
Total Item			18

The mindset instrument uses the dimensions in Dweck's book in *Mindset: The New Psychology of Success*, which has been translated into Indonesian and developed in research conducted by Hartanti (2009).

Table 2. Distribution of mindset questionnaire items

No.	Indicator	Fix Mindset	Growth Mindset
1	Belief in intelligence, talents, and traits	1	11
2	Taking risks to challenges	3, 4	12, 13
3	Attitude to obstacles and obstacles	5,6	14, 15
4	Work done	7	16, 17
5	Acceptance of criticism and suggestions	8, 9	18, 19
6	The ability to discover and be inspired by the experiences of others	10	21, 20
Total item		20	

Furthermore, the academic motivation instrument adopts the Uni (2008) theory, which was developed by Subarkah (2018)

Table 3. Academic motivation instrument

Aspects of academic motivation	Dimension	Item number
Internal	Persevering in the face of tasks	1, 2
	Tenacious in the face of adversity	3, 4
	Shows interest in success	5, 6
	Enjoys self-study	7, 8
	It's not easy to let go of what you believe in	9, 10
	Have an orientation to the future	11
External	There is appreciation in learning	12, 13
	There are exciting activities in learning	14
	Learning facilities	15
	Learning strategies	16
Total		16

The following instrument is Grit itself. This instrument uses the two dimensions proposed by Duckworth (2016).

Table 4. *Grit* instrument

No.	Aspect	Indicator	Item number
1	Consistent Interest	Maintaining interest in the long term	1, 2,3
2	Persistence in trying	Maintaining interest in the long term	4, 5, 6
		More effort to achieve goals	7, 8, 9
Total			7

The data analysis technique used multiple linear regression analysis with the help of SPSS version 20.

Results and Discussions

1. Descriptive analysis of data

Based on the descriptive results of the research variables can be seen in the following table 5.

Tabel 5. Descriptive analysis of data

	N	Minimum	Maximum	Mean	Std. Deviation
Grit (Y)	80	8.00	28.00	20.7000	3.74639
Personality (X ₁)	80	22.00	42.00	31.5750	4.43455
Mindset (X ₂)	80	25.00	52.00	36.5750	4.99816
Academic motivation (X ₃)	80	15.00	48.00	36.1500	6.51600
Valid N (listwise)	80				

- a. The minimum Grit (Y) value is 8.00 while the maximum value is 28.00, and the mean (mean) is 20.7000 with a standard deviation of 3.74639.

- b. Personality value (X1) minimum is 22.00 while the maximum value is 42.00, the average value (mean) is 31.5750 with a standard deviation value of 4.43455.
- c. The minimum Mindset value (X2) is 25.00 while the maximum value is 52.00, and the average value (mean) is 36.5750 with a standard deviation of 4.99816.
- d. The minimum value of Academic Motivation (X3) is 15.00 while the maximum value is 48.00, and the average value (mean) is 36.1500 with a standard deviation of 6.51600.

1) Classical Assumption Test

a). Normality test

Table 6. Normality test results

		Grit (Y)	Personality (X1)	Mindset (X2)	Academic motivation (X3)
N		80	80	80	80
Normal Parameters ^{ab}	Mean	20.7000	31.5750	36.5750	36.1500
	Std. Deviation	3.74639	4.43455	4.99816	6.51600
Most extreme Differences	Absolute	.138	.067	.116	.085
	Positive	.063	.067	.104	.044
	Negative	-.138	-.063	-.116	-.085
Kolmogorov-Smirnov Z		1.238	.601	1.035	.761
Asymp. Sig. (2 tailed)		.093	.862	.234	.608

The results above show that in the Kolmogorov-Smirnov column, the Grit variable (Y) has a significance value of Asymp.Sig. (2-tailed) is $0.93 > 0.050$. The personality variable (X1) is 0.862. The mindset variable (X2) is 0.234. The academic motivation variable (X3) is 0.608. The conclusion is that the research data is normally distributed.

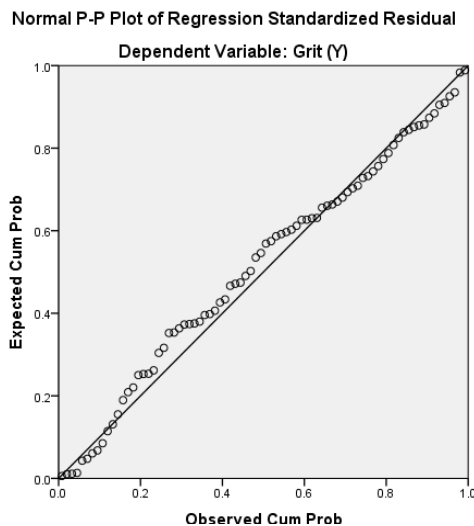


Figure 2. Results of the P-Plot

The results of the P-Plot graph above show that the data spread around the diagonal line and follows the direction of the histogram line towards a regular distribution pattern, so the dependent variable Grit (Y) meets the normality test.

b). Multicollinearity Test

Tabel 7. Multicollinearity test results

Model	Colinearity Statistics	
	Tolerance	VIF
1		
(contant)		
Personality (X1)	.725	1.379
Mindset (X2)	.497	2.011
Academic motivation (X3)	.615	1.626

The test results in the table above show that the correlation values between the independent variables, namely personality (X1), mindset (X2) and academic motivation (X3) have VIF output values of $1.379 < 10$; $2.011 < 10$; and $1.626 < 10$, and the output tolerance values are $0.725 > 0.1$; $0.497 > 0.1$; and $0.615 > 0.1$. So the correlation value shows that there is no multicollinearity between the independent variables studied.

c). Heteroscedasticity Test Results

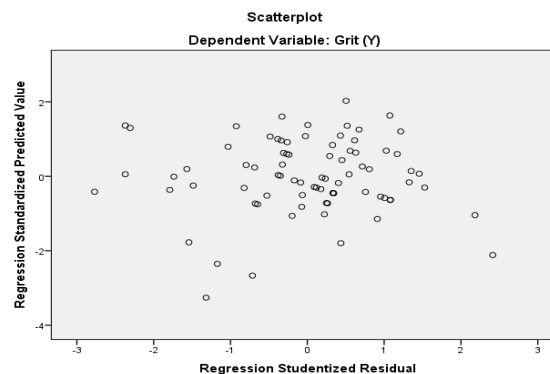


Figure 3. Scatter Plot Graph

The scatter plot graph above shows that the points on the diagram do not form a clear pattern, and the points spread randomly and well above and below the number 0 on the Y axis. So it can be concluded that there is no heteroscedasticity problem in the regression model.

2) Autocorrelation Test

The autocorrelation test determines whether the linear regression model correlates between the confounding error in period t and the confounding error in the previous ($t-1$) period. The test method used is the Durbin – Watson test (DW test)

Table 8. Autocorrelation Test Results

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson (DW)
1	.829 ^a	.687	.675	2.13586	2.236

The table of autocorrelation test results shows that the DW value is 2.236. Decision-making on this assumption requires two auxiliary values obtained from the DW table, namely DL and DU, with K = number of independent variables and N = sample size. If the value of DW with $N = 80$ and $K = 3$ ($DF = 80-3-1 = 76$) then the obtained value of $DL = 1.5467$ and $DU = 1.7104$ so that the value of $4-DU$ ($4-1.7104$) = 2.2896 will be but the value of $4-DL$ ($4-1.5467$) = 2.4533. With $DU < DW < 4-DU$ or $1.7104 < 2.236 < 2.2896$. The DW value lies

between the DU and 4-DU values. The conclusion is that the regression equation model does not occur in autocorrelation.

3) Hypothesis Analysis Results

a). Partial Test (t Test)

The t-test is used to show how far the independent variable's influence partially explains the variation of the dependent variable. The following results of the t-test that have been carried out can be seen in the table below:

Table 9. Partial test results (t test)

Model	Unstandardized coefficients		Standardized coefficients	t	Sig
	B	Std. Error	Beta		
1 (constant)	2.002	2.076		.964	.338
Personality (X1)	.193	.062	.219	3.123	.003
Mindset (X2)	.148	.067	.184	2.208	.030
Academic motivation (X3)	.493	.045	.857	11.002	.000

Based on the table above, we can draw the following conclusions:

- (1) The results of the personality variable t test (X1) on the Grit variable (Y)
The personality variable has a significant level of 0.003, smaller than 0.05. The P-Value value of the personality variable is smaller than the alpha value, so the significance level is good. So that Ho is rejected, and the personality variable is significantly related to the Grit variable. Meanwhile, the t-count value obtained is 3.123, greater than the t-table ($Dk = n-k-1 = 1.996$), so Ha is accepted. So that is the hypothesis which states that "Personality has a relationship and significance to Grit in class XI PHS 1 East Lombok." Accepted
- (2) The results of the t-test of the mindset variable (X2) on the Grit variable (Y)
The mindset variable has a significant level of 0.030, which is smaller than 0.05; because the P-Value of the personality variable is smaller than the alpha value, the significance level is good. So Ho is rejected, and the mindset variable is significantly related to the Grit variable. Meanwhile, the t-count value obtained is 2.208, greater than the t-table ($Dk = n-k-1 = 1.996$), so Ha is accepted. So that is the hypothesis which states that "Mindset has a positive and significant relationship with Grit in class XI PHS 1 East Lombok students." Accepted
- (3) The results of the t-test of the academic motivation variable (X3) against Grit (Y)
The academic motivation variable with a significance level of 0.000 is smaller than 0.05 because the P-Value value of the personality variable is smaller than the alpha value, so the significance level is good. So Ho is rejected, and the academic motivation variable is significantly related to the Grit variable. Meanwhile, the t-count value obtained is 11.002, greater than the t-table ($Dk = n-k-1 = 1.996$), so Ha is accepted. So that is the hypothesis which states that "Academic motivation has a positive and significant relationship to Grit in class XI PHS 1 East Lombok students." Accepted

Table 10. Correlations

Correlations		Grit (Y)	Personality (X1)	Mindset (X2)	Academic Motivation (X3)
Grit (Y)	Pearson Correlation	1	.408**	.454**	.816**
	Sig. (2-tailed)		.000	.000	.000
	N	80	80	80	80
Personality (X1)	Pearson Correlation	.408**	1	.479**	.321**
	Sig. (2-tailed)	.000		.000	.004
	N	80	80	80	80
Mindset (X2)	Pearson Correlation	.454**	.479**	1	.601**
	Sig. (2-tailed)	.000	.000		.000
	N	80	80	80	80
Academic Motivation (X3)	Pearson Correlation	.816**	.321**	.601**	1
	Sig. (2-tailed)	.000	.004	.000	
	N	80	80	80	80

** . Correlation is significant at the 0.01 level (2-tailed).

The results of the table correlation test above can be concluded as follows:

- (1) Personality variable contributes to Grit by $0.408 = 40.8\%$. Personality variable contributed to the independent variable, namely mindset of $0.476 = 47.9\%$ and academic motivation of $0.321 = 32.1\%$. And the personality variable has a significance level of $0.000 < 0.05$.
- (2) The mindset variable contributes to Grit by $0.454 = 45.4\%$. The mindset variable contributed to the independent variable, namely personality by $0.479 = 47.9\%$ and academic motivation by $0.601 = 60.1\%$. And the personality variable has a significant level of $0.000 < 0.05$.
- (3) The variable of academic motivation contributed to Grit of $0.816 = 81.6\%$. The academic motivation variable contributed to the independent variable, namely personality of $0.321 = 32.1\%$ and mindset of $0.601 = 60.1\%$. And the personality variable has a significant level of $0.000 < 0.05$.

b). Simultaneous Test (F Test)

The F test was used to determine whether the independent variables simultaneously (simultaneously) had a significant effect on the dependent variable studied. The results of the F test can be seen from the results in the following table:

Table 11. Simultaneous test results

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	785.460	3	261.820	61.540	.000 ^b
	Residual	323.340	76	4.254		
	Total	1108.800	79			

The ANOVA test above shows that the personality, mindset and academic motivation variables have a calculated F value > from F table 61,540 > 2.72 (DK = n-3-1 = 2.72); and the significance value on the variables of personality and mindset and academic motivation < a significance value of 0.000 < 0.05. The conclusion is that personality, mindset, and academic motivation variables simultaneously have a relationship with Grit in class XI PHS 1 East Lombok.

c). Coefficient of Determination Test (R^2)

The coefficient of determination is carried out to measure the contribution of the independent variable to the dependent variable. The value of the coefficient of determination is between 0 and 1. The following are the results of the determination test in the following table:

Table 12. Coefficient of determination test results

Model	R	R Square	Adjusted R Square	Std. Error of The Estimate	Durbin-Watson
1	.829 ^a	.687	.675	2.13586	2.236

The table above shows the acquisition of the Adjusted R square (R^2) value of 0.675 = 67.5%, which can conclude that the personality, mindset, and academic motivation variables affect the grit variable by 67.5%. The remaining 32.5% is influenced by other factors outside the research variables studied.

Table 13. Multicollinearity test results

Model	Collinearity Statistics	
	Tolerance	VIF
(Constant)		
1		
Personality (X1)	.725	1.379
Mindset (X2)	.497	2.011
Academic motivation (X3)	.615	1.626

The test results in the table above show that the correlation values between the independent variables, namely personality (X1), mindset (X2), and academic motivation (X3), have a VIF output value of 1.379 < 10, 2.011 < 10, and 1.626 < 10, respectively. each output tolerance is 0.725 > 0.1, 0.497 > 0.1 and 0.615 > 0.1. So the correlation value shows that there is no multicollinearity between the independent variables studied.

d). Heteroscedasticity Test Results

A heteroscedasticity test was conducted to determine whether there was an inequality of variance from one residual to another observation in the regression model. Heteroscedasticity shows the spread of the independent variables. The random distribution shows a good regression model called homoscedasticity, or there is no heteroscedasticity. The results of the heteroscedasticity test in the regression model of this study can be seen in the figure:

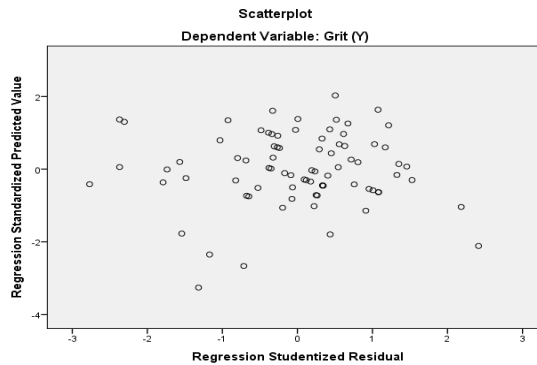


Figure 4. Heteroscedasticity test results

The scatter plot graph above shows that the points on the diagram do not form a clear pattern, and the points spread randomly and well above and below the number 0 on the Y axis. So it can be concluded that there is no heteroscedasticity problem in the regression model.

e). Autocorrelation Test

The autocorrelation test determines whether the linear regression model correlates between the confounding error in period t and the confounding error in the previous (t-1) period. The test method used is the Durbin – Watson test (DW test)

Table 14. Autocorrelation Test Results

Model	R	R Square	Adjusted R Square	Std. Error of The Estimate	Durbin-Watson
1	.829 ^a	.687	.675	2.13586	2.236

The autocorrelation test table shows a DW value, namely 2.236. Decision-making on this assumption requires two auxiliary values obtained from the DW table, namely DL and DU, with K = number of independent variables and N = sample size. If the value of DW with N = 80 and K = 3 (DF = 80-3-1 = 76) then the value of DL = 1.5467 and DU = 1.7104 so that the value of 4-DU (4-1.7104) = 2.2896 will be but the value of 4-DL (4-1.5467) = 2.4533. With $DU < DW < 4-DU$ or $1.7104 < 2.236 < 2.2896$. The DW value lies between the DU and 4-DU values. Thus, we can conclude that the regression equation model does not occur in autocorrelation

2. Multiple linear regression analysis

Multiple linear regression analysis is a linear relationship between two or more independent variables (X1, X2, ..., Xn) with the dependent variable (Y). The data used is usually an interval or ratio scale. Multiple linear regression analysis can be seen in the following table:

Table 15. Multiple linear analysis

Model	Unstandardized coefficients		Standardized coefficients	t	Sig
	B	Std. Error	Beta		
1 (constant)	2.002	2.076		.964	.338
Personality (X1)	.193	.062	.219	3.123	.003
Mindset (X2)	.148	.067	.184	2.208	.030
Academic motivation (X3)	.493	.045	.857	11.002	.000

Based on the multiple linear analysis table above, it can be concluded as follows:

The constant value is 2.002, meaning that if the personality, mindset, and academic motivation variables are 0, it will increase the student's Grit. The regression coefficient of the personality variable is 0.193, meaning that if the other independent variables have a fixed value and the personality variable has increased by 1%, then Grit will increase. The positive coefficient means a positive relationship between personality variables and Grit; the better the personality, the higher a person's Grit.

The regression coefficient for the mindset variable is 0.148, meaning that if the other independent variables have a fixed value and the mindset variable has an increase of 1%, then Grit will increase. The positive coefficient means a positive relationship between the mindset variable and the Grit; the better one's mindset, the higher one's Grit. The regression coefficient of the academic motivation variable is 0.493, meaning that if the other independent variables have a fixed value and the academic motivation variable has increased by 1%, then Grit will increase. The positive coefficient means a positive relationship between the academic motivation variable and the Grit; the better the academic motivation, the higher a person's Grit.

Furthermore, Grit in students has many influencing factors, including personality, mindset, and academic motivation. Similar to Ni Luh Ayu Vivekananda (2017), which states that the Grit in a person is influenced by two factors, namely internal and external. Internal factors are interest, practice, purpose, hope, happiness, self-regulation, risk-taking, humanity, and external factors such as parenting. Personality, mindset, and academic motivation, which are variables in this study, are closely related to interest, practice, purpose, hope, happiness, self-regulation, risk talking, and humanity itself, an internal factor of Grit.

The research results simultaneously show that the relationship between personality, mindset, and academic motivation on Grit in middle-class students does occur. In line with Fatin Rohmah's research (Wahidah & Royanto, 2019), high school students need a lot of support to achieve School Well-being in the learning process and become a tricky generation; namely, the spirit of perseverance or high Grit and a growth mindset. Well, in his soul.

This study found one new fact: the academic motivation variable has a more significant influence in increasing Grit in students than the personality and mindset variables, even though each personality contributes to the magnitude of the contribution of academic motivation both internally and externally. It is not easy to let go of belief and appreciation. The attitude of "not easy to let go of the things you believe in" is closely related to the Grit aspect, consistent with the efforts made, and awards is part of the encouragement to continue to be better than student achievement.

Conclusions and Suggestions

Based on the research results that have been done, it can be concluded that there is a significant relationship between personality, mindset, and academic motivation with Grit in high school.

Suggestions for future researchers can conduct Grit studies in other aspects because Grit theory is critical in measuring its influence on various other aspects. This study still has limitations because the variables studied are limited to personality, mindset, and academic motivation. Furthermore, the number of samples used is also still limited to only 80 students; other researchers can increase the number of samples so that data accuracy is more guaranteed. Other researchers can also conduct further studies on the factors that affect students' Grit from aspects of other internal and external factors; this is important because the factor of Grit itself is extensive.

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