



## The Relationship Between Hope And Grit Among Final-Year Students At Malikussaleh University

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### Abstract

*This study aims to examine the relationship between hope and grit among final-year students at Malikussaleh University. The research method used is a quantitative correlational design with an accidental sampling technique. The research respondents consisted of 321 final-year students from the 2018–2020 cohorts who were working on their undergraduate thesis and participated in the study. Data were collected using a hope scale (13 items) and a grit scale (12 items), both modified by the researcher. Hypothesis testing was conducted using nonparametric statistics with Spearman's rho correlation. The results indicate a very strong and significant positive relationship between hope and grit among final-year students at Malikussaleh University ( $r = 0.815$ ,  $p = 0.000$ ). This finding suggests that higher levels of hope are associated with higher levels of grit, while lower levels of hope correspond to lower levels of grit in this population. The highest correlation within the hope construct was found in the agency thinking dimension, whereas the highest correlation within the grit construct was observed in the perseverance of effort dimension.*

**Keywords:** *Grit, Hope, Correlation, Final-Year Student, University*

### Abstrak

*Penelitian ini bertujuan untuk mengetahui relevansi hope dengan grit pada mahasiswa tingkat akhir Universitas Malikussaleh. Metode penelitian yang digunakan adalah kuantitatif korelasional, teknik pengambilan sampel menggunakan accidental sampling. Responden penelitian berjumlah 321 mahasiswa tingkat akhir angkatan 2018–2020 yang sedang mengerjakan skripsi. Teknik pengumpulan data menggunakan skala hope yang berjumlah 13 aitem dan skala grit yang berjumlah 12 aitem yang dimodifikasi peneliti. Uji hipotesis dilakukan dengan statistik non-paramaterik, metode korelasi Spearman' rho. Hasil penelitian menunjukkan terdapat relevansi positif yang sangat kuat dan signifikan antara hope dengan grit pada mahasiswa tingkat akhir Universitas Malikussaleh dengan  $r = 0.815$ ,  $p = 0.000$ . Hal ini memiliki makna semakin tinggi hope maka semakin tinggi grit, dan semakin rendah hope maka semakin rendah grit pada mahasiswa tingkat akhir Universitas Malikussaleh. Korelasi tertinggi pada hope terdapat pada aspek agency thinking dan korelasi tertinggi pada grit terdapat pada aspek perseverance of effort.*

**Kata Kunci:** *Grit, Hope, Korelasi, Mahasiswa Tingkat Akhir, Universitas*

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## INTRODUCTION

Final-year students commonly experience several challenges in completing their academic requirements, including pressure to graduate promptly, lack of clear post-graduation plans, comparisons with more advanced peers, difficulty finding appropriate references, issues related to interactions with academic supervisors, and the burden of frequent revisions (Salsabila & Asyanti, 2023). Students must demonstrate perseverance, hard work, and consistent long-term passion to achieve their goals and overcome obstacles throughout their academic journey (Vivekananda, 2017).

Data from the AKPK Biro of Malikussaleh University regarding undergraduate students who graduated in the even semester of the 2023–2024 academic year from the 2017–2020 cohorts show a total of 3,242 graduates. Among them, 1,273 students graduated on time, while 1,969 students graduated behind schedule. These data indicate that the number of students graduating late exceeds those graduating on time.

According to Duckworth (2013), one of the key predictors of an individual's success in achieving goals is not social intelligence, intellectual ability, physical attractiveness, or physical health, but rather grit. Individuals with high grit demonstrate persistent effort, work hard when facing challenges, and maintain sustained interest and effort for years despite failures, difficulties, and lack of progress (Duckworth et al., 2007).

To gain an initial understanding of grit levels, the researcher conducted a preliminary survey of 30 respondents at Malikussaleh University. The results indicated that the final-year students who graduated late exhibited high levels of grit. This finding differs from the study by Crede et al., (2017), which showed that grit is positively correlated with academic

achievement and retention, where retention refers to a student's ability to persist and complete their education. Students with higher levels of grit tend to be more capable of persisting and completing their studies.

Grit is influenced by both internal and external factors, one of which is hope as an internal factor (Duckworth, 2018). To understand the level of hope, the researcher also conducted a preliminary survey of 30 respondents, which indicated that participants had high levels of hope. Research by Muhammad et al., (2021) demonstrated that increased hope, subjective satisfaction, and meaning in life can enhance grit among university students.

Previous studies examining the relationship between hope and grit have involved diverse populations, such as school students, university students, and workers. However, the researcher has not found prior studies that specifically investigate the correlation between hope and grit among final-year students, particularly those who graduate behind schedule. Theoretically, grit and hope are associated with academic performance, including the ability to complete one's education. Investigating grit and hope in students who graduate late can enrich the literature and further the theoretical discussion on these constructs in individuals experiencing delays in academic completion. Therefore, it is necessary to conduct a study on the relevance of hope to grit among final-year students at Malikussaleh University.

## PARADIGM, APPROACHES, THEORY, AND LITERATURE REVIEW

Grit is defined as perseverance and passion for achieving long-term goals. Individuals with grit persistently strive, work hard when facing challenges, and consistently maintain their effort and



interest over many years despite failures, difficulties, and a lack of progress (Duckworth et al., 2007). According to Duckworth et al. (2007), grit consists of two components: *consistency of interest* and *perseverance of effort*. Consistency of interest reflects an individual's ability to remain committed to previously established goals without easily shifting focus. Perseverance of effort refers to the individual's ability to sustain effort, persist, and work hard when encountering difficulties. Factors influencing grit, according to Duckworth (2018), include internal and external factors. The internal factors are interest, practice, purpose, and hope, while the external factors include parenting for grit, the playing fields of grit, and the culture of grit.

Grit is an essential aspect for individuals; those with grit tend to be hopeful, optimistic, critical thinkers who develop strategies and make continuous efforts to face challenges in pursuing their goals (Wahidah & Herdian, 2021). Individuals with high levels of grit also demonstrate resilience. Grit is related to resilience, which concerns an individual's ability to confront and endure difficult situations (Stoffel & Cain, 2018). However, resilience does not encompass the aspects contained in grit; resilience emphasizes the ability to recover from negative or stressful events, which tends to be temporary in nature (Stoffel & Cain, 2018).

Hope is defined as an individual's capacity to generate pathways or strategic plans and the motivation to use those plans to achieve desired goals (Snyder, 2002). According to Snyder (2002), hope comprises three components: goals, pathway thinking, and agency thinking. Goals represent the cognitive component of hope, guiding the individual's actions and behaviors. Pathway thinking refers to the individual's ability to generate plans that align with their goals and to maintain confidence in those plans. Agency

thinking is the motivational component of hope, reflecting an individual's ability to initiate and sustain action toward achieving goals. Agency thinking helps individuals direct their motivation to produce alternative strategies when obstacles arise in the initial plan.

Hope reflects an individual's belief that their efforts can improve the future, achieve the desired goals, and maintain the motivation and determination needed to persevere (Rioux, 2021). Hope for achieving desired outcomes through personal effort can serve as a source of grit. Hope emphasizes goal-focused thinking, while grit emphasizes sustained effort, consistency, and the ability to endure difficulties in achieving long-term goals. Therefore, hope may function as a factor that influences motivation within an individual's grit.

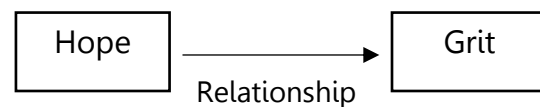


Figure 1. *Relationship Between Variables*

## METHOD

This study employed a quantitative method with a correlational research design. The study aimed to examine the relationship between hope and grit among final-year students at Malikussaleh University. The respondents consisted of 321 students who met the criteria of being final-year students from the 2018–2020 cohorts currently working on their theses. The sampling technique used was non-probability sampling, specifically accidental sampling.

The instruments used in this study were the hope scale and a modified grit scale. The grit scale was modified based on Duckworth's aspects of grit, which consist of consistency of interest and perseverance of effort. The hope scale was modified based on Snyder (2002) aspects



of hope, which include goals, pathway thinking, and agency thinking.

The modifications of both scales were based on Aimatusholicha (2024) thesis. Expert judgment was conducted with three psychology lecturers. The researcher added and revised items to suit the study respondents. The original hope scale consisted of 12 items, comprising 7 favorable items and 5 unfavorable items. The modified hope scale consisted of 14 items, including 10 favorable items and 4 unfavorable items. The original grit scale consisted of 12 items, including 6 favorable items and 6 unfavorable items, while the modified grit scale contained 15 items, consisting of 10 favorable items and 5 unfavorable items.

Both scales were presented in booklet form. The booklet's structure included a cover, preface, informed consent form, respondent identity section, instructions for completing the scales, the grit scale, and the hope scale. Respondents who met the criteria and agreed to participate in the study were provided with the booklet and asked to complete the informed consent form and the scales.

Since the scales used were modified, a pilot test was conducted before the main study. The pilot test involved 30 respondents. Validity was assessed using the Pearson Product-Moment correlation. Out of 15 items on the grit scale, 12 items were valid, and 3 items were discarded. The Pearson correlation coefficients ( $r$ ) for the grit scale ranged from 0.507 to 0.843. For the hope scale, 13 out of 14 items were valid, and 1 item was discarded, with Pearson correlation coefficients ranging from 0.369 to 0.674. Reliability was tested using Cronbach's alpha. The reliability coefficient for the grit scale was 0.907, and for the hope scale, it was 0.791.

## RESULT AND DISCUSSION

### *Research Results*

The findings of this study indicate a very strong and significant positive relevance between hope and grit. This means that the higher the level of hope, the higher the level of grit among final-year students at Malikussaleh University. Conversely, the lower the level of hope, the lower the level of grit in these students. A description of the respondents based on demographic characteristics is presented in the following table:

Tabel 1

*Respondent Demographic*

	Demographic	F	%
Gender	Male	98	30.5
	Female	223	69.5
Age	22	59	18.4
	23	193	60.1
	24	63	19.6
	25	6	1.9
Class	2018	6	1.9
	2019	50	15.6
	2020	265	82.6
Faculty	FK	14	4.4
	FKIP	11	3.4
	FH	20	6.2
	FP	21	6.5
	FEB	30	9.3
	FISIP	59	18.4
	FT	166	51.7

Tabel 2

*Normality Test*

Variables	Kolmogorov Smirnov	Description
Hope	0.001	Not normal
Grit	0.001	Not normal

The normality test was conducted using SPSS Version 23. The method used was the Kolmogorov-Smirnov test. The significance values for the variables hope and grit were ( $p=0.001<0.05$ ). These results indicate that the data are not normally distributed.



Tabel 3  
Linearity Test

Variables	Linearity	Description
Hope - Grit	0.000	Linear

The method used was the Test for Linearity. The results showed that the variables hope and grit have a linear relationship.

### **Hypothesis Testing**

The results of the hypothesis test show a Spearman's rho coefficient of  $r = 0.815$  with  $p = 0.000$ . This coefficient indicates a very strong and significant correlation between hope and grit, meaning that  $H_0$  is rejected and  $H_a$  is accepted. The coefficient of determination ( $r^2 = 0.664$ ) signifies that 66.4% of the variance in grit can be explained by hope, while the remaining 33.6% is influenced by other variables. The positive direction of the correlation indicates that higher levels of hope correspond to higher levels of grit, and lower levels of hope correspond to lower levels of grit.

### **Correlation Between Hope and Grit**

The correlation analysis between the dimensions of hope and grit shows that the goals dimension has a Spearman's rho coefficient of  $r = 0.746$  with  $p = 0.000$ . The pathway thinking dimension has a coefficient of  $r = 0.605$  with  $p = 0.000$ , and the agency thinking dimension has a coefficient of  $r = 0.774$  with  $p = 0.000$ . These results indicate that the hope dimension with the highest correlation to grit is agency thinking ( $r = 0.774$ ), whereas the dimension with the lowest correlation is pathway thinking ( $r = 0.605$ ).

### **Correlation Between Grit and Hope**

The correlation analysis between the dimensions of grit and hope reveals that the consistency of interest dimension has a Spearman's rho coefficient of  $r = 0.738$  with  $p = 0.000$ . The perseverance of effort dimension has a coefficient of  $r = 0.797$

with  $p = 0.000$ . These findings indicate that the grit dimension most strongly correlated with hope is perseverance of effort ( $r = 0.797$ ), while the dimension with the weakest correlation is consistency of interest ( $r = 0.738$ ).

### **Discussion**

The results of this study indicate a very strong and significant positive relevance between hope and grit. This means that higher levels of hope are associated with higher levels of grit among final-year students at Malikussaleh University, and vice versa. Individuals who possess self-confidence and goal-oriented thinking tend to work hard, persist, and maintain consistency in pursuing long-term goals.

These findings are consistent with Dermawan et al., (2025), who reported a highly significant positive relationship between hope and grit among students completing their undergraduate theses at UIN Ar-Raniry. The components of hope—goals, agency, and pathways—serve essential functions: goals reflect students' targets to complete their theses as an academic achievement; agency reflects their energy to persevere; and pathways represent their ability to generate solutions when working on their theses. Hope thus serves as a psychological factor that motivates students to endure challenges encountered in thesis completion (Dermawan et al., 2025)

The correlation analysis shows that among the hope dimensions, *agency thinking* has the highest correlation with grit, while *pathway thinking* has the lowest. This suggests that final-year students have the motivation to take action and apply strategies to finish their thesis, but may struggle with effectively planning and structuring strategies that support timely completion. Snyder (2002) states that completing difficult academic tasks requires multiple strategies or





pathways. Individuals with high agency but low pathway thinking may be motivated to achieve their goals, yet their motivation is hindered by their limited ability to generate the necessary plans or strategies.

Regarding the grit dimensions, the highest correlation with hope was found in *perseverance of effort*, while the lowest was found in *consistency of interest*. This indicates that final-year students tend to work hard when facing difficulties but may struggle to remain consistently focused on their long-term goal of completing their thesis and graduating. Duckworth (2018) explains that maintaining a consistent interest in a goal over time is more challenging than exerting effort and recovering from setbacks. Low consistency of interest reflects students' difficulty in sustaining the goals they have set (Adams & Vivekananda, 2023).

Based on the interdimensional correlations, final-year students who struggle to plan academic strategies also tend to have difficulty maintaining consistent focus on their goals. The hope required to enhance grit integrates goal-focused thinking, motivation to develop strategies, and self-belief in the attainability of those goals. Hope shares similarities with problem-solving abilities, particularly in generating alternative strategies (pathways). However, within the framework of hope, agency thinking should ideally motivate individuals to generate pathway strategies as part of problem-solving (Snyder, 2002).

The motivational component of hope is driven by individuals' belief in their ability to create and apply strategies to achieve their goals. Goals, which form the foundation of hope, are crucial for prompting individuals to generate pathways and agency thinking (Snyder, 2000). Within the framework of self-determination theory (SDT) by Ryan & Deci (2002), autonomy, competence, and

relatedness are essential aspects associated with motivation. Autonomy refers to an individual's ability to make self-directed decisions. Competence involves confidence in one's abilities to take effective action. Relatedness refers to feeling connected to others, receiving and providing support, which fosters a sense of security.

Autonomy relates to agency thinking in hope, as independent decision-making strengthens motivation to pursue goals. Competence relates to pathway thinking, where individuals can create effective strategies based on their abilities. Relatedness supports the development of hope by strengthening both pathway and agency thinking through social support. Enhancing hope will subsequently strengthen grit, enabling individuals to pursue and achieve their goals more effectively.

Hope is associated with academic achievement; high hope correlates with higher GPA, an increased likelihood of graduating from university, and a lower likelihood of academic dismissal due to poor performance (Snyder et al., 2002). Vela et al., (2018) also found that students with higher levels of hope are more likely to envision a better future, which strengthens their grit in pursuing long-term goals. Crede et al., (2017) found that grit is positively correlated with academic performance and retention, meaning students with higher grit are more capable of persisting and completing their education. However, grit correlates with academic performance and retention at a moderate level, suggesting that other factors—such as cognitive ability, study habits, learning skills, and academic adjustment—also influence these outcomes (Crede et al., 2017).

Students with low grit are more likely to experience delays in graduation and face an increased risk of dropping out (Christopher et al., 2021). Establishing



clear goals, practicing problem-solving, and fulfilling aspects of self-determination may strengthen individuals' hope. Christopher et al., (2021) also found that mindfulness—defined as present-moment awareness of one's physical and mental state—is positively correlated with grit. Mindfulness may help students refocus on their academic goals. Furthermore, group-based educational interventions grounded in Snyder's hope theory have been shown to effectively increase grit and self-efficacy among students (Narimani & Hedayat, 2020).

This study has several limitations. First, the researcher experienced difficulties in finding respondents who met the criteria, specifically final-year students from the 2018–2020 cohorts. Data collection was also conducted in less conducive environments such as cafeterias, where the presence of many people led some respondents to complete the questionnaire without reading each item carefully. Another limitation concerns the modification of the scales used. Only a small number of items were added to the grit and hope scales. Consequently, several unfavorable items in the grit scale's blueprint were left unfilled, and the limited number of items may have affected the scale's ability to measure grit accurately. Similarly, the hope scale had a small number of items, which may have influenced its reliability coefficient and reduced its effectiveness in capturing the respondents' level of hope.

## CONCLUSION

Based on the findings of this study, it can be concluded that there is a very strong and significant positive relationship between hope and grit. This indicates that the higher the level of hope, the higher the level of grit among final-year students at Malikussaleh University, and vice versa. The correlation results show that final-year students possess motivation to achieve

their goals but experience difficulties in generating alternative strategies. These students are capable of working hard and exerting effort to attain their goals, yet they tend to lack consistency.

Final-year students may enhance both hope and grit by clearly establishing goals that are personally meaningful. Clearly defined goals guide students in formulating the necessary planning strategies and developing confidence that these goals can be achieved. Understanding and being aware of one's own condition helps individuals refocus on their objectives. Suggestions for future research include employing different research methods, such as qualitative approaches, to explore the dynamics of grit among students who do not graduate on time. Furthermore, experimental methods may be used by providing interventions aimed at increasing grit and hope in students. Future researchers should also pay close attention to the measurement instruments used; if an instrument is modified, researchers must adjust the items to fit the needs of the study and the characteristics of the respondents, consider the total number of items, and ensure alignment between the theory applied and the theoretical basis of the instrument.

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