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Social Support and Self Compassion as Predictor Variables on Academic Grit of Final Year Students

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Abstract

This research aims to determine whether there is a significant influence between social support and self-compassion on final year students' academic grit. The hypothesis in this research is that there is a significant influence between social support and self-compassion on the academic grit of final year students. The method used is a quantitative method with the sampling technique in this research using convenience sampling with the number of samples in this research being 256 final year students who are still actively studying at the Satya Wacana Christian University, Salatiga. The scales used in this research are the Academic Grit Scale (AGS) created by Clark & Malecki, the Multidimensional Scale of Perceived Social Support (MSPSS) created by Zimet and the Self-Compassion Scale (SWD) created by Sugianto et al. The data in this study were analyzed using Multiple Linear Regression with the SPSS version 25 program. The results of the analysis prove that there is a simultaneous influence between social support and self-compassion on final year students' academic grit, with an F value of 42.361 with a significance value of 0.000 (p < 0.05). And the coefficient value (R^2) is 0.251, which means that the contribution of social support and self-compassion to the academic grit of final year students is 25.1%, while 74.9% is influenced by other variables such as interests, hopes and self-efficacy.

Introduction

Higher education requires the entire academic community to learn by understanding and deepening knowledge. The dynamic and changing situation in higher education provides greater challenges in the lives of students and final year students are no exception. Final year students who are on the verge of completing their studies are required to be able to complete their final assignments on time with good grades and be able to apply their knowledge in the world of work (Setiawaty et al., 2019) [21]. Final year students must deal with the demands to start preparing themselves in determining careers. Of course it can be a challenge for these students.

It is very important for final year students to have a strong willingness to work hard, dedication, and high commitment to achieve the desired results. Without the effort to learn seriously, individuals will have difficulty achieving good academic performance (Nugraheni, 2018) [16]. Final students in higher education are required to apply proactive learning patterns, namely finding and expanding lecture material, completing final assignments on time and actively participating on campus and off campus. The demands that final students have are getting wider because students are at the age of 19-24 years or in the early adult phase, where in this phase there are various developmental tasks that must be fulfilled including those related to making broad decisions about careers, values, friendships and life partners and lifestyles (Santrock, 2011) [20].

Final year students in fulfilling all the demands and tasks of their development must have various characteristics such as strong will, independence, diligence and being able to divide their study time. In addition, a strong determination is also needed from the student. If this cannot be done, students will experience obstacles in completing lectures (Setiawaty et al., 2019) [21].

The preliminary study using a survey of 18 final year students at Satya Wacana Christian University on November 3, 2023 showed several obstacles from final year students in completing the final project, including 12 people (40%) said they lost their enthusiasm when they encountered difficulties, 12 people (40%) had difficulty staying focused on working on the thesis, 8 people (26.7%) stated that they were confused about where to start working on the thesis, 5 people (10%) felt depressed because they felt behind and pressed for time and 3 people (6%) felt less motivated because there was no deadline for

submitting the thesis.

A person's courage or ability to face the fear of failure and persevere in the face of challenges to achieve goals is known as *grit* (Maddi *et al*., 2012) [10]. *Grit is* also defined as the capacity to maintain motivation and increase effort in pursuit of goals (Silvia *et al*., 2013) [22]. *Grit is* related to working hard through challenges and maintaining effort and interest despite failures, difficulties, and setbacks experienced (Winarto *et al*., 2019) [30]. *Grit* is a term used to describe a person's courage and ability to face the fear of failure and persevere in the face of challenges to achieve their goals (Maddi *et al*., 2012) [10]. *Grit is* also defined as the ability to maintain motivation and increase effort in pursuit of goals (Silvia *et al*., 2013) [22]. *Grit* includes the idea of working hard through difficulties and maintaining effort and interest despite failures, obstacles, and setbacks (Winarto *et al*., 2019) [30].

Grit in the world of education is called academic *grit*. Academic *grit* is a trait possessed by students in the form of having determination, resilience, and strong focus to achieve long-term goals in education (Clark & Malecki, 2019) [3]. Students who have academic persistence try their best to overcome the difficulties they face. They have resilience in working on various demands of lectures and can focus on achieving their academic goals.

Research at Universitas Muhammadiyah Lampung on 62 students showed that 6.5% of students had a very low level of *grit*, 24.7% of students had a low level of *grit*, 38.7% of students had a moderate level of *grit,* 22.6% of students had a high level of *grit,* and 4.8% of students had a very high level of *grit* (Septania *et al*., 2018) [26]. Research on 164 final year students of the Faculty of Psychology, Makassar State University showed that 32 students (19.512%) were in the high *grit* category, 97 people (59.146%) were in the medium *grit* category, and 35 people (21.341%) were in the low *grit* category (Lulu, A. 2023) [9].

Another study on 273 students at Syarif Hidayatullah State Islamic University Jakarta categorized academic *grit* based on its aspects and the results obtained were aspects of interest consistency, namely 15.4% of students had low interest consistency, 70.7% of students had moderate interest consistency and 13.9% of students had high interest consistency. Another aspect is perseverance in trying, namely 23.8% of students have low perseverance, 65.2% of students have moderate perseverance and 11% of students have high perseverance (Zulkifli, 2018) [32]. Research on 354 students at Semarang State University showed that 65.6% of students were in the medium *grit* category, 23.2% of students were in the high *grit* category and 11.2% of students were in the low *grit* category (Mas'udah, 2019) [11].

Putri (2017) [18] concluded that students who have high academic *grit* are able to survive with all the demands and obstacles given and are able to deal with pressure, students with high *grit* are able to complete their studies on time (Duckworth, 2022) [6], academic *grit* is a competency that is very important and needed in life (Aprilolita, 2020) [2]. However, preliminary studies that have been conducted as well as several previous studies show that the condition of academic *grit* in students in Indonesia is in the medium category and tends to be low, low academic *grit* makes a person tend not to persevere in working, easily give up when experiencing failure and even stop trying (Suzuki *et al*, 2015) [25].

Someone with low academic *grit* cannot maintain their interest and has difficulty persisting in lectures, especially when facing challenges and disruptions in their lectures (Caesari *et al*., 2013) [5]. In addition, someone with low academic *grit* is also less able to persist in doing a large number of courses and feels unable to concentrate in attending long hours of lectures. This makes them often give up or unable to persevere to achieve their goal of becoming a scholar (Winarto *et al*., 2019) [30]. Someone with low academic *grit* is more likely to fail and complete their studies later than someone with high academic *grit* (Duckworth, 2022) [6]. According to Duckworth (2019) there are several factors that can affect *grit,* namely internal factors and external factors. Internal factors that can affect a person's *grit* are *interest*, *practice*, *purpose*, and *hope*. Then the external factors that affect *grit* are *parenting*, *the playing field*, and *culture*. In addition, there is also research conducted by Arif *et al*., (2022) [1] showing that social support factors and (Putri *et al*., 2021) [19] *self compassion* can affect a person's *grit*.

Social support is defined as the provision of social networks of psychological and material resources intended to give individuals the ability to cope with stress (Cohen, 1983) [4]. Social support is a feeling of comfort, care, and respect that individuals receive from other individuals or groups. Saputri and Indrawati (2011) state that social support is often obtained from the closest relationships, namely family or friends. The aspects of social support according to Cohen, S., & Hoberman, H. M. (1983) [4] are *emotional* support and *informational* support. Emotional support is support in the form of empathy, attention, and encouragement to individuals. Furthermore, informational support is support in the form of advice, counsel, and direction regarding what individuals do.

Some psychological studies state that well-received social support can increase *grit to* face a better life, this is reinforced by research conducted by (Pangaribuan & Savitri, 2019) [17] on 185 Student Members of PSM at Maranata University Bandung which reveals that when individuals experience low academic *grit*, social support can provide the ability for individuals to be able to get up and consistently move forward to achieve the desired goals. Another study conducted by (Arif *et al*., 2022) [1] on 138 UNESA students who study while working states that social support is a predictor that plays a positive and significant role in increasing a person's *grit* level where if the higher the social support received, the higher the persistence possessed to get through the challenge. and vice versa if the social support received is low, the lower the level of persistence of the person to get through the challenges faced. In contrast to the results of research (Mora *et al*., 2023) [12] conducted on 208 students of the 2019-2022 Faculty of Psychology, University of Buana Perjuangan Karawang, the study revealed that there was no relationship between social support and persistence (*grit*) for students of the 2019-2022 Faculty of Psychology, University of Buana Perjuangan Karawang.

Apart from external factors in the form of social support, there is also *self compassion* which is one of the internal variables that affect *grit.* According to Neff, (2003) [14] *self compassion* is the individual's ability to respond to a failure by providing an understanding not to judge the failure by involving compassion for oneself and arousing the desire to alleviate the suffering that is being experienced, so that the suffering experienced is part of the life experience that

individuals live. Furthermore, Neff, (2003) [14] said that self *compassion is* negatively related to self-criticism, depression, anxiety, eating disorders and depressed thoughts, and has a positive relationship with social relationships, emotional maturity and self-determination (Neff & Knox, 2016) [15]. According to Neff (2003) [14] self *compassion* has three aspects, namely *self-kindness,* one's ability to understand and interpret a failure, *common humanity*. Awareness of failure and difficulty is something that is experienced by everyone, and *mindfulness, a* person's ability to balance thoughts when in a stressful or difficult situation.

Several reference studies cited mention that high *self compassion* can increase *grit*. Wahyuni (2022) [28] explained that students who have high *self compassion* will be able to overcome stressful situations that arise from every failure faced. Weiss, (2018) [29] states that, individuals with high self *compassion* will still expect positive results even though the situation faced is quite severe, so that *self compassion* in individuals can be an internal factor in the form of motivation that can increase the individual's *grit* to achieve the desired long-term goals. (Weiss, 2018) [29]. Research conducted by (Putri *et al*., 2021) [19] on *self compassion* towards *grit* in the student writer community which revealed the results that individuals with high *self compassion* tend to have good *grit*. In another study conducted by Fadhlurohman, (2022) in first-year students, it was shown that *self compassion* has a positive and significant relationship with *grit* where the higher the *self compassion* possessed, the higher the level of *grit* possessed. In contrast to previous research which shows that *self compassion* has a positive and significant relationship to *grit*. Research conducted by Loenhout, (2022) [8] on 30 students from the Netherlands and Germany studying at the University of Twente in the Netherlands with the aim of exploring the relationship between *grit* and self *compassion* and vice versa *self compassion* with *grit the* results showed that *self compassion* is positively but not significant or weakly related to *grit* which indicates that changes in *self compassion* do not provide a strong indication of changes in a person's *grit*.

Based on references and previous research, it shows that there are still pros and cons regarding the role between social support and *self compassion* with *grit*. This difference is the basis that the relationship between social support and *self-compassion* to *grit* needs to be studied further. In addition, the difference between this study and previous research lies in the dependent variables used where in previous studies examining *grit* in general using the definition and measuring instruments developed by Duckworth, (2017), but in this study researchers focused more on examining academic *grit*. By using the definition in the measuring instrument from Clark and Malecki. (2019) [3]. Based on the background description above, the researcher is interested in examining the role of social support and *self compassion* as predictors of academic *grit of* final year students. The purpose of this study was to determine and find the effect of social support and *self compassion* simultaneously on the academic *grit* of final year students. The hypothesis in this study is that there is a simultaneous influence between social support and *self compassion* on the academic grit of final year students.

Research Methods
This study is a quantitative study with a correlational research design. This research approach aims to determine social support, and *self compassion* as predictors of academic *grit of* final year students who become the population of participants in this study were 3457 final year undergraduate students studying at Satya Wacana Christian University. The sampling technique used in this study was *convenience sampling* technique In selecting samples, researchers used an infinite population with an error rate of 5% (Isac and Michael as cited in Sugiyono, 2017) [24]. The participants in this study were 256 final year undergraduate students who were still actively studying at Satya Wacana Christian University.

This study uses a scale as a data collection *instrument*. There are three scales used in this study, namely the social support scale MSPSS (*Multidimensional Scale of Perceived Social Support*) by Zimet, *et al*., (1988) [31] which consists of 12 *favorable* items with a reliability coefficient of 0.85 The CR value of this social support ranges from a value of 0.74 - 0.83. The *self compassion* scale used in this study is the self compassion scale (SWD) made by Sugianto *et al*., (2020) [23] this scale was adapted from the *self compassion* scale (SCS) made by kristen Neff (2003) [14]. Consists of 13 *unfavorable items* and 13 *favorable items, the* total is 26 items, with a *Cronbach's Alpha* reliability value of 0.872, with CR values ranging from, 0.60 -0.78. The academic *grit* scale used in this study is the *Academic Grit Scale* (AGS) created by (Clark & Malecki, 2019) [3] which was adapted into Indonesian by researchers. With a good total *item* correlation which moves between 0.593-0.726. This measurement tool has a good reliability of 0.92.

In this study, data analysis used *Multiple Linear Regression* statistical analysis techniques with the help of the SPSS version 25 application. Before conducting the regression test, the assumption test was first carried out, namely the normality test, linearity, multicollinearity, heteroscedasticity.

Results
Categorization
The study used three variables consisting of academic grit (Y), social support (X_1) and *self compassion* (X_2) Based on the calculation of hypothesis norms, the results of categorization between variables are as follows**.**

Table 1: Categorization of Variable Hypothesis Data

Variables	Category	Number of Respondents	Percentage
Academic grit	Very low	59	23,3%
	Low	73	28,4%
	Medium	86	33,5%
	High	38	14,8%
	Very high	-	-
	Total	**256**	**100,0%**
Social support	Very low	6	2,3%
	Low	73	28,4%
	Medium	93	36,6%
	High	84	32,7%
	Very high	-	-
	Total	**256**	**100,0%**
Self compassion	Very low	9	3,5%
	Low	77	30,0%
	Medium	108	42,4%
	High	49	19,1%
	Very high	13	5,1%
	Total	**256**	**100,0%**

The categorization results in Table 1 show that the academic *grit* level of 256 participants is divided into five categories, namely very low, low, medium, high and very high. 59 participants (23.3%) were in the very low category, 73 participants (28.4%) were in the low category, 86 participants (33.5%) were in the medium category and 38 participants (14.8%) were in the high category. Based on the mean value, most participants have an academic *grit* level that is in the medium category.

Then, the data showed that the social support of 256 participants fell into five categories: Very low, low-medium, high, and very high. A total of 6 participants (2.3%) were in the very low category, 73 participants (28.4%) were in the low category, 93 participants (36.6%) were in the medium category and 84 participants (32.7%) were in the high category. Based on the mean value, most participants have social support that is in the moderate to high category.

Then the last data shows that *self compassion* of 256 participants is divided into five categories very low, low moderate, high, and very high. A total of 9 participants (3.5%) were in the very low category, 77 participants (30.0%) were in the low category, 108 participants (42.4%) were in the medium category, 49 participants (19.1%) were in the high category and 13 participants (5.1%) were in the very high category. Based on the mean value, most participants have a level of *self compassion* that is in the moderate category. **Hypothesis Test**

Simultaneous Significance Test (F test)
Simultaneous statistical tests for independent variables X_1 (social support) and X_2 *(self compassion)* obtained the following results:

Table 2: Multiple regression test results significant F value

ANOVAᵃ					
Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	2503.854	2	1251.927	42.361	.000ᵇ
1 Residuals	7477.083	253	29.554		
Total	9980.938	255			
a. Dependent Variable: Academic grit					
b. Predictors: (Constant), social support, Self compassion					

Based on Table 4.18, it can be seen that $_{Fcount}$ is 42.361> F_{tabel} of 3.88 with a significant value of 0.000 (p < 0.05), it can be concluded that there is a simultaneous influence

between social support and *self-compassion* on the academic *grit* of final year students. From the results of this calculation, the hypothesis in this study is accepted.

Partial Significance Test (t test)
The results of partial statistical   tests for the independent variables X_1 (social support) and X_2 *(self compassion)* on the dependent variable Y (academic *grit*) obtained the following results:

Table 3: Partial Significance Test Results t value

Coefficientsᵃ					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	5.139	2.803		1.834	.068
1 Social support	.394	.056	.399	7.015	.000
Self compassion	.132	.036	.208	3.664	.000
a. Dependent Variable: Academic grit					

Based on Table 4.19, it can be seen that social support partially affects the academic *grit* of final $_{year}$ students, it can be seen from the value of $_{Thitung}$ social support of 7.015> 2.51 T_{tabel} with a significance value of 0.000 (p < 0.05). *Self compassion* also partially affects the academic *grit of* final year students. This can be seen from the $_{Thitung}$ value of *self compassion* of 3.664> 2.51 T_{tabel} with a significance value of 0.000 (p < 0.05).

Test Coefficient of Determination $(R)^2$
Analysis of the coefficient of determination (R^2) can be seen in the table below.

Table 4: Determination Coefficient Test Results

Model Summaryᵇ				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.501ᵃ	.251	.245	5.436
a. Predictors: (Constant), social support, Self compassion				
b. Dependent Variable: Academic grit				

Based on the R value of 0.501 in Table 4.21, it shows that there is a simultaneous correlation between social support and *self-compassion* on the academic *grit of* final year

students. The coefficient of determination (R^2) of 0.251 means that the contribution or contribution of the influence of social support and *self compassion* on the academic *grit of* final year students is 25.1% while the remaining 74.9% is influenced by other variables not examined in this study.

Discussion

Support as a Predictor of Academic *Grit* in Final Year Students at UKSW

Based on the results of the linearity test the T value$_{hitun g}$ social support is 7.015 with a significance value of 0.000 ($p < 0.05$). This shows that social support has a significant and positive effect on the *grit of* final year students at UKSW. Thus, it can be concluded that the higher the social support, the higher the *grit* possessed by students.

In line with the theory put forward by Cohen and Hoberman (1983) [4], namely the existence of support from others can help change students' perceptions that difficult situations are not faced alone. Students in this study received self *esteem* support in the form of other individuals who were willing to listen to stories and complaints that helped students to adjust to existing academic demands. The *appraisal* support received by students in this study in the form of providing information or advice can help students to rise from the failures experienced. Social support can also protect students from possible pathologies due to *stress* so that students can focus on achieving their goals. This is in line with Taylor's (2015) [27] view which states that the support received by students can reduce the possibility of students experiencing *stress*.

The researcher's findings are in line with the results of research conducted by Pangaribuan and Savitri (2019) [17] involving respondents of PSM members at the University of "X" Bandung. This study found that social support has a significant effect on *grit*. Social support in this study contributed 18.4% to the *grit* possessed by PSM member respondents.

Self compassion as a predictor of academic *grit* in final year students at UKSW

Based on the results of the linearity test, the $_{Thitung}$ value of *self compassion* is 3.664 with a significance value of 0.000 ($p < 0.05$) This shows that *self compassion has a* significant and positive effect on the *grit* of final year students at WSSU. Thus, it can be concluded that the higher the *self compassion*, the higher the *grit* possessed by students.

This is in line with the opinion expressed by Putri (2021) [19] who said that *self compassion* is one of the factors that influence academic *grit*. Neff (2003) [14] self compassion is an attitude of compassion for oneself and does not blame oneself with all the suffering experienced. In line with Fadhlurohman's research, (2022) which reveals a positive relationship between *self compassion* and academic *grit* where individuals with high *self compassion* are able to help reduce fear in facing a problem and can understand themselves. In addition (Putri *et al*., 2021) [19] state that there is an effect of *self compassion* on the resilience of individuals who love themselves tend to be more resilient and easier to bounce back from obstacles. A high level of self *compassion* in students can make them an open and adaptive person to every problem they face with a good level of *self compassion* able to accept negative emotions by not blaming themselves for the pressure they feel so that it has a positive impact on the student's academic *grit*.

Social Support and *Self-Compassion* Together as Predictors of *Grit* in Final Year Students at UKSW

Based on the results of data analysis conducted by researchers on final year students at Satya Wacana Christian University Salatiga, it shows that social support and *self compassion* have a contribution of 25.1% to academic *grit*. While the rest is influenced by other factors not examined in this study in the form of interest, hope, *self efficacy*. The results of the data analysis also show the $_{Fcount}$ value of 42,361 with a significance value of 0.000 ($p < 0.05$). This also shows that social support and *self compassion have a* significant effect on the academic *grit of* final year student respondents at UKSW. Thus, it can be concluded that social support and *self compassion* together can be predictors of academic *grit* in final year student respondents at WSS. These results are also reinforced by research conducted by Muttaqin *et al* (2020) [13]. which also states that there is a significant influence between social support and *self compassion* on the academic *grit of* Madrasah Aliyah Negeri Kota Palembang students.

Social support and *self compassion* influence the attitude of students to be able to survive in difficult conditions and try to overcome the suffering that is being experienced. Students who get good social support from family and people around them will have better motivation and confidence in facing challenges or difficulties. Khasanah (2020) in her research also states that the existence of social support for parents of children with special needs makes them able to rise from adversity and then face challenges with resilience to achieve the desired dream. Likewise, students who have *Self-compassion*, or compassion for themselves, also have an important role in predicting academic *grit*. Students who have high levels of *self-compassion* tend to be better able to manage failure and criticism. They are not too hard on themselves when facing difficulties, yet they can learn from their failures and remain motivated to achieve their academic goals.

Final year students in this study receive social support from people around them well and have good *self compassion* so that students can increase academic *grit*. Good student academic *grit* is characterized by being consistent in their interests and still trying, working hard and never giving up in completing academic demands. In addition, the existence of social support and *self compassion* can increase the enthusiasm of final year students to achieve the goals set despite failure. Conversely, if there is no support from surrounding people, family, and special people, it can cause students to have difficulty dealing with existing academic demands so that it will affect the decline in the student's academic *grit*. Likewise, when students do not have *self compassion* in themselves, students will tend to feel negative emotions and feel unchallenged to complete academic demands.

Conclusions

This study aims to determine and find the effect of social support and *self compassion* simultaneously on the academic *grit* of final year students. The results found that there was a simultaneous positive influence between social support and *self compassion* on the academic *grit* of final year students with a contribution of 25.1%, meaning that the higher the social support and *self compassion*, the higher the academic *grit*. Other findings found in the study of social support partially affect the academic *grit* of final year students. And

Self compassion partially also affects the academic *grit of* final year students.

The results of statistical tests and discussions above show that the effect of social support and *self compassion* on the academic grit of final year students is 25.1% while the remaining 74.9% is influenced by other variables not examined in this study. Therefore, it is recommended for further research to add other psychological aspects such as self-concept, interests, expectations, personality type, *self-efficacy* and other psychological variables. The implications of this study can deepen the understanding of the psychological factors underlying academic *grit*. By considering the role of social support and *self-compassion*, this study can enrich theories on intrinsic motivation, resilience, and psychological well-being.

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