

ROLE OF ACADEMIC GRIT ON SUBJECTIVE WELL-BEING IN FINAL-YEAR STUDENTS

Nabielah Majdah Anillah^{1*}, Riza Noviana Khoirunnisa²^{1, 2}Program Studi Psikologi, Fakultas Psikologi, Universitas Negeri Surabaya
nabielah.22042@mhs.unesa.ac.id, rizakhoirunnisa@unesa.ac.id**Abstract**

Final-year students often face various academic demands that may affect their subjective well-being. In dealing with these demands, academic grit becomes one of the factors that can help individuals remain persistent and consistent in overcoming academic challenges, thereby potentially enhancing subjective well-being. Therefore, this study was conducted to determine and empirically examine the effect of academic grit on subjective well-being among final-year students. This study employed a quantitative method using regression analysis. The participants consisted of 195 final-year students selected through purposive sampling. Data were collected using the Academic Grit Scale, Satisfaction With Life Scale, and Positive Affect Negative Affect Schedule. The results showed that academic grit had a positive effect on subjective well-being, with a regression coefficient value of 0.150. F test result 21.36 and p-value of < 0.001 indicated that the effect was significant. The coefficient of determination (R^2) of 0.100 indicated that academic grit explained 10% of subjective well-being. Therefore, higher academic grit is associated with higher subjective well-being among final-year students.

Keyword: Academic Grit; Subjective Well-Being; Final Year Student

Abstrak

Mahasiswa tingkat akhir sering menghadapi berbagai tuntutan akademik yang dapat memengaruhi *Subjective Well-Being* mereka. Dalam menghadapi tuntutan tersebut, *Academic Grit* menjadi salah satu faktor yang dapat membantu individu tetap tekun dan konsisten dalam menyelesaikan tantangan akademik sehingga berpotensi meningkatkan *Subjective Well-Being*. Maka dari itu, penelitian ini dilakukan untuk mengetahui dan menguji secara empiris pengaruh *Academic Grit* terhadap *Subjective Well-Being* pada mahasiswa tingkat akhir. Penelitian ini menggunakan metode kuantitatif dengan analisis regresi. Subjek penelitian berjumlah 195 mahasiswa tingkat akhir yang dipilih menggunakan teknik *purposive sampling*. Pengumpulan data dilakukan menggunakan *Academic Grit Scale*, *Satisfaction With Life Scale*, dan *Positive Affect Negative Affect Schedule*. Hasil penelitian menunjukkan bahwa academic grit memiliki pengaruh positif terhadap subjective well-being dengan nilai koefisien regresi sebesar 0.150. Nilai F 21.36 dan *p value* < 0.001 menunjukkan bahwa pengaruh tersebut signifikan. Nilai koefisien determinasi (R^2) sebesar 0.100 menunjukkan bahwa *Academic Grit* mampu menjelaskan *Subjective Well-Being*

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sebesar 10%. Dengan demikian, semakin tinggi *Academic Grit*, maka semakin tinggi pula *Subjective Well-Being* pada mahasiswa tingkat akhir.

Kata kunci: *Academic Grit*; *Subjective Well-Being*; Mahasiswa Tingkat Akhir

1. Introduction

Final-year students face major challenges in completing their thesis, which is a graduation requirement that demands in-depth research and intensive academic supervision (Tanjung Sari et al., 2024). In addition to thesis-related demands, students are also required to complete other academic responsibilities, which often lead to stress, anxiety, disrupted thinking, and decreased motivation. Academic stress may result in delays in thesis completion and reduced motivation to complete studies (Azizah & Satwika, 2021). These conditions can subsequently affect students' subjective well-being, particularly their feelings of satisfaction and positive evaluations of themselves and their lives.

According to Diener (2009), subjective well-being reflects how individuals evaluate and respond to their life experiences through both cognitive and affective dimensions. This includes life satisfaction as well as positive and negative emotional experiences (Wardah & Jannah, 2023). Thus, subjective well-being reflects how individuals personally evaluate and experience happiness and satisfaction in life. Majesty et al. (2023) explained that high academic stress can reduce students' subjective well-being by triggering negative emotions and lowering life satisfaction, whereas lower academic stress may increase positive emotions and life satisfaction. Similarly, Astuti and Nurwidawati (2023) found that individuals who are able to manage pressure and maintain a balance between academic and work responsibilities tend to experience a higher quality of life and greater subjective well-being. Therefore, understanding factors that can support students' subjective well-being during the thesis completion process is important to help students cope with academic pressure and maintain their psychological well-being.

Based on a preliminary study conducted with 10 final-year students using a brief questionnaire, the results indicated that the thesis completion process affected students' psychological, physical, and subjective well-being conditions. Most respondents reported experiencing stress, anxiety, emotional exhaustion, and sleep disturbances due to academic pressure and deadlines. However, students continued striving to complete their thesis by setting work targets, seeking support, and motivating themselves to persist. The findings also showed that students who remained persistent and consistent in completing their thesis tended to feel calmer, happier, and more satisfied with themselves, whereas those who experienced difficulties and lost motivation tended to feel more stressed and anxious.

Based on these conditions, efforts are needed to identify factors that may help final-year students cope with academic pressure and maintain their psychological well-being during the thesis completion process. One potential factor is academic grit, which may help students remain persistent, resilient, and consistent in achieving their academic goals despite various challenges and obstacles.

Although many studies have examined grit and subjective well-being, research specifically focusing on academic grit among final-year students remains limited. Previous studies have

primarily examined the general concept of grit in educational contexts, while studies investigating the influence of academic grit on subjective well-being among final-year students are still relatively scarce.

Based on the background described above, the research problem of this study is whether academic grit influences subjective well-being among final-year students. Therefore, this study aims to empirically examine the influence of academic grit on subjective well-being among final-year students.

2. Literature Review

Subjective well-being refers to how individuals evaluate and respond to their life experiences through both cognitive and affective dimensions (Diener, 2009). It consists of two primary components: the cognitive component, reflected in life satisfaction, which represents individuals' evaluations of their overall quality of life based on their personal standards and expectations, and the affective component, reflected in the balance between positive and negative emotions experienced in daily life. According to Diener (2009), subjective well-being is influenced by various factors, including subjective evaluations of life domains, income, and demographic characteristics such as age and gender.

Wardah and Jannah (2023) explained that individuals with high subjective well-being generally perceive their lives positively, experience a better quality of life, and are more likely to feel grateful and satisfied with their life experiences. Conversely, individuals who frequently encounter negative experiences tend to evaluate their lives less positively, which may lower their subjective well-being and increase their vulnerability to psychological problems.

Similarly, Pamungkas et al. (2021) stated that individuals with high subjective well-being tend to report greater life satisfaction, experience more positive than negative emotions, and demonstrate more favorable evaluations of their lives. In contrast, individuals with low subjective well-being are generally less satisfied with their lives and experience negative emotions more frequently.

Majesty et al. (2023) explained that high levels of academic stress can reduce students' subjective well-being by increasing negative emotions and lowering life satisfaction. In contrast, lower levels of academic stress are associated with more positive emotions and greater life satisfaction. Therefore, students need perseverance, resilience, and consistency to cope with academic challenges and maintain their psychological well-being. Hapsari and Wandansari (2025) suggested that these qualities help individuals overcome obstacles and remain committed to achieving their long-term goals. In academic settings, these characteristics are reflected in the concept of academic grit.

Duckworth (2016) defined grit as persistent effort and consistent dedication to pursuing long-term goals despite challenges and setbacks. Grit reflects an individual's ability to maintain sustained effort, remain committed over time, and recover from setbacks or failures in order to achieve desired goals (Muhibbin & Wulandari, 2021).

In educational settings, grit is conceptualized as academic grit. Clark and Malecki (2019) defined academic grit as a personal characteristic characterized by determination, resilience,

and focus in pursuing challenging long-term academic goals. Students with high academic grit are less likely to give up when facing academic difficulties, are able to recover from setbacks, and continue to exert maximum effort to achieve academic success and their future goals.

According to Clark and Malecki (2019), academic grit consists of three dimensions: determination, resilience, and focus. Determination refers to sustained effort in pursuing long-term academic goals, resilience reflects the ability to persist and recover from setbacks despite challenges, and focus refers to prioritizing academic goals over competing goals in other areas of life.

Based on these conditions, academic grit is assumed to play a role in the subjective well-being of final-year students. Academic grit may function as a protective factor that helps students manage stress and academic pressure through persistence and consistency in facing various challenges. This assumption is supported by Diener's (2009) explanation that involvement in meaningful activities can enhance subjective well-being. In the context of final-year students, persistence and consistency in completing a thesis may reflect academic grit, which can help students maintain positive emotions and life satisfaction throughout the academic process (Fun et al., 2023).

This explanation is supported by research conducted by Ayuningtyas and Kristinawati (2025), which found that students with higher levels of grit were better able to balance work and academic responsibilities and demonstrated greater life satisfaction and emotional well-being. Similarly, research by Salsabila et al. (2024) showed that higher levels of grit were associated with higher subjective well-being, indicating that grit can contribute to individuals' happiness and life satisfaction.

Although studies on grit and subjective well-being have been widely conducted, research specifically examining academic grit among final-year students remains limited. Previous studies have primarily focused on the general concept of grit and its relationship with subjective well-being, while evidence regarding the influence of academic grit on subjective well-being is still relatively scarce. Therefore, this study aims to address this gap by examining the influence of academic grit on subjective well-being among final-year students. Based on the theoretical framework and previous empirical findings, this study hypothesizes that academic grit has a positive influence on subjective well-being among final-year students.

3. Research Methods

This study employed a quantitative method with a causal research design to examine the influence of academic grit on subjective well-being among final-year students. The study was conducted online involving students from Universitas Negeri Surabaya between November 2025 and February 2026. The population consisted of 307 final-year students from the Faculty of Psychology, and 171 respondents were selected using purposive sampling.

Academic grit was measured using the Academic Grit Scale adapted from Kisdayani and Setyowibowo (2024), originally developed by Clark and Malecki (2017). The scale originally consisted of 10 items. However, following the item discrimination analysis, only 9 items met the established criteria and were retained. This process yielded a Cronbach's alpha coefficient of 0.870.

The measurement of subjective well-being employed the Satisfaction with Life Scale (Diener et al., 1985) and the Positive and Negative Affect Schedule (Watson et al., 1988), both adapted from Akhtar (2019). The SWLS consisted of 5 items with a Cronbach's alpha coefficient of 0.865.

Meanwhile, the PANAS initially consisted of 20 items, with 18 items retained after item discrimination testing and a Cronbach’s alpha coefficient of 0.908.

Data were collected through online Likert-scale questionnaires and analyzed using normality and linearity tests, z-score standardization, and simple regression analysis through JASP software.

4. Result and Discussion

This study involved 195 active undergraduate psychology students from the 2022 cohort at Universitas Negeri Surabaya who were completing their theses. The study aimed to examine the influence of Academic Grit on Subjective Well-Being among final-year students.

Table 1. Demographic Characteristic

Characteristic		F	%
Age	19	1	0.51%
	20	10	5.13%
	21	92	47.18%
	22	75	38.46%
	23	11	5.64%
	24	5	2.56%
	25	2	1.03%
Gender	Male	62	31.79%
	Female	133	68.21%
Type of Project	Thesis	149	76.41%
	Article	46	23.59

Based on the respondents' demographic characteristics, most participants were 21 years old (47.18%), followed by those aged 22 years (38.46%), indicating that the majority were in early adulthood. In terms of gender, female students accounted for 68.21% of the sample, while male students represented 31.79%. Regarding the type of final project, most respondents were completing a thesis (76.41%), whereas 23.59% were working on a journal article.

Table 2. Descriptive Analysis

Aspect	N	Min	Max	Mean	SD
Academic Grit	195	26	45	37.53	3.606
Subjective Well-Being					
a. Cognitive	195	7	34	24.85	5.279
b. Affective	195	32	80	57.52	8.175

Descriptive analysis showed that Academic Grit had a mean score of 37.53 (SD = 3.606), indicating relatively good levels of academic grit among respondents. Meanwhile, the cognitive aspect of Subjective Well-Being had a mean score of 24.85 (SD = 5.279), while the affective aspect had a mean score of 57.52 (SD = 8.175), indicating greater variation in the affective aspect.

Table 3. Categorization Analysis

Aspect	Low n (%)	Moderate n (%)	High n (%)
Academic Grit	24 (12.31%)	145 (74.36%)	26 (13.33%)
Subjective Well-Being	35 (17.95%)	127 (65.13%)	33 (16.92%)
a. Cognitive	36 (18.46%)	129 (66.15%)	30 (15.38%)
b. Affective	21 (10.77%)	144 (73.85%)	30 (15.38%)

Categorization analysis showed that most respondents were in the moderate category for Academic Grit (74.36%) and Subjective Well-Being (65.13%). Similarly, the cognitive and affective aspects of Subjective Well-Being were also predominantly categorized as moderate, with percentages of 66.15% and 73.85%, respectively. These findings indicate that final-year psychology students generally demonstrated moderate levels of academic grit and subjective well-being during the thesis completion process.

Table 4. Normality Test

Aspect	<i>p</i> value
Academic Grit	0.058
Subjective Well-Being	0.331

The normality test using the Kolmogorov-Smirnov method showed that Academic Grit ($p = .058$) and Subjective Well-Being ($p = .331$) were normally distributed ($p > .05$). Therefore, the hypothesis was tested using simple linear regression analysis.

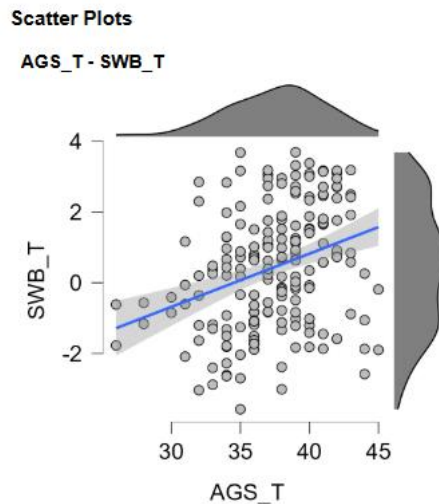


Figure 1. Linearity Test

The linearity test indicated a positive linear relationship between the two variables, as the data points followed the regression line. Therefore, the assumption of linearity was met, allowing the hypothesis to be tested using simple regression analysis.

To obtain the overall Subjective Well-Being score, the formula $SWB = SWLS + (PA - NA)$ was used after z-score standardization was conducted to standardize the measurement scales across the instruments. The resulting score was then used in the regression analysis.

Table 5. Linear Regression Analysis

Determination Test		F Test		Regression Coefficient		
R	R^2	F	p	A	b	p
0.316	0.100	21.36	<0.001	-5.189	0.150	<0.001

The results of the simple linear regression analysis showed that Academic Grit had a significant positive influence on Subjective Well-Being ($F = 21.36$, $p < .001$). The regression coefficient indicated that every one-point increase in Academic Grit was followed by a 0.150-point increase in Subjective Well-Being, suggesting a positive relationship between the two variables. Furthermore, the correlation coefficient showed a relationship between Academic Grit and Subjective Well-Being ($R = 0.316$). The coefficient of determination ($R^2 = 0.100$) indicated that Academic Grit contributed 10% to Subjective Well-Being, while the remaining 90% was influenced by other factors outside the research model. Based on these findings, the research hypothesis was accepted, while the null hypothesis was rejected.

These findings indicate that students who are able to remain persistent and consistent in completing academic responsibilities tend to experience greater life satisfaction and more positive emotional conditions despite academic pressures. Clark and Malecki (2019) explain Academic Grit as determination, resilience, and focus in achieving academic goals. Students with high Academic Grit tend to remain persistent in facing academic challenges and pressures,

which may positively affect their subjective well-being. This result aligns with research by Khoirunnisa et al. (2023), which found that students with high grit are able to maintain consistency and commitment in completing academic responsibilities and achieving their goals.

According to Diener (2009), Subjective Well-Being includes cognitive evaluations of life satisfaction and affective reactions involving positive and negative emotions. Students with high Academic Grit are more likely to persist in achieving academic goals and manage academic stress effectively, which can increase life satisfaction and positive affect while reducing negative emotions. These findings also support Diener's (2009) explanation that engagement in meaningful and goal-directed activities contributes to subjective well-being.

In this study, Academic Grit contributed 10% to Subjective Well-Being, indicating that other factors outside the present study may also influence students' well-being. However, previous studies have similarly shown that grit has a significant relationship with Subjective Well-Being. Ayuningtyas and Kristinawati (2025) found that students with higher levels of grit were better able to balance work and academic responsibilities and demonstrated greater life satisfaction and emotional well-being. Similarly, Kasyfillah et al. (2025) reported that students with high perseverance were more resilient in facing academic challenges, more focused on their goals, and experienced greater happiness and life satisfaction. In addition, Salsabila et al. (2024) found that higher levels of grit positively influenced Subjective Well-Being among adolescents in educational contexts. These findings further support the present study, indicating that higher Academic Grit is associated with higher Subjective Well-Being.

The influence of Academic Grit on Subjective Well-Being can also be understood through its specific aspects. Djaliling and Purba (2019) explained that consistency and perseverance in pursuing long-term goals contribute to greater meaning in life and higher life satisfaction, which reflects the cognitive aspect of Subjective Well-Being. Furthermore, Hou et al. (2021) found that the relationship between grit and Subjective Well-Being was stronger in the affective aspect, indicating that Academic Grit may help students maintain positive emotions and manage negative emotions when facing academic challenges. Overall, these findings suggest that Academic Grit plays an important role in helping final-year students maintain their subjective well-being during the thesis completion process.

5. Conclusion and Recommendation

This study found that academic grit had a significant positive influence on subjective well-being among final-year students. Higher levels of perseverance and consistency in facing academic challenges were associated with greater life satisfaction and more positive emotional experiences. The findings also showed that academic grit contributed 10% to subjective well-being, indicating that subjective well-being is also influenced by other factors outside this study. Therefore, academic grit can be understood as one of the important factors contributing to students' subjective well-being.

Future research is recommended to examine additional variables related to subjective well-being, such as social support, academic stress, resilience, or coping strategies, in order to provide a more comprehensive understanding of the phenomenon. Further studies are also encouraged to involve larger and more diverse samples and to improve research methods and instruments to enhance the generalizability and accuracy of the findings.

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