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Grit Character of High School Students in the Digital Era Supporting SDG 4: Quality Education

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ABSTRACT

Objective: To analyze the grit character of high school students in the digital era. The study emphasizes the importance of persistence, consistency, and determination among students in facing learning challenges caused by rapid technological development. This research contributes to Sustainable Development Goal (SDG) 4 by highlighting the importance of developing student character to support quality education in the digital era. **Method:** The research employed a quantitative approach with an ex-post facto research design. The research population consisted of eleventh-grade students at SMA N 1 Montong Gading, East Lombok. Data were collected using a grit questionnaire consisting of two dimensions: consistency of interest and perseverance of effort. The sample consisted of 23 students selected using proportionate stratified random sampling. **Results:** The results showed that the grit character of students in the digital era was categorized as good, with an average score of 74.71%. Students demonstrated persistence, enthusiasm, creativity, and responsibility in completing digital-based learning tasks, including multimedia video assignments. The findings indicate that digital technology can support students' learning processes when accompanied by strong character development. **Novelty:** The study provides new insights into student grit characteristics in the context of digital interaction culture among high school students in East Lombok. The findings highlight the importance of integrating digital literacy and character education to strengthen students' resilience and learning achievement in supporting SDG 4.

INTRODUCTION

The digital era is an era where technology and communication are increasingly advanced, information is no longer blocked, sources of information are not only obtained from one or two media, but there are dozens, hundreds and even thousands, and it can be a carrier of new information and knowledge. The rapid development of digital technology has transformed the way individuals access, process, and distribute information, particularly in educational environments (Selwyn, 2016). Thus, in the current digital era which is increasingly developing, students often become passive so that it can affect student learning achievement because of addiction to the cellphone screen. Excessive use of digital devices among students may influence learning behavior, concentration, and academic engagement (Kuss & Griffiths, 2017).

In addition, in doing schoolwork, students often copy and paste on the internet due to the development of current technological tools, self-confidence begins to disappear and is unable to develop the potential that exists within the individual himself. The accessibility of online information provides opportunities for learning but may also encourage academic dishonesty and dependency on digital resources when digital literacy skills are insufficient (Ng, 2012). In the increasingly developing digital era, it causes many problems for several groups of people, especially students at school. Digital transformation has changed social interactions, communication patterns, and the way young people construct their identities in society (Livingstone & Helsper, 2007).