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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).

One of the impacts of this digital era has a major impact on social activities in society such as the way children, adolescents or adults socialize, as well as the lack of awareness in society, especially in practicing religious values that should be provisions in human life. According to Twenge (2017), increased dependence on digital technology among adolescents has influenced social relationships, emotional development, and patterns of interaction. On the other hand, character education in this digital era has positive and negative impacts on human life, the positive impact is that it makes it easier for humans to get information, but on the other hand, the negative impact on the lives of students, such as character values are increasingly ignored, lack of good communication, students become passive, do not do schoolwork, often drop out of tutoring, lack of respect for teachers, and do not care about themselves.

The integration of technology in education provides significant benefits by improving access to knowledge, creativity, and learning flexibility (Haleem et al., 2022). However, digital environments also require strengthening character education and digital responsibility to ensure that technological development contributes positively to student development (Timotheou et al., 2023). Therefore, digital literacy and character education are essential components in preparing students to face challenges in the digital era (Falloon, 2020).

Kurniawati and Astrella (2023) explain that in learning students can experience boredom, lack of enthusiasm and lack of motivation. This certainly hinders the development of students. The results of the study showed a positive correlation between high self-control and high levels of grit. And a negative correlation between low levels of self-control and low grit. Self-control and self-awareness are also elements of the same nature and attitude in human psychological development, so indirectly grit is also related to self-awareness. Grit is the persistence and passion for a goal, where individuals maintain interest, effort, and persist in a task over a long period of time (Duckworth & Quinn, 2009; Hébert, 2021; Duckworth, 2007). Grit encourages individuals to have self-awareness regarding tasks, so that individuals with grit are able to consistently complete tasks even though the tasks being worked on are difficult and boring.

In the context of education, grit is positively related to various educational outcomes such as academic achievement and retention in education (Putri, 2022). Research conducted to improve student achievement has been widely conducted, but studies on students' ability to maintain academic achievement are still very minimal. Students are expected to have a diligent attitude, work hard to achieve targets, be resistant to the demands that will be faced, not give up easily and must be sure of the choices made to achieve these ideals (Kannangara et al., 2018; Syaui & Agung, 2021; Tang et al., 2019). Self-awareness and grit are important to be optimized to live a sustainable life (Kurniawati & Astrella, 2023).

In achieving learning success, students not only need high intellectual skills, but there are several other factors, namely (1) perseverance, consistency in learning, self-control, creativity, physical attractiveness, charisma, self-confidence, and also Grit (Hornstra et al., 2020; Kristiyani, 2020). Grit is very important in the journey to achieving student learning success. Students who have high Grit will easily complete the tasks and challenges encountered, have the enthusiasm to complete tasks within a predetermined time frame (Park et al., 2020). Grit is a concept used to explain characteristics with enthusiasm and perseverance in achieving long-term goals (Martin et al., 2022).

The digital era in the world of education is marked by the development of digital-based learning facilities, media and strategies (Timotheou et al., 2023). Using digital

devices such as computers, gadgets, video devices, computer laboratories, and a number of applications or software that support the achievement of learning materials for students.

SMA N 1 Montong Gading has implemented digitalization of learning, such as digital-based assignments in class. All teachers are asked to innovate in the use of learning media in class. The school has also collaborated with the Mataram Technology University (UTM) on digitalization of learning. The principal provides strong support for the development of digital-based learning programs, including the development of a digital-based library. Guidance and counseling teachers are also often found to distribute assessment instruments based on Google Foam to facilitate the process of tabulation, analysis and storage of digital-based data. So far, the grouping of interest classes in class XII in phase F is divided into three, namely (1) Science, Engineering and Health (SAINTEKS KES), (2) science, military and public affairs (SMURP), (3) Business. These three interest classes are grouped based on the student's interest assessment instrument. Which is distributed by the Guidance and Counseling teacher via Google Foam which has been adjusted to the existing items.

Study on grit was also conducted by Royanto (2019), on the role of persistence in the relationship between growth mindset and school well-being of high school students. Based on the results of this study, it shows that the influence of growth mindset on school well-being in high school students in Purbalingga is mediated by persistence. Growth mindset in students predicts school well-being, through the development of persistence. Therefore, it is recommended that schools provide interventions targeting growth mindset and persistence to improve students' school well-being (Royanto, 2019).

Grit has a major positive impact in preparing students to have a good mentality to face challenges, both challenges at school as students, and in life in general. This is in accordance with the results of interviews conducted with BK teachers at SMAN 1 Montong Gading, East Lombok on May 17, 2024. Information was obtained that the culture of accepting challenges is often responded to slowly or not responded to by students. Most students do not do assignments and do not collect assignments without feeling guilty. Several phenomena were found (1) students asked the teacher to end the lesson while explaining, because they were bored and wanted to go home immediately. (2) weak motivation to achieve among students (3) violations of discipline such as being late and playing truant for unclear reasons (4) students not doing their homework, (5) students not being disciplined in using their cell phones at school (6) students lying by sending sick leave letters to teachers even though they were found hanging around and were once detained by the Civil Service Police Unit (7) students being passive in filling out the school movement form "let's have dreams" (8) students not filling out the talent and interest questionnaires seriously and tending to underestimate them even though the test results will be used for class grouping in phase F, and (9) low levels of politeness.

Another study on grit was also conducted by Royanto (2019), on the role of persistence in the relationship between growth mindset and school well-being of high school students. Based on the results of this study, it shows that the influence of growth mindset on school well-being in high school students in Purbalingga is mediated by persistence. Growth mindset in students predicts school well-being, through the development of persistence. Therefore, it is recommended that schools provide interventions targeting growth mindset and persistence to improve students' school well-being (Royanto, 2019).

Grit has a major positive impact in preparing students to have a good mentality to face challenges, both challenges at school as students, and in life in general. This study is different from previous studies, because of the uniqueness of the grit character of high school students in the East Lombok region, especially in the culture of using technology in student interactions in the digital era.

RESEARCH METHOD

This research is a quantitative research with an ex-post facto research type. This study aims to reveal facts based on symptoms in respondents in the field. According to Sugiyono (2015) ex-post facto research is research that is used to examine or trace back the factors or causes of the events being studied where the incident or event has been experienced by the respondents. The population in the study was all grade XI students of SMA Montong Gading in the 2023/2024 academic year with a total of 23 students. The calculation of the sample required in the study was obtained using the Slovin formula a sample of 23 respondents taken using the proportionate stratified random sampling technique (S. Riyanto et al., 2019).

RESULTS AND DISCUSSION

Results

Based on the descriptive test that has been conducted, as a sample of student persistence in the digital era. Viewed from the minimum value, maximum value, average value (mean) and standard deviation of the persistence variable. The following is a descriptive report of the student persistence variable.

The aspects measured in Grit consist of two aspects, namely consistency of interest and perseverance of effort. These two aspects are developed into 12 items that are spread out. Based on the distribution of the instrument to 23 students, the lowest score was 41, and the highest score was 54, and the average score was 74.71% in the good category. The following is the data presented in table form.

Table 1. Descriptive result of student tenacity data

No	Amount	Min	Max	%	Avarage
1	43	12	60	71.67	7.71
2	42	12	60	70.00	
3	42	12	60	70.00	
4	49	12	60	81.67	
5	42	12	60	70.00	
6	44	12	60	73.33	
7	41	12	60	68.33	
8	46	12	60	76.67	
9	54	12	60	90.00	
10	39	12	60	65.00	
11	46	12	60	76.67	
12	50	12	60	83.33	
13	54	12	60	90.00	
14	43	12	60	71.67	
15	45	12	60	75.00	
16	48	12	60	80.00	
17	47	12	60	78.33	
18	41	12	60	68.33	
19	42	12	60	70.00	

No	Amount	Min	Max	%	Avarage
20	44	12	60	73.33	
21	43	12	60	71.67	
22	46	12	60	76.67	
23	40	12	60	66.67	

Based on the table above, it can be seen that the minimum value is 12, the maximum value is 60, and the percentage of each student's lowest value is 65.00 and the highest value is 90.00. While Sd is 74.71. The following data is presented in graphical form.

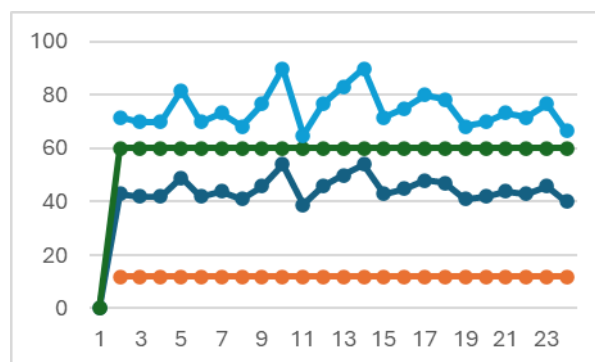


Figure 1. Min, max, and sd value results

The intervals and criteria for the score results obtained are :

Table 2. Interval and criteria of score

Intervals	Criteria
0% - 19.9 %	Very bad
20% - 39.9%	Not good
40% - 59.9%	Enough
60%- 79.9%	Good
80% - 100%	Very good

Based on the data above, it is known that the tenacity of class XI students of SMA N 1 Montong Gading is in the good category. The score is quite able to describe the condition of students with their interactions with digital technology. The digital era is characterized by students' skills in utilizing technology to facilitate daily tasks. Wise in attitude and fostering tenacity in conquering challenges every day. Students have greater motivation in completing digital-based tasks such as assignments to make multimedia videos in several subjects. Although the use of technology also has two impacts on students, negative impacts such as students often sleep late at night because they play gadgets. However, there are also many positive impacts of digital technology found in students, such as being digitally friendly in lesson assignments, looking for sources of information and being a tool to complete multimedia video assignments at school. This is in line with research that has been conducted, in the era of the digital revolution, a number of strong integrations have been found between students and digital devices and this helps to achieve mastery of the material more easily and creatively (Haleem et al., 2022). Character education in the digital era has various challenges and opportunities (Barokah & Sari, 2024). Research shows that the digital era provides positive opportunities for implementing character education (Triyanto, 2020). Based on the data obtained that in SMAN 1 Montong Gading, also often develop digital literacy for its students, in the form of assignments Students are allowed to access

learning resources and search for additional references through their gadgets. And this is often found in several subject assignments at school. Student tenacity in the digital era can be interpreted as strength, passion, tenacity and fortitude in doing something or in facing every challenge and obstacle in daily life by utilizing digital developments.

Discussion

The findings indicate that high school students demonstrate a good level of grit in the digital era, reflected through persistence, creativity, and responsibility in completing digital-based learning activities. The average grit score of 74.71% indicates that students are able to maintain effort and commitment when facing academic challenges. This finding supports the concept proposed by Duckworth and Quinn (2009), who define grit as persistence and passion toward long-term goals. Grit has been identified as an important psychological characteristic that influences students' ability to maintain motivation, overcome difficulties, and achieve academic goals (Duckworth et al., 2007; Credé et al., 2017). Students with higher levels of grit tend to demonstrate stronger academic engagement, resilience, and persistence when encountering challenging learning situations (Eskreis-Winkler et al., 2014; Tang et al., 2019). Furthermore, grit is closely associated with self-regulated learning because students need planning, monitoring, and self-control to maintain consistent academic efforts (Zimmerman, 2002; Kristiyani, 2020). In the context of SDG 4, developing grit among students is an important component of achieving quality education because academic success requires not only cognitive abilities but also perseverance and self-regulation (OECD, 2019; UNESCO, 2021).

Furthermore, the integration of digital technology into education provides opportunities for students to develop new learning experiences. The findings show that students use digital devices to search for information, complete assignments, and create multimedia learning products. Digital technology has transformed educational practices by providing flexible learning resources, increasing student engagement, and supporting personalized learning experiences (Selwyn, 2016; Bond et al., 2020). This result is consistent with Timotheou et al. (2023), who explained that digital transformation in education contributes to improving learning processes through the development of digital learning environments. However, digital development also requires character strengthening because excessive technology use may create challenges such as reduced motivation, distraction, and passive learning behavior (Kuss & Griffiths, 2017; Twenge, 2017). Therefore, digital literacy combined with character education becomes essential in supporting SDG 4 achievement because students need not only technological skills but also ethical awareness and responsible digital behavior (Ng, 2012; Falloon, 2020).

The study also highlights that schools play an important role in developing students' grit through digital-based learning strategies. The implementation of digital assignments, learning media innovation, and digital literacy programs at SMA N 1 Montong Gading demonstrates institutional support in preparing students for future challenges. Schools function as important environments for developing students' digital competence, resilience, and lifelong learning abilities (Redecker, 2017; Voogt et al., 2013). According to Haleem et al. (2022), digital technology integration can improve accessibility and creativity in learning processes. Furthermore, effective technology implementation requires teacher support, institutional readiness, and appropriate pedagogical strategies to maximize educational benefits (Koehler et al., 2013; Mishra & Koehler, 2006). Therefore, strengthening grit alongside digital competence can help students become resilient learners who are capable of adapting to technological changes

while maintaining commitment toward academic goals (Dweck, 2006; Martin et al., 2022). This approach supports SDG 4 by promoting inclusive, adaptive, and sustainable educational practices.

CONCLUSION

Fundamental Finding: This study concludes that high school students in the digital era possess good grit characteristics, demonstrated through persistence, enthusiasm, creativity, and responsibility in completing learning tasks. The findings indicate that digital technology does not only influence students' learning processes but also provides opportunities for developing positive character traits required to overcome academic challenges. **Implication:** The findings provide implications for educational institutions in developing learning strategies that integrate digital literacy and character education. Schools should strengthen programs that encourage perseverance, self-discipline, and responsible technology use to support students' academic development. This approach contributes to SDG 4 by promoting inclusive and quality education through character-based learning. **Limitation:** This study has limitations related to the research sample, which only involved 23 students from one senior high school in East Lombok. Therefore, the findings cannot be generalized to all high school students in different regions or educational contexts. **Future Research:** Future research may involve larger samples from different schools and regions to provide broader insights into student grit development. Further studies may also examine the relationship between grit, digital literacy, academic achievement, and psychological factors influencing student resilience in digital learning environments.

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AUTHOR CONTRIBUTIONS

Fitri Aulia contributed to the conceptualization, research design, methodology development, data collection, data analysis, interpretation of results, and manuscript preparation. **Ni Ketut Suarni** contributed to research supervision, theoretical framework development, validation, and critical revision of the manuscript. **Kadek Suranata** contributed to methodological review, research validation, academic discussion, and manuscript improvement. **I Ketut Gading** contributed to research guidance, literature review, validation process, and final manuscript review.

CONFLICT OF INTEREST STATEMENT

The authors confirm that there are no conflicts of interest, either financial or personal, that may have influenced the content or outcome of this study.

ETHICAL COMPLIANCE STATEMENT

This manuscript complies with research and publication ethics. The authors affirm that the work is original, conducted with academic integrity, and free from any unethical practices, including plagiarism.

STATEMENT ON THE USE OF AI OR DIGITAL TOOLS IN WRITING

The authors acknowledge the use of artificial intelligence (AI)-based digital tools as supporting instruments during the preparation and refinement of this manuscript. AI tools were used only for language improvement, grammar checking, and manuscript organization. All suggestions generated by AI were critically reviewed and verified by the authors to ensure academic accuracy, originality, and compliance with publication ethics. The authors remain fully responsible for the content, analysis, and conclusions presented in this article.

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