

A CULTIVATING GRIT THROUGH MINDFULNESS AND SELF-COMPASSION AMONG INDONESIAN ISLAMIC PRIMARY SCHOOL STUDENTS

Elwas Berdha Krismona¹, Santy Andrianie², Arifah Wulandari³,
Khairul Bariyyah⁴, Abu Yazid Abu Bakar⁵, Anastasya Restuningsih⁶

¹²³⁶Universitas Sebelas Maret; Indonesia

⁴Universitas Negeri Malang; Indonesia

⁵Universitas Kebangsaan Malaysia

Correspondence E-mail; elwas@staff.uns.ac.id

Submitted: 29/05/2026

Revised: 16/06/2026

Accepted: 04/08/2026

Published: 08/08/2026

Abstract

Grit is an individual's ability to maintain perseverance and commitment in achieving long-term goals. Low grit among students results in decreased motivation to learn, reduced academic responsibility, and an increased risk of dropping out of school. This study aims to examine the effects of mindfulness and self-compassion on grit among Islamic elementary school students. The study used a quantitative approach with a correlational design. The study subjects consisted of 267 students in grades 4, 5, and 6 from Islamic elementary schools in the provinces of East Java and Central Java. Data were obtained through the distribution of psychological scales adapted from the Child and Adolescent Mindfulness Measure (CAMM), the Self-Compassion Scale Short Form for Children (SCS-SF-C), and the Grit Scale for Elementary School. Data analysis was conducted using multiple linear regression. The results showed that mindfulness and self-compassion significantly influenced students' grit. These findings suggest that students' ability to recognize their experiences without judgment and treat themselves well fully contributes to the formation of perseverance in achieving goals. This study recommends developing a mindfulness- and self-compassion-based guidance and counseling service program, integrated with Islamic values, to improve students' grit.

Keywords

Grit, Self-Compassion, Mindfulness, Primary Education, Islamic Education.



© 2026 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution-NonCommercial 4.0 International License (CC BY NC) license (<https://creativecommons.org/licenses/by-nc/4.0/>).

INTRODUCTION

Education is a fundamental aspect that facilitates the development of character and intelligence by transferring knowledge and information (Syahputra et al., 2022). Through education, individuals strive to develop their innate abilities to the fullest so they can later live independently in society (Zuhdi et al., 2021). The first formal education an individual must undergo is elementary education. Elementary education is the initial education aimed at developing fundamental skills such as reading, writing, and arithmetic; adapting and communicating well in social environments; developing critical thinking skills; and cultivating attitudes of tolerance and responsibility (Andayani & Madani, 2023).

One form of basic education in Indonesia is elementary school, which provides formal general education. At the elementary school level, especially in Islamic elementary schools, individuals are expected to develop basic skills to live together in society in the future, grounded in knowledge, skills, and attitudes based on the Quran and Hadith (Astuti et al., 2024). However, the facts on the ground show that not everyone in Indonesia completes elementary education. Based on data on school dropout rates from 2019-2023, the average annual increase in the dropout rate in Indonesia was 12.56% (Kemendikbudristek, 2024). Several internal and external factors cause this dropout rate. Internal factors that cause individuals to drop out of school include laziness in taking responsibility for schoolwork, limited cognitive abilities, and a lack of interest and motivation to attend school (Alifa, 2023; Kholidah & Widjayatri, 2025).

Grit is defined as the passion and perseverance in achieving long-term goals, as well as an individual's resilience in the face of adversity and failure (Datu, 2021; Duckworth et al., 2021). Grit is considered a non-cognitive factor that helps individuals face challenges and reach their potential (Christopoulou et al., 2018). Individuals with high grit are believed to experience lower levels of stress and depression because grit is positively associated with psychological well-being (Sanguras, 2021).

For students, grit plays a positive role in their academic and non-academic success (Muhibbin & Wulandari, 2021). Students who possess grit are not only capable of completing assignments but also motivated to strive and commit to achieving them throughout the educational process (Li & Li, 2021). To succeed in school, students must not only rely on intelligence but also persevere in completing complex tasks. Therefore, grit is important for students because it is a predictor of academic success and helps them remain persistent during difficult times (Wilson,

2017). In line with this, grit aligns with the goals of Islamic education, which emphasize resilience, effort, and long-term commitment in life (Ramadhani et al., 2025).

Grit can be influenced by mindfulness and self-compassion. Mindfulness can support individual grit by fostering nonjudgmental awareness of one's needs and the ability to face obstacles and failures more adaptively (Cheung & Djekou, 2024). In line with this, mindfulness helps individuals focus on perseverance in achieving long-term goals, regardless of the obstacles or challenges they face (Andrianie et al., 2026; Jarukasemthawee et al., 2021; Rusadi et al., 2023). Meanwhile, self-compassion plays a role in individual grit by improving perceptions of performance and well-being (Mohebi et al., 2022). Individuals who are compassionate towards themselves are considered more likely to overcome difficulties in achieving their goals (Hytman & Kocovski, 2023). Therefore, mindfulness and self-compassion are considered to influence individual grit.

Mindfulness is defined as an individual's full awareness of their experiences without judgment (Kabat-Zinn, 2015). Mindfulness, as a form of non-judgmental awareness, helps students become self-aware (Krismona, 2024). Meanwhile, self-compassion is an attitude of compassion toward oneself, even when experiencing pain or suffering (K. Neff, 2003). Self-compassion is an attitude of accepting oneself as an individual, including the weaknesses and difficulties experienced (Syahril et al., 2025). Both concepts are related to grit. Self-compassion, mindfulness, and grit can complement each other. Individuals who are compassionate toward themselves during difficulties and have a non-judgmental awareness of their experiences are considered to have tenacity in overcoming life obstacles (Hytman & Kocovski, 2023; Raphiphatthana & Jose, 2020).

Therefore, this study was conducted because grit is considered a predictor of academic success (Framita et al., 2025). Furthermore, current educational conditions indicate that elementary school students face more complex challenges. The development of digital technology, increasing distractions in the learning process, and the impact of learning loss cause students to experience decreased learning motivation and give up easily when faced with difficult tasks (Hakim, 2023) (Hakim, 2023; Langmui et al., 2025). The study focused on Islamic elementary school students in Central and East Java Provinces because in both provinces, Javanese culture has developed, upholding the values of perseverance and hard work, which align with the concept of grit. Therefore, this study aimed to examine self-compassion and mindfulness as predictors of grit in elementary school students. The results can serve as a reference for improving grit among elementary school students and are expected to help address the school dropout rate caused by a

lack of individual interest, motivation, and responsibility for school.

METHOD

This study uses a quantitative, correlational design, which uses correlational statistics to describe and measure the relationship between two or more variables (Creswell & Creswell, 2018). The correlational design in this study aims to analyze the effects of self-compassion (X1) and mindfulness (X2) on grit (Y). Researchers tested three hypotheses: H1: mindfulness influences students' grit in elementary school; H2: self-compassion influences students' grit in elementary school; and H3: mindfulness and self-compassion influence students' grit in elementary school.

Data collection was conducted by distributing self-compassion, mindfulness, and grit instruments to students in elementary schools. The instrument used was a psychological scale related to self-compassion, mindfulness, and grit. Researchers used instruments adapted from the Self-compassion Scale Short for Children (Sutton et al., 2018), the Child and Adolescent Mindfulness Measure (Greco et al., 2011), and the Grit Scale for Elementary School (Jie et al., 2024) to see the picture of self-compassion, mindfulness, and grit of students in Islamic elementary schools. Islamic elementary schools were chosen because they offer several habituation programs, such as discipline and the instilling of religious values. Data were obtained from 239 students in grades 4, 5, and 6 at Islamic elementary schools in the provinces of East Java and Central Java.

The research was conducted in two Islamic schools after obtaining the principal's and students' approval. The collected data were analyzed using SPSS, with multiple linear regression, to determine the effects of self-compassion (X1) and mindfulness (X2) on grit (Y) among elementary school students. Before conducting the multiple linear regression test, the researchers conducted prerequisite tests, namely the normality test, multicollinearity test, and heteroscedasticity test. The normality test assesses whether the data are normally distributed, the multicollinearity test determines whether the regression model is perfectly correlated with the independent variable, and the heteroscedasticity test assesses whether the regression model has unequal variances (Aditiya et al., 2023).

FINDINGS AND DISCUSSION

Findings

Multiple linear regression was used to determine self-compassion and mindfulness as predictors of student grit. Prior to conducting the multiple linear regression, the researchers conducted prerequisite tests, including normality, linearity, multicollinearity, and heteroscedasticity. The results of these prerequisite tests are presented in Tables 1, 2, 3, and 4.

Table 1. Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		267
Normal Parameters ^{a,b}	Mean	0.0000000
	Std. Deviation	4.53411916
Most Extreme Differences	Absolute	0.027
	Positive	0.026
	Negative	-0.027
Test Statistic		0.027
Asymp. Sig. (2-tailed)		.200 ^{c,d}

Table 1 shows that the normality test results have a significance value of 0.200 (>0.05), indicating that the data are normally distributed. Therefore, the normality test is met, and the data are suitable for further analysis.

Table 2. Linearity Test

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Grit (Y) * Self_Compassion (X1)	Between Groups	(Combined)	1681.138	28	60.041	2.909	0.000
		Linearity	959.704	1	959.704	46.505	0.000
		Deviation from Linearity	721.435	27	26.720	1.295	0.158
	Within Groups		4911.498	238	20.637		
	Total		6592.637	266			

Based on Table 2, the significance value for deviation from linearity is 0.158, or greater than 0.05. These results indicate no significant deviation from the linear relationship. Therefore, the relationship between the variables is linear, thus meeting the linearity assumption.

Table 3. Multicollinearity Test

Coefficients ^a			Standardized Coefficients Beta		t	Sig.	Collinearity Statistics Tolerance	VIF
Model								
1	(Constant)	18.540	2.277		8.141	0.000		
	Self Compassion (X1)	0.308	0.049	0.355	6.235	0.000	0.972	1.029
	Mindfulness	0.151	0.054	0.160	2.818	0.005	0.972	1.029

Based on Table 3, the self-compassion variable has a tolerance of 0.972 and a VIF of 1.029. Meanwhile, the mindfulness variable has a tolerance value of 0.972 and a VIF of 1.029. The tolerance value for both variables is greater than 0.10, and the VIF value is less than 10. This indicates that there is no high correlation between the independent variables in the regression model. Thus, the results of the multicollinearity test indicate that there are no symptoms of multicollinearity in the regression model, and the variables meet the assumptions for multiple regression analysis.

Table 4. Heteroscedasticity Test

Coefficients ^a			Standardized Coefficients Beta		t	Sig.
Model						
1	(Constant)	3.761	1.370		2.744	0.006
	Self_Compassion (X1)	-0.017	0.030	-0.035	-0.567	0.571
	Mindfulness (X2)	0.026	0.032	0.051	0.819	0.414

Table 4 shows that the significance values for the self-compassion and mindfulness variables are 0.571 and 0.414, respectively (both greater than 0.05). This indicates that there are no symptoms of heteroscedasticity.

Thus, a multiple linear regression was conducted to examine the effects of self-compassion and mindfulness on elementary school students' grit. The results of the data analysis are presented in Tables 5, 6, and 7.

Table 5. Results of Multiple Linear Regression Test of the Effect of Self-Compassion and Mindfulness on Grit

Model		Standardized Coefficients		t	Sig.
		Beta			
1	(Constant)	18.540	2.277	8.141	0.000
	Self_Compassion (X1)	0.308	0.049	6.235	0.000
	Mindfulness (X2)	0.151	0.054	2.818	0.005

The significance value (Sig.) is 0.000, which is smaller than 0.05, so self-compassion and mindfulness affect grit.

Table 6. F Test Results Table

ANOVA ^a					
Model		Sum of Squares	df	Mean Square	F
1	Regression	1124.146	2	562.073	27.135
	Residual	5468.491	264	20.714	
	Total	6592.637	266		

- a. Dependent Variabel: Grit (Y)
 b. Predictors: (Constant), Mindfulness (X2), Self-Compassion (X1)

The significance value (sig.) is 0.000 or less than 0.05, so that self-compassion and mindfulness have a simultaneous effect on grit.

Table 7. Coefficient of Determination Value of Self-compassion Variable and Mindfulness Variable on Grit

Model Summary				
Model	R	R Square	Adjusted R-Square	Std. Error of the Estimate
1	.413 ^a	0.171	0.164	4.55126

- a. Predictors : (Constant), Mindfulness (X2), Self-Compassion (X1)

The R-Squared value was 0.413, or 41.3%, indicating that self-compassion and mindfulness accounted for 41.3% of grit. Meanwhile, other unexamined variables contributed 58.7%. Self-compassion is compassion for oneself, characterized by self-understanding without judgment, including understanding one's own shortcomings and failures (K. D. Neff, 2023)

Discussion

Researchers conducted prerequisite tests, including normality, linearity, multicollinearity,

and heteroscedasticity tests, before conducting the multiple linear regression test. If the four prerequisite tests were met, the researchers conducted a multiple linear regression to determine the roles of self-compassion and mindfulness as predictors of grit. Based on the results of the multiple linear regression test conducted, the significance value (Sig.) is 0.000, which is less than 0.05; this indicates that self-compassion and mindfulness have an effect on grit. The effect of self-compassion and mindfulness on grit is 41.3%, as shown in the R-squared value in Table 7.

Grit is the persistence and passion individuals bring to achieving long-term goals (Duckworth et al., 2007). Grit enables individuals to overcome challenges and maintain their efforts to achieve goals even when they experience failure (Azad & Ali, 2025). For elementary school students, grit shapes their motivation and commitment to completing tasks well, especially since elementary school is a foundational institution that helps individuals acquire basic knowledge and experience for living in society (Charoline & Mujazi, 2022; Petrovska & Sivevska, 2014). In relation to Islamic education, grit shares similarities with Islamic values, such as patience, *tawakkul* (trust), and *istiqomah* (steadfastness). These values focus on individual perseverance and enthusiasm in achieving long-term goals (Ubaidillah et al., 2024). The values in Islamic education and grit in elementary school students tend to have a positive impact on future achievement (Postigo et al., 2021; Tsani et al., 2024).

The study's results indicate that self-compassion and mindfulness influence grit among elementary school students. Self-compassion and the acknowledgment of each experience without judgment will shape individuals to persist in achieving their goals. Self-compassion and grit are considered complementary because individuals who can love themselves when facing difficulties are more likely to overcome obstacles with persistence (Hytman & Kocovski, 2023). Furthermore, the relationship between mindfulness and grit is demonstrated: mindful individuals are aware of their experiences without judgment. Without judging themselves, it will give individuals the opportunity to avoid easily despairing and giving up due to failure, thereby maintaining their persistence (Jarukasemthawee et al., 2021; Krismona, 2024).

Mindfulness and self-compassion account for 41.3% of grit. This indicates that grit is primarily influenced by mindfulness and self-compassion. Mindfulness influences grit by increasing awareness of present-day experiences without negative judgment (Oktapiana et al., 2024). Mindful individuals can focus on the task at hand and accept experiences objectively. In elementary school students, mindfulness can help them manage negative emotions that arise when facing learning

difficulties. This condition can help students maintain motivation and reduce the tendency to give up when facing obstacles. Meanwhile, self-compassion influences grit by enabling acceptance of shortcomings and failures as part of the experience. Students who possess self-compassion are less likely to be overly self-critical when results do not meet expectations (Septania & Proborini, 2020). They tend to be able to provide self-support, enabling them to recover and maintain perseverance when facing difficulties in learning at school.

The influence of mindfulness and self-compassion on grit in the Islamic elementary school education system is inseparable from the characteristics of the Islamic education curriculum, which is oriented not only toward academic achievement but also toward the development of holistic morals. The Islamic education curriculum integrates academic learning with Islamic values, such as *istiqomah*, *muhasabah*, and *tawakkal* (Marlia et al., 2025). These values are conceptually related to grit, mindfulness, and self-compassion.

The value of *istiqomah* taught in Islamic education is related to the concept of grit. *Istiqomah* teaches students to remain consistent and develop in various situations, so that students at the Islamic education level are not only academically smart but also determined in life (Kholiq et al., 2024). Therefore, students who internalize the value of *istiqomah* tend to exhibit greater persistence and consistency in achieving their goals. Furthermore, the concept of *muhasabah* is related to mindfulness. *Muhasabah* is a concept of self-awareness to carry out self-reflection and enable students to cleanse their hearts of unworthy qualities (Fauzi & Nurfuadi, 2026; Himawan et al., 2026). In line with mindfulness, *muhasabah* helps students to increase self-awareness of their condition during the learning process.

The value of *tawakkal* is closely related to self-compassion. *Tawakkal* is an attitude an individual displays when they feel calm, at peace, and ready to face anything in life after making an effort and surrendering the outcome to Allah SWT (Naldi et al., 2023). This value helps students accept failure or outcomes that do not meet expectations without losing their enthusiasm to continue striving. *Tawakkal* aligns with self-compassion. Through self-compassion, individuals avoid being trapped in self-criticism when experiencing failure and can maintain their motivation.

Thus, the influence of mindfulness and self-compassion on grit in Islamic elementary school students can be understood through the internalization of Islamic values taught in school. The integration of these three can help students develop academically and develop psychological and spiritual resilience that supports their success in facing various challenges. Therefore, developing

grit among elementary school students through self-compassion and mindfulness-based interventions is needed (Doorley et al., 2022; Rusadi et al., 2023).

CONCLUSION

The results of this study indicate that self-compassion and mindfulness simultaneously influence grit in Islamic elementary school students. Students' ability to be compassionate toward themselves and to have a full, non-judgmental awareness of their experiences plays a crucial role in developing their grit. Self-compassion enables students to bounce back despite facing difficulties without becoming trapped in negative self-judgments. Meanwhile, mindfulness, or being aware of all experiences without judgment, enables students to avoid easily judging themselves when facing difficulties.

The research findings provide a basis for developing self-compassion and mindfulness-based guidance and counseling interventions to foster grit among students, particularly Islamic elementary school students. This study focused on elementary school students; further research can be conducted with a broader audience. Furthermore, further research can be conducted on other variables that influence grit to gain a more comprehensive understanding of the factors that shape grit.

REFERENCES

- Aditiya, N. Y., Evani, E. S., & Maghfiroh, S. (2023). Konsep Uji Asumsi Klasik pada Regresi Linier Berganda. *Jurnal Riset Akuntansi Soedirman*, 2(2), 102–110. <https://doi.org/10.32424/1.jras.2023.2.2.10792>
- Alifa, V. N. (2023). Analisis Faktor Penyebab Meningkatnya Angka Putus Sekolah di Indonesia pada Tahun 2022. *Jurnal Pendidikan Sultan Agung*, 3(2), 175. <https://doi.org/10.30659/jp-sa.3.2.175-182>
- Andayani, T., & Madani, F. (2023). Peran Penilaian Pembelajaran dalam Meningkatkan Prestasi Siswa di Pendidikan Dasar. *Jurnal Educatio FKIP UNMA*, 9(2), 924–930. <https://doi.org/10.31949/educatio.v9i2.4402>
- Andrianie, S., Wulandari, A., Krismona, E. B., Zainudin, Z. N., Abdullah, N. Z. M., Bariyyah, K., & Putra, M. A. (2026). Does Mindfulness Foster Grit in Young Learners? Evidence from Islamic Primary Schools across Sociodemographic Contexts. *International Journal of Education and Curriculum Application*, 9(1). <https://doi.org/https://doi.org/10.31764/ijeca.v9i1.38325>
- Astuti, M., Ismail, F., Fatimah, S., Puspita, W., & Herlina, H. (2024). The Relevance of the Merdeka Curriculum in Improving the Quality of Islamic Education in Indonesia. *International Journal of Learning, Teaching and Educational Research*, 23(6), 56–72. <https://doi.org/https://doi.org/10.26803/ijlter.23.6.3>

- Azad, E., & Ali, M. (2025). Acta Psychologica Unraveling the Interplay of Grit, Learned Helplessness, and Vocabulary Proficiency in ELT Students. *Acta Psychologica*, 261(October), 105769. <https://doi.org/10.1016/j.actpsy.2025.105769>
- Charoline, C., & Mujazi, M. (2022). Pengaruh Dukungan Orang Tua terhadap Grit pada Siswa di Sekolah Dasar. 7(3), 549–557.
- Cheung, R. Y. M., & Djekou, L. (2024). Self-Compassion and Grit Mediated the Relation Between Mindfulness and Mind Wandering Based on Cross-Sectional Survey Data. *Sci Rep*, 14. <https://doi.org/https://doi.org/10.1038/s41598-024-58395-y>
- Christopoulou, M., Lakioti, A., Pezirkianidis, C., Karakasidou, E., & Stalikas, A. (2018). The Role of Grit in Education: A Systematic Review. *Psychology*, 09(15), 2951–2971. <https://doi.org/10.4236/psych.2018.915171>
- Creswell, J. W., & Creswell, J. D. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Sage Publications.
- Datu, J. A. D. (2021). Beyond Passion and Perseverance: Review and Future Research Initiatives on the Science of Grit. *Frontiers in Psychology*, 11(January), 1–17. <https://doi.org/10.3389/fpsyg.2020.545526>
- Doorley, J. D., Kashdan, T. B., Weppner, C. H., & Glass, C. R. (2022). Psychology of Sport & Exercise The Effects of Self-Compassion on Daily Emotion Regulation and Performance Rebound Among College Athletes : Comparisons with Confidence, Grit, and Hope. *Psychology of Sport & Exercise*, 58(June 2020), 102081. <https://doi.org/10.1016/j.psychsport.2021.102081>
- Duckworth, A. L., Peterson, C., Matthews, M. D., Kelly, D. R., Farah, M., Latham, G., Rozin, P., & Shell, R. (2007). *Grit : Perseverance and Passion for Long-Term Goals*. 92(6), 1087–1101. <https://doi.org/10.1037/0022-3514.92.6.1087>
- Duckworth, A. L., Quinn, P. D., & Tsukayama, E. (2021). Revisiting the Factor Structure of Grit: A Commentary on Duckworth and Quinn (2009). *Journal of Personality Assessment*, 103(5), 573–575. <https://doi.org/10.1080/00223891.2021.1942022>
- Fauzi, I., & Nurfuadi, N. (2026). Evaluasi Pembelajaran PAI Berbasis Nilai-Nilai Islam. *IHSAN : Jurnal Pendidikan Islam*, 4(2), 159–164. <https://doi.org/https://doi.org/10.61104/ihsan.v4i2.5491>
- Framita, G. S., Layyinah, L., Sumiati, N. T., & Nihayah, Z. (2025). Peran Grit dalam Pendidikan: Sebuah Tinjauan Literatur yang Sistematis. *Idea: Jurnal Psikologi*, 9(1). <https://doi.org/https://doi.org/10.32492/idea.v9i1.9109>
- Greco, L. A., Baer, R. A., & Smith, G. T. (2011). Assessing Mindfulness in Children and Adolescents: Development and Validation of the Child and Adolescent Mindfulness Measure (CAMM). *Psychological Assessment*, 23(3), 606–614. <https://doi.org/10.1037/a0022819>
- Hakim, M. L. (2023). Kebijakan Pembelajaran Jarak Jauh Berakibat Learning Loss dan Penurunan Kualitas Pendidikan. *Joiem: Journal of Islamic Education Management*, 4(2). <https://doi.org/https://doi.org/10.30762/joiem.v4i2.1934>
- Himawan, P. E., Berutu, D., & Purwanti, H. (2026). Refleksi Diri dan Muhasabah sebagai Fondasi Pendidikan Akhlak: Integrasi Manusia, Alam dan Tuhan dalam Perspektif Pendidikan Islam. *Jurnal Syntax Imperatif: Jurnal Ilmu Sosial dan Pendidikan*, 7(1), 80–88. <https://doi.org/https://doi.org/10.54543/syntaximperatif.v7i1.992>
- Hytman, L., & Kocovski, N. L. (2023). Self-Compassion and Grit in the Context of Social Judgment. *SAGE Open*, 13(3), 1–9. <https://doi.org/10.1177/21582440231194209>
- Jarukasemthawee, S., Pisitsungkagarn, K., Brien, W. O., Manley, H., Pattanamontri, C., Jarukasemthawee, S., Pisitsungkagarn, K., & Brien, W. O. (2021). Relationships between mindfulness, self- compassion, and grit among Thai national athletes : the mediating role

- of self-regulation. *International Journal of Sport and Exercise Psychology*, 0(0), 1–21. <https://doi.org/10.1080/1612197X.2021.2010230>
- Jie, W., Xinyi, W., & Tao, X. (2024). Reliability and Validity of the Simple Chinese Version of the Grit Scale for Elementary School Students. *BMC Psychology*, 12(1), 1–13. <https://doi.org/10.1186/s40359-024-01809-3>
- Kabat-Zinn, J. (2015). Mindfulness. *Mindfulness*, 6(6), 1481–1483. <https://doi.org/10.1007/s12671-015-0456-x>
- Kemendikbudristek. (2024). *Kajian Akademik Kurikulum Merdeka*.
- Kholidah, K., & Widjayatri, D. (2025). 1281-Article Text-4344-2-10-20250428 (2). *Jurnal Jendela Cakrawala*, 1(01), 13.
- Kholiq, I. A., Marhamah, M., & Sulaim, U. (2024). Penanaman Nilai-Nilai Akhlak Mahmudah (Akhlak Terpuji) di SMA Negeri 2 Jakarta. *MARAS : Jurnal Penelitian Multidisiplin*, 2(1), 253–260. <https://doi.org/https://doi.org/10.60126/maras.v2i1.157>
- Krismona, E. B. (2024). *Mindfulness Training to Improve the Psychological Well-Being of School Counselors*. 10(December), 131–137.
- Li, J., & Li, Y. (2021). The Role of Grit on Students' Academic Success in Experiential Learning Context. *Frontiers in Psychology*, 12(October), 1–7. <https://doi.org/10.3389/fpsyg.2021.774149>
- Marlia, A., Nisrina, U., Juwita, R., Vani, G. H., Pratiwi, P., & Andrean, F. (2025). Penguatan Layanan Bimbingan Konseling Sekolah Berbasis Nilai-nilai Pendidikan Agama Islam. *Wahana Karya Ilmiah Pendidikan*, 1(X). <https://doi.org/DOI: 10.31004/obsesi.vxix.xxx>
- Mohebi, M., Sadeghi-Bahmani, D., Zarei, S., Gharayagh Zandi, H., & Brand, S. (2022). Examining the Effects of Mindfulness–Acceptance–Commitment Training on Self-Compassion and Grit among Elite Female Athletes by Mahmoud Mohebi 1ORCID, Dena Sadeghi-Bahmani 2,3,4, Sahar Zarei 1ORCID. *International Journal of Environmental Research and Public Health*, 19(1). <https://doi.org/https://doi.org/10.3390/ijerph19010134>
- Muhibbin, M. A., & Wulandari, R. S. (2021). The Role of Grit In Indonesian Students. *Psychosophia: Journal of Psychology, Religion, and Humanity*, 3(2), 112–123. <https://doi.org/10.32923/psc.v3i2.1725>
- Naldi, A., Cahaya, C., & Damanik, M. Z. (2023). Konsep Tawakal dalam Kajian Akhlak Tasawuf Berdasarkan Dalil pada Al Qur'an. *Atthiflah: Journal of Early Childhood Islamic Education*, 10(2), 320–329. <https://doi.org/https://doi.org/10.54069/atthiflah.v10i2.596>
- Neff, K. (2003). Development and Validation of a New Self-Rated Scale for the Assessment of Self-Other Compassion. *Self and Identity*, 2(3), 223–250. <https://doi.org/10.1080/15298860390209035>
- Neff, K. D. (2023). *Self-Compassion : Theory, Intervention*. 193–218.
- Oktapiana, D., Annisa, N. M., & Firdasannah, A. (2024). Grit and Mindfulness in Students Who Work in the City of Bandung. *Mediapsi*, 10(2), 239–250. <https://doi.org/https://doi.org/10.21776/ub.mps.2024.0010.02.1007>
- Petrovska, S., & Sivevska, D. (2014). How the Macedonian Educational Context Supports the Leadership Role of Elementary School Teachers. *Procedia - Social and Behavioral Sciences*, 116, 4098–4102. <https://doi.org/10.1016/j.sbspro.2014.01.897>
- Postigo, Á., Cuesta, M., Fernández-Alonso, R., García-Cueto, E., & Muñiz, J. (2021). Temporal Stability of Grit and School Performance in Adolescents: A Longitudinal Perspective. *Psicología Educativa*, 27(1), 77–84. <https://doi.org/https://doi.org/10.5093/psed2021a4>
- Ramadhani, R. K., Hidayati, S., & Surawan, S. (2025). The role of Islamic education teachers' personality in fostering academic resilience: A qualitative study. *Asatiza: Jurnal Pendidikan*, 6(2), 170–178. <https://doi.org/https://doi.org/10.46963/asatiz a.v6i2.2758>

- Raphiphatthana, B., & Jose, P. E. (2020). The Relationship Between Dispositional Mindfulness and Grit Moderated by Meditation Experience and Culture. *Mindfulness*, 11(3), 587–598. <https://doi.org/10.1007/s12671-019-01265-w>
- Rusadi, R. M., Sugara, G. S., & Isti'adah, F. N. (2023). Effect of Mindfulness-Based Cognitive Therapy on Academic Grit Among University Students. *Current Psychology*, 4620–4629. <https://doi.org/https://doi.org/10.1007/s12144-021-01795-4> Effect
- Sanguras, L. Y. (2021). *Grit and Resilience in Children*. 47–64. https://doi.org/10.1007/978-3-030-81728-2_4
- Septania, S., & Proborini, R. (2020). Self-Compassion, Grit dan Adiksi Internet pada Generasi Z. *Analitika: Jurnal Magister Psikologi UMA*, 12(2), 138–147.
- Sutton, E., Schonert-Reichl, K. A., Wu, A. D., & Lawlor, M. S. (2018). Evaluating the Reliability and Validity of the Self-Compassion Scale Short Form Adapted for Children Ages 8–12. *Child Indicators Research*, 11(4), 1217–1236. <https://doi.org/10.1007/s12187-017-9470-y>
- Syahputra, A., Harahap, R. D., & Safitri, I. (2022). An Analysis of Student Learning Challenges in the Elementary School Science Subject. *Jurnal Kependidikan: Jurnal Hasil Penelitian dan Kajian Kepustakaan di Bidang Pendidikan, Pengajaran dan Pembelajaran*, 8(1), 237. <https://doi.org/10.33394/jk.v8i1.4508>
- Syahril, M. F., Krismona, E. B., Yanti, N. D., Andrianie, S., & Wulandari, A. (2025). Self-Compassion Overview in High School Students. *International Journal of Applied Guidance and Counseling*, 6(2), 63–71.
- Tsani, I., Sufirmansyah, S., Makmur, M., & In'am, A. (2024). Evaluating the Integration of Islamic Values in Primary Education: a Logic Model Approach. *Jurnal Pendidikan Islam*, 10(1), 87–100. <https://doi.org/10.15575/jpi.v10i1.34238>
- Ubaidillah, U., Husni, M., Miranti, M., Hatmiah, H., Hulbat, R., & Zubaidillah, M. H. (2024). Fostering Perseverance through Qur'anic Teachings: The Relevance of Grit in Islamic Education. *Edukasia: Jurnal Pendidikan dan Pembelajaran*, 5(2), 607–620. <https://doi.org/10.62775/edukasia.v5i2.1709>
- Wilson, C. (2017). *A Mixed-Method Case Study of Growth Mindset, Grit, and Reading Scores in a Midwest Public Elementary School*. 78(5-A(E)), No Pagination Specified-No Pagination Specified.
- Zuhdi, A., Firman, F., & Ahmad, R. (2021). The Importance of Education for Humans. *Schoulid: Indonesian Journal of School Counseling*, 6(1), 22. <https://doi.org/10.23916/08742011>