



We Managed to Survive Although Learning Online (Covid-19 Pandemic)

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Abstract

According to the results of the Survey of Home Learning performed by the Directorate General of Higher Education of the Ministry of Education and Culture regarding online lectures during the epidemic, most students believe that online lectures are ineffective. The goal of this study was to see if there was a difference in the grit of students from State Universities (PTN) and Private Higher Education (PTS) during Online Learning during the Covid-19 Pandemic. This study's population consisted of PTN and PTS students. While the samples in this study were students of PTN and PTS in Jakarta. This survey included 62 students from public universities and 62 from private universities. Angela L Duckworth produced a grit scale questionnaire with 12 components, which was used to collect data. The two-group difference test was employed in the data analysis procedure to compare the grit of PTN and PTS students. In this study, there was a significant difference in grit between students at state universities ($M = 39.0484$, $SD = 5.87974$) and students at private colleges ($M = 42.0806$, $SD = 7.82870$), $t = -2.439$, $p = 0.016$. The mean grit of public college students is lower than that of private university students.

Keywords: *grit, online learning, pandemic covid-19, PTN and PTS students*

INTRODUCTION

This is a new study that compared the grit of public and private university students participating in online learning during the COVID-19 pandemic in Jakarta. This study was undertaken in early 2022, after students had been exposed to online learning for three years following the COVID-19 pandemic, which has resulted in societal limitations since March 2019.

Aprilolita (2020) conducted a previous study on grit. The author employed a descriptive analysis of the grit of Semarang State University students in the research, and the percentage of students in strong grit categories was 44% (Aprilolita, 2020). This study was also conducted prior to the COVID-19 epidemic.

The online lecture method of online learning implies that the lectures in which students engage are delivered remotely using online media, eliminating the need for students to travel to school. To continue teaching and learning activities, public and private university campuses hold online lectures utilizing various media such as Zoom, Google Meet, Google Classroom, or other media. Exam assignments and administration are both done online. According to Suharwoto (2020), in online learning, lecturers can provide questions using online media, and students can also gather information through these same online media.

Schools and campuses must be inventive in how they use current technology in this distant learning activity, according to Nugroho (2020), in order for the learning process to continue. The COVID-19 pandemic may affect up to 86,034,287 university students worldwide, including those who struggle with online learning, according to UNESCO. Examples include the cost of purchasing data plan, network issues that hinder learning, less effective subject matter obtained from lecturers, and an increase in the number of assignments given by lecturers as a substitute for face-to-face meetings (Ihsan, 2020).

According to the findings of the Learning from Home Survey, which was done by the Ministry of Education and Culture's Directorate General of Higher Education addressing online lectures during the pandemic, the majority of students believe that online courses are ineffective (Hutasoit, 2020). Hutasoit (2020) added that 89.17% of survey respondents

believed that in-person courses were preferable to online ones because the latter required more money for internet connections.

The survey also revealed that only 20.11% of students engaged in entirely face-to-face learning activities using video calls, 34.7% of students used both face-to-face with video calls and lectures through written interactions like chat, and 34.7% did not engage in any face-to-face learning activities at all, opting instead to engage in written interactions. Grit is necessary for students to deal with a variety of scenarios and conditions, from in-person instruction to online instruction, so they may remain focused on their studies until they graduate and become undergraduates as planned.

Duckworth (2007) described grit as a combination of perseverance and consistency toward long-term goals. No direct study has been conducted to compare the grit of students at public and private universities.

At Maranatha Christian University, a study on student grit by Vivekanda (2017) revealed that 93.4% of students fell into the high grit category. The COVID-19 pandemic was not yet in effect when this study was done. Researchers analyzed data from Aprilolita's (2020) research on the grit of Semarang State University students, finding that their percentage fell into the high category at 44%, whereas Maranatha Christian University students scored higher (93.4%).

As a result, it is presumable that public university students have less grit than their private university colleagues.

By explicitly contrasting the grit of students at public and private universities throughout the online learning period during the COVID-19 epidemic, our study seeks to further on prior research. This is the most recent of our pandemic-related studies. The study was carried out in Jakarta because, in general, students there are models of academic perseverance and have better access to online learning resources than students in other places. Furthermore, the urgency of our research stems from the need to better understand the elements that contribute to students' high levels of grit so that public and private universities can enhance the quality of online teaching and learning during the COVID-19 epidemic.

According to Duckworth (2007), grit is a combination of consistency in enthusiasm for long-term goals and tenacity in the effort. A person's grit is an individual trait that affects their attitudes and actions in a range of situations. A person with strong grit typically demonstrates this quality by maintaining and exhibiting more tenacity to accomplish anticipated long-term goals (Duckworth, Peterson, Matthews, & Kelly, 2007). One characteristic of people with grit personalities is that they frequently pursue long-term objectives with passion and constant hard work, which has been found to predict academic achievements. (Von, Tsukayama, & Duckworth, 2014).

The two components of grit, according to Duckworth (2007), are:

1. Perseverance of effort is the sincerity of the individual in trying to achieve the goal and his ability to survive obstacles during the process of achieving the goal. This can be seen from the behavior of individuals who do not give up when facing challenges and still strive earnestly to achieve their goals.
2. Consistency of Interest refers to how consistently a person maintains his interest for a long period of time until his goal is achieved. This can be seen from the difficulty of diverting individuals to change their interests and goals. In the process of achieving goals, individuals will be able to solve problems that occur well.

Private universities are those founded and/or organized by the private sector or community, as opposed to state universities, which are those founded and/or organized by the government (Ministry of Ristekdikti RI, 2016). The advantages of PTN, according to Muzni (2018), include the following: the name is very prestigious; individuals who enroll in PTN will be seen as intelligent; PTN has relatively good academic completion; easy access to scholarships; costs are typically lower than those of PTS; guaranteed facilities; separate standards from the government; and qualified teaching staff.

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While PTS has the benefit of being simpler to enter than PTN, PTS students are also given special attention by professors because there are fewer of them there. Less rigid academic requirements also allow for better time management on the part of students, and PTS occasionally has lower costs than PTN (not all PTS have lower costs). However, PTS has drawbacks as well. For example, some costs there are comparatively more expensive (especially for those that are well-known and offer extensive facilities).

In a previous study titled "Descriptive Study on Grit in Students of the Faculty of Psychology, Maranatha Christian University Bandung," conducted by Vivekananda (2017), it was discovered that 93.4% of students at the Faculty of Psychology, Maranatha Christian University Bandung, possess a high level of grit. This demonstrates that students are persistent and highly interested in pursuing their dreams of earning a bachelor's degree in psychology.

According to Aprilolita's (2020) study "Grit in Students: Self-Reported and Behavior Measurement (Anagram)," 44% of Semarang State University students and 56% of students overall had strong levels of grit.

Most students, including those attending public and private universities, have complained of boredom as a result of the COVID-19 pandemic's two years of online instruction. Particularly for those who have a strong desire to make friends on campus while in college. They can only get together with buddies.

Grit refers to a student's persistence and consistency in pursuing their long-term objective of earning a bachelor's degree in line with their aspirations. As we all know, getting into a state university is not simple; it requires patience and continued learning. The prerequisites for entering private universities are different from those for graduating. Due of these variances, students' willingness to endure lectures will vary. PTS students are thought to have weaker grit because PTS entry does not demand as much patience and determination as PTN graduation. So learning persistence and consistency have little effect on attending lectures. For PTN students, on the other hand, it requires a lot of patience and tenacity to get into PTN, so when they study in lectures to reach their goals, they will also need a lot of persistence and consistency.

This phenomena, however, runs counter to research by Vivekanda (2017), who studied students at the Maranatha Christian University Bandung's Faculty of Psychology. Vivekanda found that 93.4% of the students there were considered to have high levels of grit. One of the private universities in Bandung is Maranatha Christian University. Only 44% of Semarang State University students were in the high grit category, according to research done by Aprilolita (2020). One of Indonesia's public universities is Semarang State University. In light of this, it is presumable that PTN and PTS students' grit during online instruction during the COVID-19 epidemic differs from their counterparts.

METHOD

Research Respondents

The respondents in this study were students of public and private universities in Jakarta. The sample in this study was 124 PTN and PTS students in Jakarta, 62 public students, and 62 private students.

Research Design

This research employed a non-experimental methodology. This descriptive study compares how grit (perseverance and consistency) differs between students enrolled in online courses at public and private universities during the COVID-19 pandemic.

Data Retrieval Techniques

Sampling in this study was carried out using the accidental sampling method, while data collection using questionnaires.

Research Instruments

Student grit is measured using a grit scale developed by Duckworth (2007). This measurement tool consists of twelve items with six items coming from the

perseverance of effort dimension with one item "new ideas or activities can distract me" and six items from the consistency of interest dimension with one item "I am able to overcome obstacles in achieving my goals". These twelve items are scaled from 1 = Strongly disagree to 5 = Strongly agree.

Table 1. Blue print Grit Analyzer

Dimensions	Indicator	F	UF	Total
<i>Consistency of interest</i>	Have consistent interests and goals, not easily distracted by new ideas or goals and stay focused on the original goal .	1, 4,		
		6, 9,		6
		10,		
		12		
<i>Perseverance of effort</i>	Survive the challenges of obstacles, be able to finish something that has already been started and not despair and persevere against choices		2, 3,	
			5, 7,	6
			8,	
			11	
Total		6	6	12

RESULTS AND DISCUSSION

Table 1. Grit Score of Public and Private University Students

Grit	M	SD
PTN Students	39.0484	5.87974
PTS Students	42.0806	7.82870

The mean grit value of public university students is lower than that of private university students, and from the independent sample t-test test also shows that there is a significant difference in grit between state university students ($M = 39.0484$, $SD = 5.87974$) compared to private university students ($M = 42.0806$, $SD = 7.82870$), $t = -2.439$, $p = 0.016$.

Then it was also found that there was a difference in the grit of students who only studied ($M = 38.8902$, $SD = 6.23017$) with students who also worked ($M = 43.833$, $SD = 7.50582$), $t = -3.896$, $p = 0.000$.

However, no difference in grit was found with synchronous and asynchronous lecturer teaching methods $t = 1.012$, $p = 0.313$. There was also no difference in grit with gender ($t = 0.967$, $p = 0.335$) and with the suitability of the current department with his interest in the department ($t = 1.309$, $p = 0.193$).

Table 2. Respondent Demographic Data

Demographic Criteria	N	%
Sex		
Female	96	77.4
Male	28	22.6
State University		
UIN Jakarta	26	21
UNJ	14	11.3
UPN Jakarta	9	6.4
Politeknik	13	10.5
STMI Jakarta		
Private University		
Univ. Mercu Buana	56	45.2
Univ. Pancasila	3	2.4
Univ. Gunadarma	2	1.6
UNINDRA	1	0.8

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Based on the data on the characteristics of respondents in Table 2, it is known that the number of male respondents is 28 people, and women are 96 people. State Universities respondents from UIN Jakarta students were 26 people, UNJ as many as 14 people, UPN Jakarta as many as 9 people, and STMI Jakarta State Polytechnic as many as 13 people. Then respondents from Private Universities from Mercu Buana University were as many as 56 people, Pancasila University 3 people, Gunadarma University as many as 2 people, and UNINDRA as many as 1 person.

The results showed that there was a difference in grit of public university students with private university students. Private college students have greater mean grit scores than public college students. This finding is interesting because it is in accordance with assumptions and synthesis analysis based on previous research conducted by Vivekanda (2017) on private university students and Aprilolita (2020) on state universities.

Other research has revealed that students who merely study and those who work as employees have different levels of grit.

CONCLUSION

According to the study's findings, there are differences between the grit of students at public and private universities. For additional research on grit, qualitative studies on the factors contributing to state university students' lower levels of grit than their private university counterparts could be conducted..

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