

## **The Grit Character Education Model Based on Islamic Values for *Madrasah Ibtidaiyah* Students: A Systematic Literature Review**

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### **Abstract**

Grit, encompassing perseverance and passion for long-term goals, plays a pivotal role in students' academic success. This study aims to explore the concept of grit, its significance in primary education, and effective character education models for instilling grit in *Madrasah Ibtidaiyah* students. Employing the Systematic Literature Review (SLR) method, this research adheres to PRISMA guidelines to identify, filter, and analyze relevant literature sourced from leading academic databases such as Scopus, Web of Science (WOS), Google Scholar, and Dimension, covering the period from 2014 to 2025. From an initial pool of 219 articles, 13 met the stringent selection criteria for further analysis. The findings indicate that grit substantially influences students' learning resilience, intrinsic motivation, and academic performance. Moreover, effective grit-based character education models incorporate strategies such as goal setting, fostering a growth mindset, and project-based learning. The implications of this study highlight the necessity of integrating grit into character education curricula in *Madrasah Ibtidaiyah* to cultivate resilient and achievement-oriented students. However, this study acknowledges its limitations regarding the scope of the reviewed literature and the absence of empirical testing of the proposed model, thereby emphasizing the need for further research to assess its effectiveness across diverse educational and cultural settings.

Keywords: Character Education, Grit, Islamic Values, *Madrasah Ibtidaiyah*.

### **Abstrak**

Grit, yang terdiri dari ketekunan dan semangat terhadap tujuan jangka panjang, memainkan peran krusial dalam pencapaian akademik siswa. Penelitian ini bertujuan untuk mengeksplorasi konsep grit, perannya dalam pendidikan dasar, serta model pendidikan karakter yang efektif dalam menanamkan grit pada siswa *Madrasah Ibtidaiyah*. Metode yang digunakan adalah Systematic Literature Review (SLR), dengan mengacu pada pedoman PRISMA untuk mengidentifikasi, menyaring, dan menganalisis literatur yang diperoleh dari database akademik terkemuka seperti Scopus, Web of Science (WOS), Google Scholar, dan Dimension dari tahun 2014 sampai 2025. Dari 219 artikel awal yang diidentifikasi, 13 artikel memenuhi kriteria seleksi ketat untuk analisis lebih lanjut. Hasil kajian menunjukkan bahwa grit memiliki dampak signifikan terhadap ketahanan belajar, motivasi intrinsik, dan pencapaian akademik siswa. Selain itu, model pendidikan karakter berbasis grit yang efektif mencakup strategi seperti penetapan tujuan yang jelas, pengembangan pola pikir bertumbuh, dan pembelajaran berbasis proyek. Implikasi penelitian ini menegaskan perlunya integrasi grit dalam kurikulum pendidikan karakter di *Madrasah Ibtidaiyah* guna membentuk siswa yang lebih tangguh dan berorientasi pada pencapaian. Studi ini juga mengakui keterbatasan dalam cakupan literatur dan belum adanya uji empiris terhadap model yang diusulkan, sehingga penelitian lebih lanjut diperlukan untuk mengevaluasi efektivitas model pendidikan karakter grit dalam berbagai konteks pendidikan dan budaya.

Kata kunci: Grit, Nilai Islam, *Madrasah Ibtidaiyah*, Pendidikan Karakter.

## **BACKGROUND**

Character education has long been recognized as a crucial element in individual development, playing a pivotal role in shaping moral, intellectual, and emotional growth (Lopez & Horn, 2020). In an increasingly competitive and complex world, the need for effective character education is

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becoming more urgent, particularly in the context of primary education (Ivcevic & Brackett, 2014). The growing focus on non-cognitive skills, such as grit, reflects a shift in educational priorities, emphasizing the development of traits that contribute to academic success and personal resilience (Akos & Kretchmar, 2017). This shift is particularly relevant in Islamic educational institutions, where integrating character education with religious values presents both unique opportunities and challenges (Almeida, 2016). Therefore, examining the development of grit among students at the *Madrasah Ibtidaiyah* level becomes a critical area of research.

The character trait of grit, or perseverance, is increasingly becoming a widely discussed topic in public forums and among education researchers. Grit has become a trending term in the education world, largely sparked by Angela Duckworth's 2007 findings that grit is the most prominent factor influencing an individual's success in achieving life goals (Ris, 2015). Numerous studies have highlighted the importance of grit in achieving positive outcomes, such as academic success, happiness, and competence. Grit is a character trait that embodies persistence and passion for achieving long-term goals. It is about working on something with care and love actively, not just about being infatuated with it. Grit involves hard work to overcome challenges, and maintain effort and interest over extended periods, even in the face of failure, difficulties, and obstacles. Individuals with grit can endure various challenges, ensuring that their goals are ultimately achieved (Bashant, 2014).

The 21st century is an era where life's challenges have become increasingly complex. Many life observers report that the complexity of today's challenges has placed significant pressure on children (Baehr, 2017). Previous research has highlighted significant developments in the discourse surrounding character education. For instance, studies have documented a shift in the narrative of character education, moving from a primary focus on moral development to emphasizing its role in enhancing academic achievement (Handsman, 2021). This transition reflects a broader societal change in the perception of character, where the ability to achieve and succeed academically has become an integral part of the concept of good character. These findings underscore the evolving nature of character education and its growing relevance in educational reform efforts. However, this evolution also raises questions about the potential impact on the overall development of students, especially in diverse educational contexts.

Enver Solomon, Director of Evidence and Impact at the National Children's Bureau in the UK, has stated that children in the UK today face greater pressures to grow up compared to previous generations (Soloman, 2023). To navigate this challenging era, the character trait of grit is essential for every individual, including primary school students, such as those in *Madrasah Ibtidaiyah*. In this context, character education focused on developing grit among primary-level students is an urgent necessity (Duckworth C.; Matthews, M. D.; Kelly, D. R., 2007).

Research on the role of grit, one of the primary non-cognitive factors, has revealed its significant, albeit variable, impact on educational outcomes. Duckworth found that grit is a significant predictor of educational success, surpassing IQ in its predictive power (Duckworth, 2016). Additionally, Seligman discovered that grit and life satisfaction are significant predictors of teacher effectiveness, as measured by the academic performance of their students. However, discussions on how to develop grit in students, particularly at the primary level, remain insufficient (Seligman, 2011). One notable gap is the lack of specific research on models for developing grit-based character education in elementary students. Therefore, future research on effective grit education models for young learners is crucial (Gunawan, 2012). Furthermore, grit, characterized

by perseverance and passion for long-term goals, has been shown to correlate with academic success, primarily through sustained effort (Christopoulou et al., 2018). Despite this correlation, the relationship between grit and educational performance is quite complex, with some studies indicating that the impact of grit may be more nuanced than initially thought. The distinction between perseverance and related constructs, such as conscientiousness, continues to be a subject of ongoing research. This complexity underscores the need for a deeper understanding of grit, particularly in how it can be effectively developed within educational contexts.

Moreover, the discussion on grit becomes more intricate when considering its historical and sociocultural context. The concept of grit is often linked to privilege, serving as a proxy for types of character development that are more accessible to those with socioeconomic advantages (Jehanghir et al., 2024). This association has led to criticism of the current emphasis on grit in education, particularly when applied to disadvantaged populations. Romanticizing grit as a solution to educational inequality risks oversimplifying the challenges faced by students from diverse backgrounds. Understanding grit within a broader historical and cultural framework is essential for developing equitable educational practices.

In addition to these complexities, evidence suggests that grit, traditionally considered a stable trait, may actually be malleable and teachable. Research has demonstrated the potential for interventions across various cognitive, behavioral, and emotional domains to enhance grit, even over the course of a person's life (Hwang & Nam, 2021). This perspective opens up new possibilities for character education, particularly in environments where the development of grit can be aligned with broader educational goals. However, the effectiveness of such interventions and their long-term impact on student development remain areas that require further exploration. These findings underscore the dynamic nature of grit and its potential as a central focus in character education.

Although research on grit and character education is advancing, several gaps and challenges remain. One of the primary limitations is the lack of consensus on how to effectively integrate grit into existing educational frameworks, particularly within religious contexts such as *Madrasah Ibtidaiyah*. Additionally, the potential for grit to reinforce social inequalities, rather than reduce them, raises ethical concerns about its promotion in educational settings. Furthermore, while interventions show promise in enhancing grit, the sustainability and scalability of these approaches are still uncertain. These gaps highlight the need for further research that critically examines the role of grit in character education, especially in the context of Islamic values.

This study aims to address these gaps by analyzing the potential of grit-based character education as a model for *Madrasah Ibtidaiyah*. *Madrasah Ibtidaiyah* plays a strategic role in shaping students' character by integrating Islamic values into education. One crucial aspect of character development is grit (guts, resilience, initiative, and tenacity), which emphasizes perseverance, resilience, initiative, and determination to achieve goals. Grit that is grounded in Islamic teachings, such as *ṣabr* (patience), *istiqlamah* (steadfastness), and *jihad fi sabilillah* (striving in goodness), not only fosters academic excellence but also instills a strong moral foundation. Given the developmental stage of *Madrasah Ibtidaiyah* students, embedding grit within an Islamic educational framework ensures that perseverance and resilience are nurtured alongside spiritual consciousness, ultimately shaping students into well-rounded individuals who balance effort and reliance on divine guidance.

By exploring the goals and benefits of implementing this model, the research seeks to contribute to the discourse on character education in primary education. Moreover, the study will assess the relevance and feasibility of integrating Islamic values into grit education, providing insights into how this approach can be effectively applied in the *Madrasah Ibtidaiyah* environment. The integration of grit with Islamic values is particularly relevant in preparing students for future challenges, as it encourages a mindset that values persistence, discipline, and intrinsic motivation in learning, all while maintaining a strong ethical and religious foundation. In the context of increasing global challenges and rapid technological advancements, this approach ensures that students do not merely develop academic perseverance but also cultivate spiritual resilience, enabling them to navigate life's difficulties with faith and determination. Through this analysis, the study hopes to offer a framework for enhancing character education in Islamic educational institutions, ultimately contributing to the broader goal of advancing the holistic development of students.

## **RESEARCH METHODS**

This study employed the Systematic Literature Review (SLR) methodology to ensure the reproducibility of findings in future research. The primary objective of this literature review was to address the research problem by systematically collecting, sorting, and analyzing relevant scholarly documents obtained from academic databases. According to Paul et al. (2021), the Web of Science (WOS) and Scopus are widely recognized as the most reputable indexing platforms due to their comprehensive coverage across various academic disciplines. WOS, in particular, maintains stringent indexing criteria, thereby ensuring the inclusion of high-quality journals through rigorous selection standards. Meanwhile, Scopus encompasses a broader spectrum of subject areas and classifications, enabling researchers to identify journals that best align with their specific fields of study. Consequently, these two databases—WOS and Scopus—were selected as primary sources for retrieving journal articles. However, in addition, searches were also conducted on Google Scholar and Dimension to supplement references that may have been missed from the main databases. Furthermore, the systematic literature review adhered to the guidelines outlined in the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) framework. PRISMA serves as an effective approach for structuring systematic reviews by implementing standardized inclusion and exclusion criteria (Kadam et al., 2020). The selection of relevant publications followed a rigorous four-stage process, including identification, screening, eligibility assessment, and final inclusion, as illustrated in Figure 1.

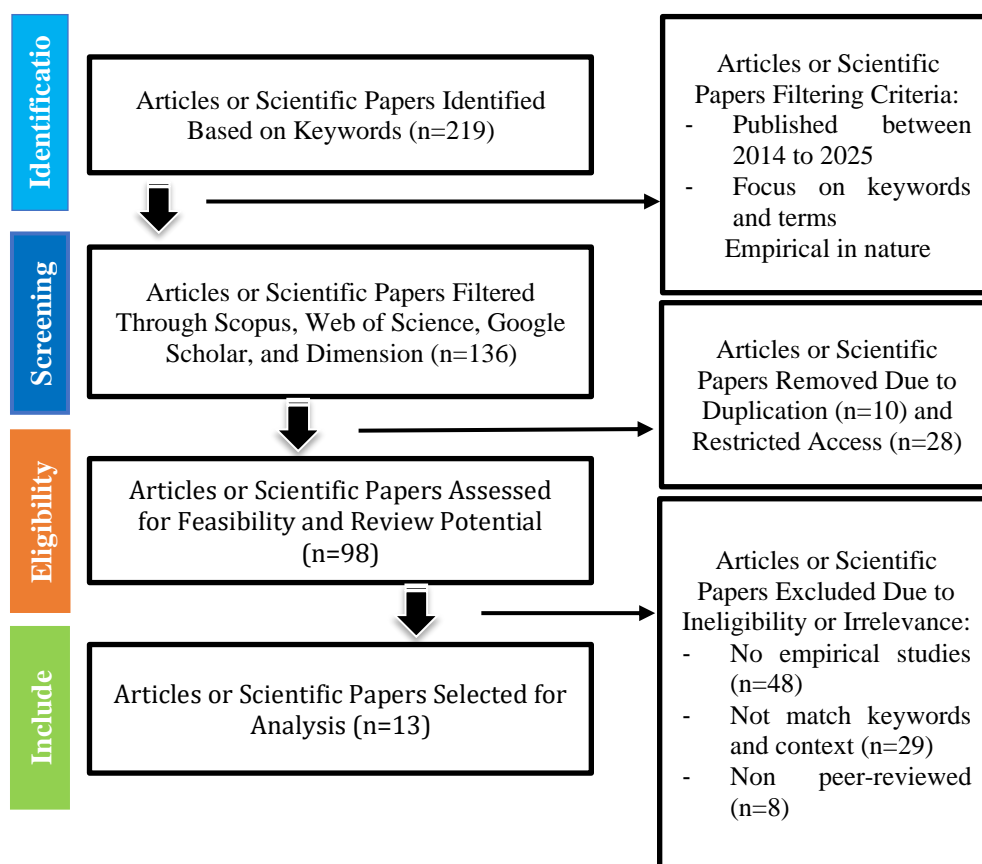


Figure 1 PRISMA flowchart

### 1. Identification

This literature review was conducted in 2013, utilizing four academic databases: Scopus, Web of Science (WOS), Google Scholar, and Dimension. The peer-reviewed articles collected for this study were published between 2014 and 2025. The primary objective of this research was to examine the influence of grit among elementary school students on their academic performance. Various keywords were employed, including (1) "grit" along with alternative terms such as "perseverance of effort" and "consistency of interest"; (2) "academic performance" with related terms like "academic achievement," "academic success," "academic outcome," "school success," and "educational success"; and (3) "higher education" with substitute terms including "elementary school," "basic school," and "Madrasah Ibtidaiyah." Boolean operators AND/OR were applied to refine keyword searches. The database queries, as outlined in Table 1, initially identified a total of 219 articles.

Tabel 1 Search strings

Search Builder	Search String
Grit	"grit" OR "perseverance of effort" OR "consistency of interest".
Academic performance	"academic performance" OR "academic achievement" OR "academic success" OR

Search Builder	Search String
	“academic outcome” OR “school success” OR “educational success”.
Context	“elementary school,” “basic school,” and “ <i>Madrasah Ibtidaiyah</i> ”.

## 2. Screening

To ensure a systematic and comprehensive analysis, specific inclusion and exclusion criteria were established. This approach allowed for a thorough investigation of the relationship between grit and academic performance among students. The eligibility criteria for article selection are as follows:

- a. Only studies focusing on elementary school students were included, without restrictions on demographic variables such as gender or grade level. Studies involving students at other educational levels were excluded.
- b. The review was restricted to empirical research, excluding theoretical, conceptual, or non-empirical studies.
- c. To enhance accessibility and readability, only articles published in English were considered.
- d. To ensure the reliability of sources, only peer-reviewed articles were included in the study.

At this stage, the titles and key sections of all selected articles were carefully reviewed to ensure compliance with the inclusion criteria. Studies investigating the impact of grit on academic transcripts among college students were considered relevant for further analysis. Initially, 219 articles were retrieved from the selected databases. Following an initial screening process based on database indexing criteria (Scopus, Web of Science, Google Scholar, and Dimension), 136 articles met the basic inclusion parameters, while those published outside the 2014–2025 timeframe, lacking relevant keywords, or not being empirical studies were excluded. Subsequently, among the 136 remaining articles, 98 were assessed for data relevance and completeness. During this phase, 28 articles were removed due to duplication (10 articles) or restricted access (18 articles). Further filtering led to the exclusion of 48 non-empirical studies, 29 articles that did not align with the specified keywords or context, and 8 articles that had not undergone a peer-review process. Ultimately, 13 articles were selected for in-depth analysis. This rigorous selection process ensured that only pertinent, empirical, and high-quality sources were included in the study.

## 3. Eligibility

Selected articles that pass the initial screening process are subsequently analyzed in detail, taking into account both the abstract and the full content to ensure alignment with the research focus. Any articles that do not correspond to the specified keywords or research context are excluded from further consideration.

## 4. Data Abstraction and Analysis

The selected articles that meet the eligibility criteria undergo a comprehensive analysis to delineate the primary themes within this research. These studies are systematically categorized into several thematic clusters, as presented in Table 1. Furthermore, the findings from various studies are compared to identify overarching patterns and research gaps, which serve as a foundation for future investigations. Finally, To help readers understand, the authors review selected publications based

on year, location, journal, research objectives, and main findings. The results of higher education students' persistence and academic performance are shown in Table 2.

**Tabel 2 Data Abstraction and Analysis**

Authors (Year)	Aims	Methods	Dataset	Insights and Analysis
(Jie et al., 2024)	<ul style="list-style-type: none"> <li>Evaluate reliability and validity of Grit Scale for students.</li> <li>Establish a formal scale for measuring grit in China.</li> </ul>	<ul style="list-style-type: none"> <li>Item analysis and exploratory factor analysis (EFA) on Sample 1.</li> <li>Confirmatory factor analysis (CFA) on Sample 2.</li> </ul>	<ul style="list-style-type: none"> <li>Sample 1: 701 primary school students for EFA.</li> <li>Sample 2: 5,384 primary school students for CFA.</li> </ul>	Grit, defined as passion and perseverance for long-term goals, is crucial for elementary school students' personality development. The study emphasizes the need for accurate assessment tools, like the GS-SC, to measure and enhance grit during this critical developmental period.
(Alan et al., 2019)	<ul style="list-style-type: none"> <li>Investigate the malleability of grit in childhood.</li> <li>Foster gritty behavior through targeted classroom education.</li> </ul>	<ul style="list-style-type: none"> <li>Logit regression for binary outcomes</li> <li>Ordinary least squares for payoff analysis</li> </ul>	<ul style="list-style-type: none"> <li>Information from 64 classrooms in 36 schools.</li> <li>Data on 2,150 students, including pre-intervention grades.</li> </ul>	Grit, a non-cognitive skill, can be fostered in elementary school through targeted educational interventions. The study shows that enhancing grit leads to increased perseverance, effort in skill accumulation, and improved academic outcomes, particularly in core subjects among treated students.
(Usher et al., 2019)	<ul style="list-style-type: none"> <li>Examine grit and self-efficacy in students' academic success.</li> <li>Investigate their predictive relationship with achievement and motivation</li> </ul>	<ul style="list-style-type: none"> <li>Grit and self-efficacy measures were assessed.</li> <li>Scalar invariance was found for grit and self-efficacy measures.</li> </ul>	U.S. elementary and middle school students (N = 2,430)	The study found that grit, defined as perseverance of effort, was positively correlated with self-efficacy and modestly related to teacher ratings in reading and math. However, grit showed weak or no correlation with actual academic achievement among elementary school students.
(Postigo et al., 2021)	<ul style="list-style-type: none"> <li>Analyze academic grit, defined as the passion and perseverance for long-term academic goals, as a specific</li> </ul>	<ul style="list-style-type: none"> <li>Latent Class Analysis to identify underlying groups.</li> <li>Latent Transition Analysis for</li> </ul>	<ul style="list-style-type: none"> <li>Sample of 4,853 students assessed over four years.</li> <li>Evaluated academic performance via school</li> </ul>	The study highlights that promoting academic grit in elementary school can positively influence students' long-term academic performance. It identifies three

<b>Authors (Year)</b>	<b>Aims</b>	<b>Methods</b>	<b>Dataset</b>	<b>Insights and Analysis</b>
	<p>domain within the educational context.</p> <ul style="list-style-type: none"> <li>Conduct a longitudinal analysis of academic grit by assessing students at two different timepoints, four years apart.</li> </ul>	<p>group transitions over time.</p>	<p>grades in Spanish and mathematics.</p>	<p>groups based on grit levels and suggests that fostering grit early may reduce school failure in later stages.</p>
(Nemmi, 2016)	<ul style="list-style-type: none"> <li>Determine grit's effect on cognitive training gains.</li> <li>Identify neural correlates of individual differences in grit.</li> </ul>	<ul style="list-style-type: none"> <li>The study included 106 children aged 6 years from 11 schools.</li> <li>Neuroimaging analysis was performed on a subsample of 27 participants.</li> </ul>	<ul style="list-style-type: none"> <li>Behavioral sample of 115 children participated in the study.</li> <li>Neuroimaging subsample included 27 participants with T1 scans.</li> </ul>	<p>Grit in elementary school, as shown in the study, is the ability of children to pursue long-term goals despite setbacks. It predicts working memory improvement during training, highlighting its importance in successful learning and cognitive development in young children.</p>
(Sutter et al., 2022)	<ul style="list-style-type: none"> <li>Investigate grit development in early childhood.</li> <li>Examine influence of family background on grit.</li> </ul>	<ul style="list-style-type: none"> <li>Experiment conducted with 429 children aged 3-6 years</li> <li>Grit measured through perseverance in a real effort task and willingness to challenge themselves successfully with another task.</li> </ul>	<ul style="list-style-type: none"> <li>429 children aged 3-6 years participated in the experiment.</li> <li>Parents assessed their child's grit levels.</li> </ul>	<p>The paper indicates that grit, a crucial non-cognitive skill, can be developed through interventions in primary schools. It highlights that grit significantly increases during early childhood, influenced by parental background, but does not specifically address grit in elementary school.</p>
(Tang et al., 2019)	<ul style="list-style-type: none"> <li>Investigate grit's association with academic achievement and engagement.</li> <li>Examine growth mindset and goal commitment's impact on grit.</li> </ul>	<ul style="list-style-type: none"> <li>Longitudinal sample of Finnish adolescents</li> <li>Questionnaire administered during school hours</li> </ul>	<ul style="list-style-type: none"> <li>Longitudinal sample of 2018 students from Finland.</li> <li>Not publicly available; request from corresponding author.</li> </ul>	<p>The study primarily focuses on adolescents in sixth to ninth grades, not elementary school. It suggests that goal commitment in sixth grade predicts grit, but does not specifically address grit development in elementary school settings.</p>
(Loon & Roebers, 2017)	<ul style="list-style-type: none"> <li>Improve accuracy of children's self-evaluations through feedback.</li> </ul>	<ul style="list-style-type: none"> <li>Pretest with self-scoring and concept definitions.</li> <li>Two feedback types: full-</li> </ul>	<ul style="list-style-type: none"> <li>49 fourth graders from three primary schools.</li> <li>51 sixth graders from</li> </ul>	<p>Feedback improved self-evaluations for commission and partially correct errors. Restudy selections became more strategic</p>



Authors (Year)	Aims	Methods	Dataset	Insights and Analysis
	<ul style="list-style-type: none"> <li>Assess feedback's impact on children's learning regulation decisions.</li> </ul>	definition and idea-unit feedback.	three primary schools.	after receiving feedback.
(Syadzali, 2024)	<ul style="list-style-type: none"> <li>Explore character education based on Islamic values in schools.</li> <li>Integrate Islamic values into the educational process effectively</li> </ul>	<ul style="list-style-type: none"> <li>Qualitative approach with case study type</li> <li>Data collection through observation, interviews, and documentation</li> </ul>	<ul style="list-style-type: none"> <li>Observation, in-depth interviews, and documentation were used.</li> <li>Participants included principals, teachers, and students.</li> </ul>	Islamic values in elementary schools are integrated into the curriculum through active learning methods, routine religious activities, and the exemplary behavior of teachers and staff, fostering character development and cooperation with parents to ensure consistency in character education.
(Rachmadyanti et al., 2025)	<ul style="list-style-type: none"> <li>Integrate Islamic values with literacy skills in education.</li> <li>Analyze literacy-based learning management strategies in Islamic education.</li> </ul>	<ul style="list-style-type: none"> <li>Qualitative case study approach with semi-structured interviews.</li> <li>Thematic analysis to identify key themes.</li> </ul>	<ul style="list-style-type: none"> <li>Semi-structured interviews with teachers and principals.</li> <li>Thematic analysis of identified key themes.</li> </ul>	Islamic values are integrated into systematic lesson planning in Islamic Elementary Schools, creating a holistic learning experience. This approach fosters deeper engagement and connects academic content with students' cultural and spiritual contexts, enhancing their overall development and understanding.
(Hulkin & Zakaria, 2024)	<ul style="list-style-type: none"> <li>Build character and ethics in elementary students.</li> <li>Integrate prophetic values in Islamic education.</li> </ul>	<ul style="list-style-type: none"> <li>Descriptive qualitative approach for research methodology.</li> <li>In-depth interviews with teachers and principals conducted online.</li> </ul>	<ul style="list-style-type: none"> <li>In-depth interviews with teachers and principals.</li> <li>Data obtained through online interviews via WhatsApp.</li> </ul>	Integrating prophetic values such as honesty, responsibility, compassion, and justice in elementary schools fosters excellent character and ethics in students. This approach prepares them to face moral challenges, emphasizing the importance of school leadership and diverse teaching methods for holistic education.
(Warsah et al., 2024)	<ul style="list-style-type: none"> <li>Identify effective Islamic</li> </ul>	<ul style="list-style-type: none"> <li>Systematic literature</li> </ul>	<ul style="list-style-type: none"> <li>Systematic literature</li> </ul>	Key components of Islamic character

Authors (Year)	Aims	Methods	Dataset	Insights and Analysis
	psychology-based education strategies for character development. <ul style="list-style-type: none"> <li>Determine success indicators of these educational strategies</li> </ul>	reviews and bibliometric analysis. <ul style="list-style-type: none"> <li>Integration of moral and spiritual values in curriculum</li> </ul>	reviews and bibliometric analysis data. <ul style="list-style-type: none"> <li>Various relevant sources analyzed for character education strategies.</li> </ul>	education include fitrah-based education, tarbiyah, and akhlaq teaching. These approaches integrate moral and spiritual values, significantly enhancing students' academic, moral, spiritual, emotional, social, personal, cultural, and environmental development, fostering well-rounded character growth.
(Hasanah et al., 2024)	<ul style="list-style-type: none"> <li>Role of environmentally based Islamic Religious Education in character formation.</li> <li>Implications for students' religious character development in elementary schools.</li> </ul>	<ul style="list-style-type: none"> <li>Qualitative research with a case study approach.</li> <li>Focus on environmentally based Islamic Religious Education.</li> </ul>	<ul style="list-style-type: none"> <li>The study is centered on a specific elementary school, SDN Pekayon 16 Pagi.</li> <li>The article mentions various activities that are part of the educational program.</li> </ul>	Key components of Islamic character education include congregational Duha prayers, Quran reading, 5S activities, rule obedience, literacy awareness, and environmental care. These practices foster ethical values, positive behaviors, and creativity, significantly enhancing students' religious character and overall development.

### The Grit Character Education Model

Grit is a term used to describe the combination of perseverance, passion, resilience, and strong determination to achieve long-term goals. Individuals with high levels of grit typically possess the ability to stay focused, endure, and work hard despite facing difficulties, failures, or significant challenges. Grit involves a strong commitment, mental resilience, and persistence in striving to achieve goals, even when encountering obstacles. This concept was introduced by psychologist Angela Duckworth, who posits that grit plays a crucial role in attaining long-term success across various areas of life (Stokas, 2015)

The Grit education model proposed by Angela Duckworth in 2013 emphasizes the importance of perseverance and long-term passion in achieving goals. Duckworth defines grit as a combination of perseverance and passion for long-term objectives (Munro & Hope, 2019). The following are the key components of the Grit model according to Angela Duckworth:

#### 1. Passion

First, passion is the internal drive and profound interest in long-term goals. It encompasses sincere dedication and enjoyment in the process of achieving those goals. Passion can be observed in students' interest in specific subjects or extracurricular activities. For example, a student who is highly interested in science may spend extra time reading science books or conducting simple

experiments at home. Cultivating passion at an early age helps students discover and develop interests that can serve as a foundation for their future careers and lives. The application of the grit concept in elementary schools involves integrating both components into the curriculum and daily activities. Teachers can foster perseverance by providing challenging yet attainable tasks and encouraging students to try again after experiencing failure. Passion can be nurtured by giving students the opportunity to explore their interests and engage in projects they enjoy (Jordan et al., 2019).

## **2. Perseverance**

Second, perseverance is the ability to persist and continue working towards a goal despite facing failures, difficulties, or obstacles. It involves consistent effort and discipline in the face of challenges (Christopoulou et al., 2018). In primary education, perseverance can be seen in how students strive to understand challenging material, complete assignments, and keep trying even after failing in their first attempts. Teaching perseverance to young students helps them develop a resilient attitude that is essential for their academic success and future life.

### **Objectives and Benefits of Grit Character Education**

Education is a process of inheritance and development of cultural values and national character to enhance the quality of life for society and the nation in the future. In this process, students develop their potential, interact, and embody values that shape their personalities in accordance with their communities, thereby contributing to a more dignified national life (Cupitt N., 2015). Character education aims to build a resilient, competitive, morally upright, tolerant, cooperative, patriotic, and knowledgeable nation. It teaches students how to distinguish between good and bad and to practice goodness in their daily lives (Indonesia, n.d.).

Character education is a system that instills character principles in students at school, encompassing components of knowledge, awareness, and action to apply these principles. Teachers play a crucial role in shaping students' character through their exemplary behavior and the manner in which they convey lessons (Thernlund & al., 2002). The entire school community must agree on the character values to be implemented, and the school's role includes teaching character through the learning process, given the importance of character in developing students' talents and interests (Charoline & Mujazi, 2022). Character education aims to cultivate a resilient, competitive, morally upright, tolerant, cooperative, patriotic, and dynamically evolving society. This education is imbued with faith and devotion to God Almighty and is based on the principles of Pancasila.

Character education aims to develop individuals with high morality, ethics, and integrity. According to Lickona (1991), character education is a deliberate effort to help individuals understand, appreciate, and implement ethical values. At the elementary school level, the primary objectives of character education include:

1. Development of Moral Values
2. Formation of Positive Attitudes and Behaviors
3. Enhancement of Social Skills
4. Improvement of Academic Achievement
5. Development of Identity and Social Responsibility (Hutami, 2020)

Character education has been emphasized by experts since the inception of formal education. In 1916, for example, John Dewey stated that the general aim of teaching and moral education in schools is character formation, a concept that is foundational in educational theory. Subsequently, in 1918, the National Education Association appointed the Secondary Education Commission to issue a historic statement regarding the goals of general education (Golshan, 2015).

A lack of moral education can lead to a moral crisis, resulting in negative behaviors in social interactions, such as promiscuity, substance abuse, theft, and violence against peers. Thomas Lickona outlines seven reasons why character education should be provided to students from an early age, stating that "character education is the best way to ensure that students develop a good personality and character throughout their lives." He notes, "Some students cannot form a strong character for themselves elsewhere." Furthermore, "character education can help improve students' academic performance" and "foster individuals who value and appreciate others."

Character education should be delivered holistically and continuously, aligned with the developmental stages and contexts of the students, as well as the transformation of the school culture. The character education system needs to be adapted to the diverse social and cultural context of Indonesia. In Indonesia, character education is governed by various policies, including Law No. 20 of 2003 on the National Education System, which aims to develop capabilities and shape national character (Article 3), and Government Regulation No. 19 of 2005 on National Education Standards, which emphasizes the development of students' potential to become faithful, pious, and morally upright individuals (*Peraturan Pemerintah Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan*, 2005).

According to the Ministry of Education and Culture of the Republic of Indonesia, character education programs in elementary schools involve various initiatives and activities designed to integrate character values into the curriculum and students' daily lives. Some of these programs include:

1. **Integrated Learning:** Integrating character values into subjects such as the Indonesian language, citizenship education, and religious education.
2. **Extracurricular Activities:** Providing activities such as scouting, sports, and arts that encourage character development through practical experiences.
3. **Positive Habits:** Cultivating positive habits through routine activities such as flag ceremonies, community service, and religious activities.
4. **Guidance and Counseling Programs:** Offering guidance and counseling services to help students address personal and social issues that may affect their character.
5. **Parental and Community Involvement:** Engaging parents and the community in the character education process through various activities and collaborations. (Mughtar & Suryani, 2019)

If someone asks, "What is the meaning of character education?" it should be a shared necessity for the Indonesian nation, as "character education is one answer to counterbalance the negative impacts of globalization that have eroded traditional values we have long agreed upon as norms and ethics." This means that society must fully support the government's efforts, particularly the Ministry of Education and Culture, to establish character education as a vital pillar in building the Unitary State of the Republic of Indonesia. National character education serves to select the cultural values of our nation and filter the beneficial cultural values from other nations, fostering a dignified Indonesian society. The benefits of grit-based character education in primary education include:

First, Improving Academic Achievement. Students with grit tend to demonstrate better academic performance. They are more likely to complete their assignments, work hard in their studies, and achieve their academic goals. By developing perseverance and passion for long-term objectives, students learn to overcome obstacles and remain focused on their academic achievements. They do not easily give up when facing difficulties in certain subjects and continuously seek ways to understand challenging material

Second, Personal Development and Strong Character. Grit contributes to the development of strong character traits, including skills such as resilience, self-management, discipline, and work ethic. At the primary education level, children are in a stage of forming values and habits that will influence their future. By instilling grit, students learn to work hard, maintain a positive attitude in the face of failure, and understand that sustained effort is the key to success. This is beneficial not only in academic contexts but also in various aspects of their lives (Suhardiyansyah, 2016).

Third, Preparation for Future Challenges. Grit-based character education prepares students to face future challenges in both their personal and professional lives. With perseverance and passion, students become more equipped to handle various challenges and changes they will encounter in the future. They learn to view failure as an opportunity to learn and grow, rather than as the end of their efforts. This perspective is crucial in an ever-changing world that demands adaptability and innovation (Duckworth C.; Matthews, M. D.; Kelly, D. R., 2007).

Thus, grit-based character education at the primary education level not only helps students achieve their academic goals but also equips them with essential skills and attitudes for long-term success in their lives.

### **Implementation and Relevance of the Grit Character Education Model Based on Islamic Values in Madrasah Ibtidaiyah**

The implementation of the grit character education model based on Islamic values at the primary education level, particularly in *Madrasah Ibtidaiyah*, can be enriched by integrating three main pillars of Islam: tawhid, syariat, and akhlak. These three concepts serve not only as spiritual foundations but also as a framework that reinforces the grit model in shaping resilient and morally upright students.

Islamic values, in essence, comprise a set of principles guiding how individuals should conduct their lives. Therefore, there are several fundamental aspects of Islamic values that need to be instilled in children. These values include the value of tauhid (faith), the value of syariat (worship), and the value of akhlak (morality) (d'Aiglepierre & Bauer, 2018).

#### **1. Tauhid (Belief in the Oneness of Allah)**

Tauhid is the foundation of all Islamic teachings, emphasizing the belief in the oneness of Allah (al-Tawhid). In the context of the grit learning model, tauhid can serve as a strong internal motivation for students throughout the learning process. The belief that all efforts and hard work are acts of worship to Allah can foster greater perseverance and enthusiasm within students. When students realize that their efforts, whether in learning or overcoming challenges, are aimed at seeking Allah's pleasure, they are more likely to remain motivated and consistent in striving toward their goals. Additionally, tauhid teaches students to rely on Allah for the outcomes of their efforts. This concept

aligns with the resilience aspect of grit, where students are encouraged to persist and not give up, believing that Allah will provide the best results in accordance with their efforts.

## **2. Syariah (Islamic Rules and Laws)**

Syariah, or Islamic law, provides clear guidance on how a Muslim should live. In the grit model, syariat can be applied to regulate students' discipline and commitment to their responsibilities. For instance, through the practice of the five daily prayers and fasting, students are taught discipline and commitment to their duties as Muslims. This discipline, which is key in the grit model, helps students develop consistent and diligent study habits. Moreover, syariat emphasizes the importance of ethics in every aspect of life, including education. Students are encouraged to pursue knowledge with sincere intentions and adhere to established rules, whether regarding time discipline, honesty in exams, or respect for teachers and classmates. Thus, the integration of syariat in education not only fosters perseverance but also builds responsible and ethical character.

## **3. Akhlak (Islamic Morality and Ethics)**

Akhlak reflects the belief in tauhid and the practice of syariat in daily life. In the grit learning model, Islamic akhlak can serve as a foundation for students to develop initiative and perseverance rooted in high moral standards. Values such as honesty, patience, and earnestness in efforts are strongly emphasized within Islamic morality. When students are taught to embody good akhlak, they are more likely to exhibit determination, resilience, and a commitment to doing their best in all endeavors. For example, the tenacity aspect of grit, which requires students to keep striving despite difficulties, can be linked to the values of *ṣabr* (patience) and *istiḥāma* (steadfastness) in Islam. Students with noble akhlak will face challenges with confidence, understanding that difficulties are part of life's tests that must be met with patience and wisdom.

In its implementation, the reinforcement of the values of tauhid, syariah, and *akhlak* within the grit model in *Madrasah Ibtidaiyah* aims not only to produce students who excel academically but also to shape individuals with a strong Islamic character. Thus, students are prepared not only to face worldly challenges but also to become devoted servants who are obedient to Allah.

In its implementation, the reinforcement of the values of tauhid, syariah, and *akhlak* within the grit model in *Madrasah Ibtidaiyah* aims not only to produce students who excel academically but also to shape individuals with a strong Islamic character. Thus, students are prepared not only to face worldly challenges but also to become devoted servants who are obedient to Allah (Ainissyifa, 2017). The grit character education model has strong relevance in Islamic education. The concept of grit, which encompasses perseverance and a long-term passion for achieving goals, aligns with the values advocated in Islamic teachings. The following points illustrate the relevance between grit character education and Islamic education:

### **Patience (*Sabr*) and Perseverance**

In Islam, patience (*sabr*) is highly encouraged. Patience in facing trials, difficulties, and challenges is essential to the perseverance inherent in the concept of grit. The Quran and Hadith extensively teach the importance of patience and perseverance in fulfilling duties and responsibilities. Students with grit will be able to apply this value of patience in their daily lives and when facing academic challenges (Sujatmiko et al., 2019).

### **Commitment to Long-Term Goals**

Islam teaches the importance of having clear goals and working diligently to achieve them. The concept of grit, with its focus on long-term objectives, resonates with Islamic teachings that encourage followers to have far-reaching visions and to work hard to gain Allah's pleasure and achieve success in the Hereafter. Grit education helps students develop a strong commitment to their worldly and spiritual goals (Aminah et al., 2022).

### **Hard Work and Discipline**

Islam encourages its followers to work hard and be disciplined. The Prophet Muhammad (SAW) serves as a prime example of hard work and dedication. In the educational context, grit helps students cultivate a strong work ethic and self-discipline, which are essential values in Islam. By instilling grit, students learn to value hard work and consistent effort in achieving success (Rizkita & Saputra, 2020).

### **Self-Development and Lifelong Learning**

Islam places a significant emphasis on knowledge and learning. The concept of grit, which involves ongoing efforts to improve oneself and one's abilities, aligns with Islamic teachings regarding the importance of continuous learning and knowledge enhancement. Islamic education teaches that seeking knowledge is an obligation for every Muslim, and possessing grit enables students to remain enthusiastic and persistent in their pursuit of knowledge.

### **Resilience and Mental Toughness**

Islam teaches its followers to develop mental resilience and the ability to recover after experiencing failure or difficulties. Grit character education emphasizes the importance of resilience—the ability to remain persistent and not give up easily. In the context of Islamic education, resilience is a crucial trait to develop, as life is filled with trials and challenges that require both mental and spiritual strength (Siswinarti, 2017).

### **Integration of Islamic Values with Modern Education**

Grit character education can be integrated with Islamic education to create individuals who are not only academically successful but also possess a strong character in accordance with Islamic teachings. By teaching grit, educators can help students develop a balanced character that encompasses both worldly and spiritual knowledge, enabling them to become well-rounded individuals who contribute positively to society (Kulsum & Muhid, 2022).

According to Hayati, character education is the school's systematic effort to change students' behavior. Character refers to the traits possessed by individuals that enable them to respond morally to situations, as demonstrated through honest, good, and responsible behavior, respect for others, and adherence to other noble character values. The primary aim of character education is to build a resilient, competitive nation with moral integrity, tolerance, cooperation, patriotism, and dynamic growth, focusing on science and technology (Sudrajat & Hadi Wijaya, 2023).

In Islam, the purpose of character education is to cultivate moral virtues in individuals. The character of the Prophet Muhammad (peace be upon him) serves as the benchmark for this

educational approach, with the Quran providing the foundational text for character formation (Ainissyifa, 2017). However, it is important to acknowledge that no human being possesses character traits that can be compared to those of the Prophet Muhammad (peace be upon him).

Islamic character education differs from the teachings of Islam itself. It stands apart from Western character education, as Islamic character education emphasizes timeless religious principles, rules, and laws in building morality. It rejects moral autonomy as the ultimate goal of moral education and stresses the rewards in the afterlife as the primary objective. The revelations of the Quran and Hadith serve as sources of law and standards for Islamic character education, often linking moral conduct toward Allah with moral conduct toward the Prophet. A Muslim must begin by doing good toward Allah and the Prophet before extending the same kindness to others.

## **CONCLUSION**

The aim of this research is to explore the understanding of grit, its role and aspects in educational and academic outcomes for elementary school students, as well as effective character education models for grit in primary education. Our findings indicate that grit consists of two main components: passion and perseverance, emphasizing its significant role in building resilience, ambition, and consistent effort among students. The study also shows that indicators of grit, such as sustained interest and persistent effort, are evident in students who demonstrate long-term commitment and resilience in their academic pursuits. Additionally, implementing character education that focuses on grit in elementary schools through clear goal setting, growth mindset development, and project-based learning has proven effective in cultivating these attributes.

The implications of these findings are highly significant for the field of education. Integrating grit into character education programs can substantially enhance students' resilience and academic performance. Educators should emphasize creating supportive environments that foster perseverance and passion, employing strategies such as goal setting, promoting a growth mindset, and incorporating project-based learning. Policymakers should consider these insights when designing curricula and teacher training programs, ensuring that grit development becomes an integral part of the educational framework. This approach can equip students with the necessary skills to face future challenges with determination and resilience, ultimately contributing to their long-term success both academically and in life.

Despite offering valuable insights into the grit-based character education model, this study has several limitations that should be acknowledged. One notable limitation lies in the scope of the analyzed literature, which may not fully capture the contextual variations in the implementation of grit across different educational settings. Furthermore, this study has not yet conducted an empirical examination of the proposed model's effectiveness in diverse educational environments.

Future research is encouraged to undertake empirical studies to assess the effectiveness of the grit-based character education model in various educational and cultural contexts. Additionally, further studies could explore the most effective strategies for fostering grit among elementary school students and identify external factors that either facilitate or hinder the development of this character trait. By doing so, the advancement of a more comprehensive and evidence-based character education framework can be continuously refined to enhance students' resilience and academic success.



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