



Hope as a Mediator between Optimism and Grit among Adolescents in Islamic Boarding School

Rahman Pranovri Putra*, Farida Agus Setiawati, Auliya Ramadhanti

Universitas Negeri Yogyakarta, Indonesia

* Email correspondence : rahmanpranovri.2022@student.uny.ac.id

Article Information:

Received

Auguts 19, 2024

Revised

November 22, 2024

Accepted

December 12, 2024

Keywords:

Grit
Hope
Optimism
Boarding school
Adolescent

Abstract

Hope is important in mediating the relationship between optimism and grit in adolescents. Optimism, believing in positive future outcomes, can promote constructive attitudes. However, hope helps to direct such optimism into concrete actions in the form of grit in achieving goals. This study examined the effect of optimism on grit, with hope as a mediating among adolescents in Islamic boarding schools. This study used a quantitative, ex-post facto approach involving 367 adolescents selected through multistage random sampling. Data were collected using the Short Grit Scale (Grit-S), Optimism Scale, and Adult Dispositional Hope Scale. Data was analyzed using multiple regression with Process v4.2 macro of Hayes Model 4 through SPSS. The findings showed a significant positive influence between optimism and grit through hope, with complete mediation. Therefore, it is crucial for boarding schools to foster optimism and set realistic goals, as this can improve students' fortitude and academic achievement. The practical implications of these findings are that teachers and Islamic boarding school administrators can teach and promote an optimistic attitude and realistic and positive goal setting, reward small achievements, and goal visualization exercises can help increase adolescent hope and grit.

INTRODUCTION

Islamic boarding schools are educational institutions that provide in-depth study of Islamic teachings, as outlined in Government Regulation No. 55/2007 (Nuroniyah et al., 2022). The main objective of organizing Islamic boarding schools is to instill belief and devotion to Allah SWT and provide opportunities for individuals to become experts in Islamic religious knowledge to impact community development positively (Kariyanto, 2020). As a traditional educational institution, Islamic boarding schools have an important role in developing the intelligence of the younger generation, forming character, strengthening morality, and providing comprehensive knowledge (Nurresa & Diantoro, 2021).

Islamic boarding schools in Indonesia continue to experience significant progress, alongside the global need to increase competitiveness. To advance education in Indonesia, Islamic boarding schools need to adapt and modernize to meet the

demands of the times (Asror et al., 2023). This modernization is expected to ensure that Islamic boarding schools remain relevant to current world developments while maintaining the fundamental values of Islamic teachings (Lundeto et al., 2021). Islamic boarding schools are typically operate at the junior and senior high school levels of education, so most of the students are adolescents.

Adolescence is when significant psychological and social transformations occur (Suryana et al., 2022). According to Urie Bronfenbrenner's ecological theory, during adolescent development, the microsystem social environment becomes more focused on social interactions and relationships with the environment around them, one of which is their peers (Bronfenbrenner, 1981). This causes adolescents to spend more time with their peers than with their families and develop more complex relationships with peers compared to younger ones, especially under the age of 10 years (Crocetti et al., 2023).

Due to frequently spending time with peers and the resulting lack of parental supervision, adolescents often find opportunities to explore new activities in the playgrounds setting. When the environment is favorable, adolescents engage in constructive activities, such as discussions, exercising, or playing with friends (Ummah et al., 2017). On the other hand, when the environment is terrible, they will do harmful things such as sexual behavior, be involved in crime, or even fall into drug substance abuse; this increases parents' concerns about the direction of their child's development (Cole et al., 2023).

The above problems, such as drug use, can lead to high school drop out rates, causing parents to fear for their children's future. To avoid drug use behavior in adolescents, many parents send their children to boarding schools to study religion so that they can avoid drug use (Dong & Krohn, 2020). In line with the research, Aprianto and Syafrizal (2019), who conducted case study research on five parents who sent their children to Islamic boarding schools, found the results of research on the motivation of parents to send their children to Islamic boarding schools to avoid harmful environments, including drug substance abuse.

This parental decision causes some adolescents to lack interest in pursuing education at Islamic boarding schools because they do not want to attend it (Haiffahningrum & Satiningsih, 2022). This is in line with an initial study conducted by researchers at the Dar-El Hikmah Islamic Boarding School of 70 adolescents; 79% entered the Islamic boarding school because of their parents' wishes, and 21% entered the Islamic boarding school because of their wishes. Therefore, several adolescents in Islamic boarding schools fail to complete their education, and some even drop out of school (Widiastuti & Widyastuti, 2023).

Data on students who left or stopped at the Dar-El Hikmah Islamic Boarding School shows an increase. In 2020, 36 students left the Islamic boarding school. This figure increased to 42 *santri* (female students) in 2021. Then, in 2022, 43 *santri* left. Until September 2023, 38 *santri* decided to leave the Islamic boarding school

(Administration of the Dar-El Hikmah Pekanbaru Islamic Boarding School, 2023).

Researchers interviewed members of the Dar-El Hikmah Pekanbaru Islamic Boarding School Dormitory Management in December 2023. It was revealed that there were various reasons why students left the Islamic boarding school. Some of these reasons include the inability of students to be away from their parents and difficulty dealing with a significant learning load, insufficient strength for their chosen discipline, unfamiliarity with the boarding school environment, and a tendency to give up easily when faced with challenges in Islamic boarding schools. The researcher also interviewed the Head of Student Affairs at the Dar-El Hikmah Pekanbaru Islamic Boarding School. The obtained information showed that the students felt less free due to various regulations, including restriction on smartphone use, exhibited decreased enthusiasm for participating in activities, and a lack of interest in the lessons at the Islamic boarding school.

Correspondingly, Badi'ah (2021) stated that the existing academic demands put pressure on Islamic boarding school adolescents. They must deepen their understanding of religion and general knowledge simultaneously. In addition, the tight schedule of activities and strict rules can increase their stress level. Apart from that, the social environment consisting of various individuals with different backgrounds and habits is a source of conflict for adolescents, which creates many problems in Islamic boarding schools. This impact on their ability to persist in overcoming the challenges they face (Salsabila et al., 2022). Another challenge is when adolescents are required to adapt to the environment in Islamic boarding schools, which is very different from the environment outside Islamic boarding schools. This also becomes a problem that can affect their persistence (Fuadi & Apriliawati, 2023).

This condition suggests that many Islamic boarding school adolescents lack diligent or struggle to solve problems encountered within Islamic boarding schools environment, and may also exhibit a lack of interest in their studies. This indicates that persistence levels among Islamic boarding school adolescents may be low. This is in line with the research by Badi'ah (2021), which showed that 80.6% of 113 *Madrasah Aliyah* (Islamic high school) adolescents living in Islamic boarding schools had low persistence. Research conducted by Fuadi and Apriliawati (2023) shows that 24.71% of adolescents living outside Islamic boarding schools show higher persistence than 75.29%. The phenomenon of persistence in adolescents is often known as grit.

Grit is a willingness to diligently and enthusiastically pursue a goal over a long period and will be consistently maintained to achieve the desired goal (Duckworth, 2016). Grit refers to an individual's persistence in achieving desired goals and ability to remain steadfast in facing challenges over a long period (Clement et al., 2020). Grit is an intrapersonal psychological strength characterized by enthusiasm, the ability to pursue long-term goals, and the willingness to persevere through obstacles that hinder goal achievement (Muhibbin & Wulandari, 2021). Grit involves a strong determination

to face challenges, maintaining dedication and interest over a long period despite encountering significant failures, difficulties, and challenges (Dyantari & Simarmata, 2023).

Several factors can influence grit, including optimism and hope (Fuadi & Apriliawati, 2023). Optimistic individuals often create positive expectations for what will happen and anticipate positive outcomes (Oriol et al., 2020). Optimism was identified as an element frequently associated with expectations of positive outcomes when assessing future circumstances (Buckingham & Richardson, 2021; Dursun, 2021). In an optimistic mindset, individuals can see the positive aspects of every situation (Hecht, 2013; Millstein et al., 2019). Optimistic adolescents believe they can overcome difficulties and achieve goals (Uribe et al., 2022). This can help individuals stay motivated and prevent them from giving up when facing challenges, fostering high grit.

This is supported by the results of research conducted by Polii and Dirgantara (2020), who concluded a significant correlation between optimism and grit in the adolescent population with a moderate correlation. Clement et al. (2020) investigated the relationship between grit and optimism, and the results of factor analysis show a close relationship between these grit and optimism variables at the construct and item levels. The research carried out by Oriol et al. (2020) obtained the results of a relationship between optimism and life satisfaction with the mediating variable grit, which shows a positive influence between optimism and grit, which acts as a mediating variable. Following research, Yang et al. (2023) obtained optimism as a moderator variable influencing grit in hospital nurses. As a result, adolescents who experience positive and negative events optimistically will show high levels of grit.

Hope is also one of the factors that influence grit. Hope not only provides motivation but also forms a frame of mind and mental attitude that supports the development of grit, helping individuals remain persistent in achieving long-term goals (Yang & Wu, 2021). According to Niemiec and McGrath (2019), hope is energy focused on effort, involving drive, desire to act, and belief in the possibility of achieving goals. Apart from that, we also believe various effective strategies exist to achieve the desired goals. Hope is life's driving force and people with high expectations maintain a challenging and positive psychological state that focuses on success rather than failure (Hodge et al., 2019).

The close relationship between hope and grit exists because both involve psychological aspects that mutually support and influence each other. In line with the research of Mustafa and Jahan (2020), hope and grit have a positive correlation, which has a high value, so high individual expectations will make the individual's grit high. Research by Lee et al. (2022) found that hope explained a large amount of variance in grit when controlling for demographic covariates, depression, and anxiety. There is a relationship between higher hope scores and higher grit scores. Fuadi and Apriliawati's (2023) findings showed that hope and the search for meaning in life were significant

predictors of psychological grit. Higher levels of hope positively predicted psychological grit. Lastly, research by Widyastuti and Leylasari (2023) found a positive relationship between hope and grit. When students' expectations are high, grit among students is also high.

On the other hand, hope and optimism are two psychological constructs that are closely related to each other. These two constructs support and enhance each other (Tenhouten, 2023). This is in line with the study by Tras et al. (2021), which is in line with the research of Laranjeira and Querido (2022). The research results show a significant positive correlation between optimism and hope in adolescents. Therefore, adolescents with high optimism and hope tend to have good mental well-being. Almansa et al. (2022) research findings show that optimistic individuals have higher levels of hope. They view the future with the belief that good things will happen and that their efforts will produce positive outcomes. Optimism can be seen as a key driver in positively shaping hope, and these two concepts can provide an intense mental foundation to face everyday life with a positive and enthusiastic attitude (Aggarwal, 2023).

Hope can also mediate the relationship between optimism and grit, which aligns with research conducted by Chen et al. (2018). The results showed that hope positively mediated the relationship between optimism and grit. More optimistic students have higher hope, which is followed by higher grit. In this context, hope can strengthen the belief that everything will go well. When individuals have hope, they will be more inclined to believe that the future will be better (Murphy, 2023). According to the hope theory developed by Rand and Touza (2018), hope is the basis of optimism that helps individuals stay focused on goals and develop effective strategies to achieve them. This can help individuals stay positive and not give up easily in facing challenges (Zhang et al., 2019).

Various studies have been carried out, and previous researchers have also studied the phenomena regarding grit. However, the author has not found research on grit being influenced by optimism, with hope as a mediator, among Islamic boarding school adolescents. Considering that adolescents in Islamic boarding schools often face various challenges in independent living, including educational and environmental problems, and that many students do not complete their studies or leave the school, it is important to research grit. This motivated the author to research the influence of optimism on grit, with the hope variable becoming a mediator for Islamic boarding school adolescents. The hypotheses of this research are: There is an influence of optimism on hope in adolescents who attend Islamic boarding schools (H1), there is an influence of hope on grit in adolescents who attend Islamic boarding schools (H2), there is an influence of optimism on grit in adolescents who attend Islamic boarding schools (H3), and there is an influence between optimism and grit through hope in adolescents attending Islamic boarding schools (H4).

METHOD

Design

This research used a quantitative approach, using the *ex-post facto* method, to accurately understand the observed phenomena. This study used three variables, which were: 1) optimism as the independent variable, 2) grit as the dependent variable, and 3) hope as the mediator variable: 1) optimism as the independent variable, 2) grit as the dependent variable, and 3) hope as the mediator variable.

Participant

The population of this study were all adolescents who attended Dar-el Hikmah Islamic Boarding School in Pekanbaru. The sampling technique used, multistage random sampling, is a sampling technique in which the sample selection process is randomly carried out through several stages. The initial population was divided into several groups or stages, and then samples were taken randomly from each stage (Firmansyah & Dede, 2022). In the first stage, researchers randomized the level of education used in this study using cluster random sampling, the second stage randomized classes using cluster random sampling, and the third stage randomized classrooms using cluster random sampling. The sample size was 367 adolescents, comprising 188 females (51.2%) and 179 males (48.8%).

Measurement

Grit

The instrument to measure grit in this study used the results of an adaptation of a measuring instrument conducted by Priyohadi et al. (2019) called the Short Grit Scale (Grit-S), totaling 8 items based on the theory of Duckworth et al. (2007) which consists of two aspects, namely consistency of interest and perseverance of effort using a subjective statement format in each item respondents are given five answer options ranging from very unsuitable, unsuitable, neutral, suitable, and very suitable.

Optimism

The instrument to measure optimism in this study used a measuring instrument developed by Adityawarman (2019), which based on Seligman's (2006) theory consist of 17 items across three aspects, namely permanence, pervasiveness, and personalization. Each item employs a subjective statement format, with respondents selecting five answer options: very unsuitable, unsuitable, neutral, suitable, and very suitable.

Hope

The instrument used to measure hope in this study was the results of the adaptation of a measuring instrument conducted by Novrianto and Menaldi (2022) called The Adult Dispositional Hope Scale. Total 12 items contained in this instrument was classified by Snyder (2002) into three aspects: goals, pathway thinking, and agency thinking. The aspect of pathway thinking comprises 4 items, agency thinking comprises 4 items, and fillers comprises 4 items. Each items uses a subjective statement format, and respondents

are given 5 answer options ranging from “very unsuitable”, “unsuitable”, “neutral”, “suitable”, and “very suitable”.

Data Collection Procedure and Data Analysis

Data was collected offline at the research location. The researcher administered the research scale to each sampled class after class hours. The collected data were analyzed descriptively, and mediator regression was performed. Descriptive data and prerequisite tests were conducted using the SPSS version 25. This included determining the number of respondents, mean, standard deviation for each variable, as well as conducting tests for normality, multicollinearity, heteroscedasticity, autocorrelation, and mediator analysis. Mediator analysis examines causal relationships by evaluating whether a mediator variable explains the mechanism or process through which an independent variable influences a dependent variable. This analysis helps determine if the effect of the independent variable on the dependent variable is direct or indirect (Hair et al., 2019). Mediator analysis examined the influence between variables and investigated the potential mediating role of hope in the relationship between optimism and grit.

RESULTS

The data in this study were obtained through the administration of psychological scales as research instruments. Sample characteristics based on gender and age can be seen in Table 1.

Table 1
Sample Characteristics

Characteristics	Frequency	Percentage
Gender		
<i>Female</i>	188	51.2
<i>Male</i>	179	48.8
Age		
<i>13 years</i>	111	30.3
<i>14 years</i>	119	32.4
<i>15 years</i>	54	14.7
<i>16 years</i>	69	18.8
<i>17 years</i>	14	3.8

Note: N = 367

Based on Table 1, the number of female and male samples shows no significant difference in term of gender. In terms of age, the samples ranged from 13 to 17 years old. The majority of the samples were 17 years old, while the fewest were 14 years old. Furthermore, Table 2 presents hypothetical and empirical descriptive statistics, and Table 3 presents categorization variables.

Table 2
Hypothetical and Empirical Descriptive Statistics

Variable Data	N	Range	Min	Max	Standard Deviation	Mean
Hypothetical						
Grit	367	32	8	40	5.3	24
Optimism	367	68	17	85	11.3	51
Hope	367	48	12	60	8	36
Empirical						
Grit	367	15	24	39	3.088	32.54
Optimism	367	42	43	85	6.396	70.18
Hope	367	44	15	59	5.181	43.55

Table 3
Categorization Variable

Variable	Total	Percentage
Grit		
Very high	241	65.7
High	118	32.1
Currently	8	2.2
Low	-	-
Very Low	-	-
Optimism		
Very high	272	74.1
High	85	23.2
Currently	8	2.2
Low	2	.5
Very Low	-	-
Hope		
Very high	73	19.9
High	214	58.3
Currently	78	21.2
Low	1	.3
Very Low	1	.3

Note: N = 367

Table 2 shows that the grit scale has an empirical mean of $32.54 >$ hypothetical mean of 24, then the optimism scale has an empirical mean of $70.18 >$ hypothetical mean of 51, and the hope scale has an empirical mean of $43.55 >$ hypothetical mean of 36. Table 3, shows that for adolescents attending boarding school, grit falls in the “very high” category for 65.7% of the sample. Similarly, optimism falls in the “very high” category for 74.1% of the sample, while hope falls in the “high” category for 58.3% of the sample. The normality test results using Kolmogorov-Smirnov show that each variable in this study has a P value $> .05$ based on unstandardized residual data, so the normality assumption is met. The unstandardized residual score shows a significance value of $.200 (P > .05)$, which means the unstandardized residual data is normally distributed. The results of the multicollinearity test show that the tolerance value of the optimism variable towards grit is .983. The hope variable towards grit is also .983. This value indicates no multicollinearity problem .983 (> 0.01).

Based on the VIF (Variance Inflation Factor) value, the two variables are free from multicollinearity, with the VIF value of the optimism variable being 1.017 and the hope variable being 1.017, both of which are below 10. So, based on the multicollinearity test, it can be concluded that there is no multicollinearity in the data.

The results of the heteroscedasticity test using the Glejser test show that the significance value of the optimism variable is .114 ($>.05$) and the hope variable is .805 ($>.05$). It can be concluded that the two variables do not experience heteroscedasticity and the data meets the prerequisite tests in regression analysis. The last results of the autocorrelation test with Durbin-Watson obtained a DW value of 1,953 from 367 adolescent samples. Referring to the Durbin-Watson table for $k=2$ independent variables, the d_L value is 1.813 and d_U is 1.836 with a significance level of 5%, so the DW value is between $d_U < DW < 4-d_U$ ($1.836 < 1.953 < 2.164$). So, it can be concluded that there is no autocorrelation in the regression model used in this research. Next, Table 4 presents the results of the simple regression test.

Table 4
Simple Regression Test

Path in the mediation process	<i>b</i>	<i>p</i>	<i>R</i>	<i>R2</i>
Path c (H3)				
Optimism*Grit	1.4004	.001	.3671	.1348
Path a (H1)				
Optimism*Hope	1.0648	< .000	.4002	.1602
Path b (H2)				
Hope*Grit	.6960	< .000	.4851	.2353

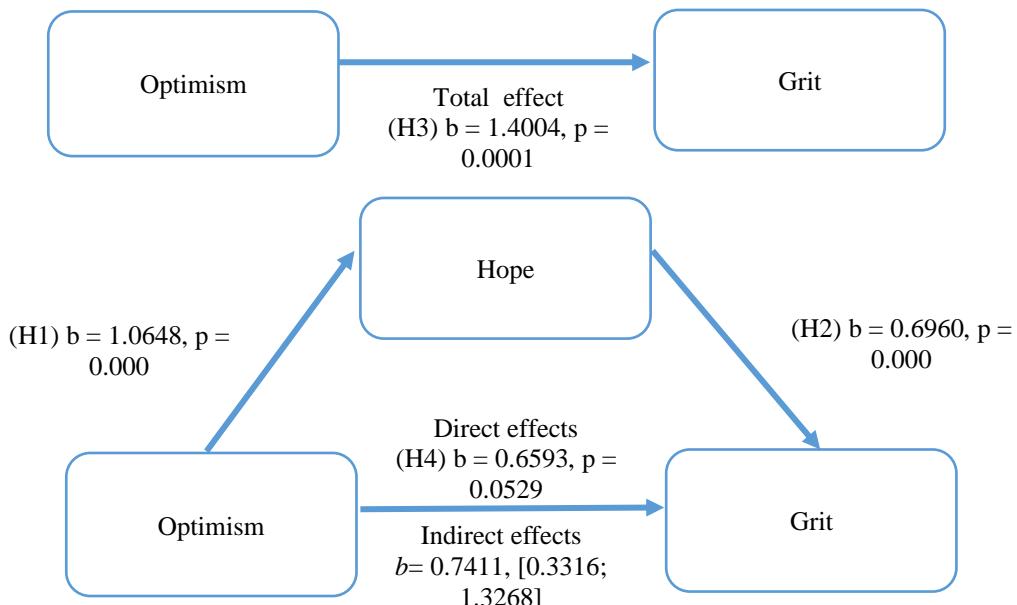
In Table 4, path c shows that optimism influences grit with a value of 1.4004 with a significance of .001 ($p < .05$) and can predict 13.48% of the variance in grit. The path shows that optimism influences hope with a value of 1.0648 with a significance of $< .000$ ($p < .05$) and can predict 16.02% of the variance in hope. Then, path b expectations can influence grit with a value of 0.6960 with a significance of $< .000$ ($p < .05$) and can predict 23.53% of grit. Next, Table 5 presents the results of the mediation model regression test using Process Macro Hayes v4.2.

Table 5
Mediation Model Regression Test

	Effect	<i>p</i>	LLCI	ULCI
Indirect Effects	.7411		.3316	1.3268
Direct Effects (H4)	.6593	.0529	.0085	.3271
Total Effect	1.4004	.0001	.7070	2.0938

Based on Table 5, it is known that the indirect effect value of 0.7411 is greater than the direct effect, namely .6593 ($.7411 > .6593$), and the bootstrap value of $LLCI = .3316$ and $ULCI = 1.3268$. The $LLCI$ and $ULCI$ ranges do not include zero (0), so it can be concluded that there is an influence between optimism and grit through hope in adolescents attending Islamic boarding schools (see Figure 1).

Figure 1
Hope Variable Mediation Analysis Chart



DISCUSSION

The results of the first hypothesis test show a significant influence between optimism and hope in adolescents attending Islamic boarding schools, so this research's first hypothesis is accepted. This is because optimism gives Islamic boarding school adolescents confidence and hope to overcome obstacles and achieve goals. Optimistic adolescents see the future positively and feel capable of improving themselves regarding religious, academic, and social knowledge. Adolescents who attend Islamic boarding schools believe that the efforts they make will produce good results. In line with research by Tras et al. (2021) and Fletcher & Kim (2019), this study found a positive relationship between optimism and hope for the future. Then, Laranjeira and Querido's (2022) research results show a significant positive correlation between optimism and hope in adolescents. The research by Almansa et al. (2022) shows that optimistic individuals tend to have a higher level of hope. They look at the future with the belief that good will happen and their efforts will produce positive results.

The results of the second hypothesis test show a significant influence between hope and grit in adolescents attending Islamic boarding schools. So, the second hypothesis of this research is accepted. This is because hope provides strong motivation to persevere and fight to face challenges. Adolescents with high hopes have clear goals and believe they can achieve something despite difficulties. Strong hope encourages adolescents who attend Islamic boarding schools to continue trying, learning, and developing in religious and academic education in the Islamic boarding school environment. Thus, hope becomes a driving force in developing grit, specifically perseverance and courage, enabling individuals to remain committed to achieving their goals even when faced with complex challenges. In line with research by Mustafa and Jahan (2020), hope and grit show a positive correlation with a high

value, suggesting that high individual expectations will lead to increased grit. Fuadi and Apriliawati's (2023) research findings show that hope significantly predicts psychological grit. Higher levels of hope positively predicted psychological grit. Research by Widyastuti and Leylasari (2023) found a positive relationship between hope and grit. When students' hopes are high, the students' grit is also high.

The results of the third hypothesis test show a significant influence between optimism and grit in adolescents attending Islamic boarding schools, so the third hypothesis of this research is accepted. This is because optimism provides confidence that youth's efforts and persistence will produce positive results. Optimistic adolescents tend to see every challenge as an opportunity to learn and develop. This perspective can help adolescents attending Islamic boarding schools better navigate and maintain motivation when facing difficulties. Optimism helps adolescents attending Islamic boarding schools continue trying to achieve their academic goals. This finding aligns with the research results by Clement et al. (2020), which examined the relationship between grit and optimism. The factor analysis results show a close relationship between the variables grit and optimism at the construct and item level. The research conducted by Oriol et al. (2020) obtained the results of the influence of optimism on the grit variable, which shows a positive influence between optimism and grit in adolescents. Research by Polii and Dirgantara (2020) concluded that optimism and grit significantly influence adolescents.

The results of the fourth hypothesis test show a significant influence between optimism and grit through hope in adolescents attending Islamic boarding schools, so the fourth hypothesis of this research is accepted. The results of this research support the concept explained by Yay (2023), indicating complete mediation. This means that hope fully mediates the relationship between optimism and grit in adolescents attending Islamic boarding schools. This is proven by the non-significant value of the direct effect of optimism on grit. This is because optimistic adolescents believe that the future can be better and that the efforts made will be rewarded. This belief fosters high hopes, giving them a clear vision of what can be achieved. High expectations motivate adolescents who study at Islamic boarding schools to persevere in facing challenges and achieve goals in both academic and non-academic area within the Islamic boarding school environment. The results of this research align with research conducted by Chen et al. (2018), which shows that hope positively mediates the relationship between optimism and grit. So, more optimistic adolescents also have higher level of hopes and grit.

Hope can strengthen the belief that everything will go well. When adolescents have hope, they will be more inclined to believe that the future will improve (Murphy, 2023; Tenhouten, 2023). According to the hope theory developed by Snyder, hope is the basis of optimism, which helps individuals stay focused on goals and develop effective strategies to achieve them (Putra et al., 2023; Rand & Touza, 2018). This can help individuals remain resilient when facing challenges (Putra et al., 2024; Zhang et al., 2019). Optimism as a positive view of the future encourages adolescents attending Islamic boarding schools to face

challenges more openly and confidently (Ni'mah & Khoiruddin, 2021; Tanjung & Huwae, 2023). Hope is the belief that the efforts will produce the desired results. When adolescents have high hopes, it makes them more persistent in facing difficulties and shows grit, namely perseverance and enthusiasm in achieving long-term goals. So, optimism accompanied by strong hope can increase adolescents' persistence and determination to achieve their goals (Chen et al., 2018; L. Yang & Wu, 2021).

CONCLUSION

The conclusion of this study regarding the effect of optimism on grit with hope as a mediator in adolescents who attend Islamic boarding school is as follows: Optimism has a significant effect on hope in adolescents attending boarding school. Hope has a significant effect on grit in adolescents attending boarding school. Finally, optimism has a significant effect on grit in adolescents attending boarding school. A significant positive effect exists between optimism on grit and hope. The mediation model in this study shows complete mediation. This is because the effect of optimism on grit is significant when there is no hope variable and becomes insignificant the other way. Hope is a mediator that connects optimism with grit, so optimism does affect it indirectly. The practical implication of these findings suggests that teachers and administrators at Islamic boarding schools can foster an environment that cultivates optimistic attitudes and support the development of grit. This can be achieved by promoting realistic and positive goal setting, rewarding small achievements, and incorporating goal visualization exercises. Therefore, this has the potential to significantly impact the character and academic achievement of adolescents in boarding schools. In addition, realistic and optimistic goal setting can be implemented by helping students design targets that can be achieved in the short and long term and providing guidance in designing strategies to achieve goals.

REFERENCES

Adityawarman, D. (2019). Optimisme dan dukungan sosial terhadap self-efficacy anak jalanan. *Tazkiya: Journal of Psychology*, 7(2), 136–144. <https://doi.org/10.15408/tazkiya.v7i2.13473>

Aggarwal, A. (2023). The impact of gratitude and hope on the optimism among college students- an analysis using broaden and build theory. *International Journal of Indian Psychology*, 11(3). <https://doi.org/https://doi.org/10.25215/1103.217>

Almansa, J. F. F., Trivilin, T., Hutz, C. S., Almeida, R. M. M. de, Vazquez, A. C. S., & Freitas, C. P. P. de. (2022). The mental health of Brazilian students during the Covid-19 pandemic: the role of gratitude, optimism, and hope in reducing anxiety. *Trends in Psychiatry and Psychotherapy*, 1–24. <https://doi.org/10.47626/2237-6089-2022-0496>

Aprianto, R. A., & Syafrizal. (2019). Motivasi orang tua menyekolahkan anak ke pondok pesantren (studi kasus : 5 orang tua yang anaknya bersekolah di pondok pesantren

dar el hikmah pekanbaru). *Jurnal Online Mahasiswa*, 6(2), 1–15. <https://jom.unri.ac.id/index.php/JOMFSIP/article/view/25692>

Asror, M., Mahfudloh, R. I., Kusaeri, K., & Rusydiyah, E. F. (2023). Educational innovation of islamic boarding schools in Indonesia and Malaysia in facing the 21st century challenges. *Jurnal Tarbiyatuna*, 14(1), 27–50. <https://doi.org/10.31603/tarbiyatuna.v14i1.8802>

Badi'ah, N. (2021). Peran grit pada subjective well-being siswa madrasah aliyah di pesantren. *Indonesian Psychological Research*, 3(1), 1–7. <https://doi.org/10.29080/ipr.v3i1.398>

Bronfenbrenner, U. (1981). *The ecology of human development*. Harvard University Press. <https://doi.org/10.2307/j.ctv26071r6>

Buckingham, A., & Richardson, E. J. (2021). The relationship between psychological resilience and pain threshold and tolerance: optimism and grit as moderators. *Journal of Clinical Psychology in Medical Settings*, 28(3), 518–528. <https://doi.org/10.1007/s10880-020-09731-7>

Chen, Y., Chang, C., & Chen, J. (2018). The mediating role of hope between optimism and grit: A study of college students in Taiwan. *Personality and Individual Differences*, 121, 118–123. <https://doi.org/https://doi.org/10.1016/j.paid.2018.101349>

Clement, D. N., Wingate, L. R., Cole, A. B., O'keefe, V. M., Hollingsworth, D. W., Davidson, C. L., & Hirsch, J. K. (2020). The common factors of grit, hope, and optimism differentially influence suicide resilience. *International Journal of Environmental Research and Public Health*, 17(24), 1–13. <https://doi.org/10.3390/ijerph17249588>

Cole, V. T., Richmond-Rakerd, L. S., Bierce, L. F., Norotsky, R. L., Peiris, S. T., & Hussong, A. M. (2023). Peer connectedness and substance use in adolescence: A systematic review and meta-analysis. *Psychology of Addictive Behaviors*, 38(1), 19–35. <https://doi.org/10.1037/adb0000914>

Crocetti, E., Albarello, F., Meeus, W., & Rubini, M. (2023). Identities: A developmental social-psychological perspective. *European Review of Social Psychology*, 34(1), 161–201. <https://doi.org/10.1080/10463283.2022.2104987>

Dong, B., & Krohn, M. D. (2020). The effects of parental school exclusion on offspring drug use: An intergenerational path analysis. *Journal of Criminal Justice*, 69, 1–18. <https://doi.org/10.1016/j.jcrimjus.2020.101694>

Duckworth, A. (2016). *Grit: The power of passion and perseverance*. New York: Scribner.

Duckworth, A. L., Peterson, C., Matthews, M. D., & Kelly, D. R. (2007). Grit: Perseverance and passion for long-term goals. *Journal of Personality and Social Psychology*, 92(6), 1087–1101. <https://doi.org/10.1037/0022-3514.92.6.1087>

Dursun, P. (2021). Optimism, hope and subjective well-being: A literature overview. *Çatalhöyük Uluslararası Turizm ve Sosyal Araştırmalar Dergisi*, 6, 61–74. <https://dergipark.org.tr/en/pub/cutsad/issue/63565/946124>

Dyantari, K. R., & Simarmata, N. (2023). The role of grit for college students in Indonesia. *Insight: Jurnal Ilmiah Psikologi*, 25(2), 18–29. <https://doi.org/https://doi.org/10.26486/psikologi.v25i2.3167>

Firmansyah, D., & Dede. (2022). Teknik pengambilan sampel umum dalam metodologi penelitian: Literature review. *Jurnal Ilmiah Pendidikan Holistik (JIPH)*, 1(2), 85–114. <https://doi.org/10.55927/jiph.v1i2.937>

Fletcher, J. M., & Kim, J. (2019). Learning hope and optimism: Classmate experiences and adolescent development. *Applied Economics Letters*, 26(5), 409–412. <https://doi.org/10.1080/13504851.2018.1486009>

Fuadi, A. N., & Apriliaawati, D. (2023). Peran hope (al-raja') terhadap grit pada mahasiswa penghafal Al-Qur'an. *Motiva Jurnal Psikologi*, 5(2), 91–100. <https://doi.org/10.31293/mv.v5i2.6679>

Haiffahningrum, D. N., & Satiningsih. (2022). Pengalaman penyesuaian diri bagi santri baru di lingkungan pesantren x: Studi fenomenologi. *Character: Jurnal Penelitian Psikologi*, 9(7), 1–13. <https://ejournal.unesa.ac.id/index.php/character/article/view/47819>

Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2019). *Multivariate data analysis (8th ed.)*. Cengage.

Hecht, D. (2013). The neural basis of optimism and pessimism. *Experimental Neurobiology*, 22(3), 173–199. <https://doi.org/10.5607/en.2013.22.3.173>

Hodge, D. R., Hong, P. Y. P., & Choi, S. (2019). Spirituality, employment hope, and grit: Modeling the relationship among underemployed urban african americans. *Social Work Research*, 43(1), 43–52. <https://doi.org/10.1093/swr/svy034>

Kariyanto, H. (2020). Peran pondok pesantren dalam masyarakat modern. *Jurnal Pendidikan Edukasia Multikultura*, 2(2), 67–82. <https://doi.org/http://dx.doi.org/10.29300/jem.v2i2.4646.g3089>

Laranjeira, C., & Querido, A. (2022). Hope and optimism as an opportunity to improve the “positive mental health” demand. *Frontiers in Psychology*, 13(February), 1–5. <https://doi.org/10.3389/fpsyg.2022.827320>

Lee, B., Rumrill, P., & Tansey, T. N. (2022). Examining the role of resilience and hope in grit in multiple sclerosis. *Frontiers in Neurology*, 13. <https://doi.org/10.3389/fneur.2022.875133>

Lundeto, A., Talibo, I., & Nento, S. (2021). Challenges and learning strategies of islamic education in islamic boarding schools in the industrial revolution era 4.0. *AL-ISHLAH: Jurnal Pendidikan*, 13(3), 2231–2240. <https://doi.org/10.35445/alishlah.v13i3.1153>

Millstein, R. A., Chung, W.-J., Hoeppner, B. B., Boehm, J. K., Legler, S. R., Mastrommauro, C. A., & Huffman, J. C. (2019). Development of the state optimism measure. *General Hospital Psychiatry*, 58(10), 83–93. <https://doi.org/10.1016/j.genhosppsych.2019.04.002>

Muhibbin, M. A., & Wulandari, R. S. (2021). The role of grit in Indonesian student. *Psychosophia: Journal of Psychology, Religion, and Humanity*, 3(2), 112–123. <https://doi.org/10.32923/psc.v3i2.1725>

Murphy, E. R. (2023). Hope and well-being. *Current Opinion in Psychology*, 50, 1–5. <https://doi.org/10.1016/j.copsyc.2023.101558>

Mustafa, S., & Jahan, A. (2020). Grit, perceived stress and hope among research scholars. *Journal of Emerging Technologies and Innovative Research (JETIR)*, 7(4), 632–636. <https://www.jetir.org/view?paper=JETIR2004584>

Ni'mah, F. Z., & Khoiruddin, M. A. (2021). Pengaruh self-esteem dan optimisme masa depan siswa menengah kejuruan (SMK) berbasis pesantren. *Indonesian Journal of Islamic Education Studies (IJIES)*, 4(1), 121–136. <https://doi.org/10.33367/ijies.v4i2.1844>

Niemiec, R. M., & McGrath, R. E. (2019). *The power of character strengths*. Ohio: Via Institute On Character.

Novrianto, R., & Menaldi, A. (2022). The adult dispositional hope scale (ahs) in indonesian population: factorial structure and psychometric properties. *Jurnal Psikologi*, 18(2), 163–170. <https://doi.org/10.24014/jp.v18i2.18273>

Nuroniyah, T., Surahman, C., & Ragamustari, S. K. (2022). The failure of Islamic education in promoting tolerance: A case study in senior high school. *Tarbawy: Indonesian Journal of Islamic Education*, 9(1), 76–92. [https://doi.org/https://doi.org/10.17509/t.v9i1.32844](https://doi.org/10.17509/t.v9i1.32844)

Nurresa, S., & Diantoro, F. (2021). Sistem pendidikan nasional di pondok pesantren. *Al-Ishlah: Jurnal Pendidikan Islam*, 19(2), 209–230. <https://doi.org/https://doi.org/10.35905/alishlah.v19i2.2134>

Oriol, X., Miranda, R., Bazán, C., & Benavente, E. (2020). Distinct routes to understand the relationship between dispositional optimism and life satisfaction: Self-control and grit, positive affect, gratitude, and meaning in life. *Frontiers in Psychology*, 11(907), 1–13. <https://doi.org/10.3389/fpsyg.2020.00907>

Polii, E. E. V., & Dirgantara, M. I. (2020). Hubungan optimisme dan grit calon taruna akademi angkatan udara (AAU) di lanud 'x' kota bandung. *Tazkiya: Journal of Psychology*, 8(2), 146–154. <https://doi.org/10.15408/tazkiya.v8i2.16644>

Priyohadi, N. D., Suhariadi, F., & Fajrianti, F. (2019). Validity test for short grit scale (grit - s) duckworth on Indonesian millennials. *Journal of Educational, Health and Community Psychology*, 8(3), 375–388. <https://doi.org/10.12928/jehcp.v8i3.13870>

Putra, R. P., Ramadhanti, A., & Rizky, D. A. (2023). Gender differences in levels of toxic positivity in adolescents: a quantitative study. *Jurnal Ilmiah Ilmu Terapan Universitas Jambi*, 7(2), 83–91. <https://doi.org/10.22437/jiituj.v7i2.26624>

Putra, R. P., Ramadhanti, A., Setiawati, F. A., Azizah, H. J. Al, & Puhka, P. (2024). Do undergraduate physics students studying abroad need optimism? A cross-country case study. *Jurnal Ilmiah Ilmu Terapan Universitas Jambi*, 8(1), 90–103. <https://doi.org/10.22437/jiituj.v8i1.31880>

Rand, K. L., & Touza, K. K. (2018). Hope theory. In C. R. Snyder, S. J. Lopez, L. M. Edwards, & S. C. Marques (Eds.), *The Oxford Handbook of Positive Psychology*, 3rd Edition (pp. 425–442). Oxford University Press. <https://doi.org/10.1093/oxfordhb/9780199396511.013.25>

Salsabila, S. N., Subasman, I., Nur, A. Z., & Anshori, A. I. (2022). Nilai-nilai ketabahan (studi grit) deskripsi family support scale dan habituasi di pondok pesantren. *Jurnal Fakultas Ilmu Keislaman Kuningan*, 3(2), 158–168. <https://www.jurnal.unisa.ac.id/index.php/jfik/article/view/241>

Seligman, M. E. P. (2006). *Learned optimism*. New York: Vintage Books.

Snyder, C. R. (2002). Hope theory: Rainbows in the mind. *Psychological Inquiry*, 13(4), 249–275. <http://www.jstor.org/stable/1448867>

Suryana, E., Hasdikurniati, A. I., Harmayanti, A. A., & Harto, K. (2022). Perkembangan remaja awal, menengah dan implikasinya terhadap pendidikan. *Jurnal Ilmiah Mandala Education*, 8(3), 1917–1928. <https://doi.org/10.58258/jime.v8i3.3494>

Tanjung, A. K., & Huwae, A. (2023). The Contribution of Optimism to Resilience in Employees Experiencing Termination of Employment. *Journal of Psychology and Instruction*, 6(1), 17–23. <https://doi.org/10.23887/jpai.v6i1.49633>

Tenhouten, W. (2023). The emotions of hope: From optimism to sanguinity, from pessimism to despair. *The American Sociologist*, 54(1), 76–100. <https://doi.org/10.1007/s12108-022-09544-1>

Tras, Z., Sunbul, G. M., & Baltaci, U. B. (2021). Investigation of the relationships between optimism, perceived social support, and hope. *Inquiry in Education*, 13(1), 11–29. <https://digitalcommons.nl.edu/ie/vol13/iss1/11>

Ummah, Z. N., Nursetiawati, S., & Gede Putri, V. U. (2017). Pengaruh peran teman sebaya terhadap tingkat kenakalan remaja di lapas anak wanita kelas ii b tangerang. *JKKP (Jurnal Kesejahteraan Keluarga Dan Pendidikan)*, 3(1), 28–32. <https://doi.org/10.21009/JKKP.031.06>

Uribe, F. A. R., Neira Espejo, C. A., & Pedroso, J. da S. (2022). The role of optimism in adolescent mental health: a systematic review. *Journal of Happiness Studies*, 23(2), 815–845. <https://doi.org/10.1007/s10902-021-00425-x>

Widiastuti, R. W., & Widayastuti, W. (2023). Hubungan regulasi emosi dengan subjective

well being pada remaja yang tinggal di pondok pesantren. *Jurnal Mahasiswa BK An-Nur : Berbeda, Bermakna, Mulia*, 9(3), 292–302. <https://doi.org/10.31602/jmbkan.v9i3.12181>

Widyastuti, B. S., & Leylasari, H. T. (2023). Hubungan antara hope (harapan) dengan grit (kegigihan) mahasiswa yang sedang berkuliah di kota Madiun Bunga. *Journal of Social Science and Humanities Research*, 2(1), 38–43. <https://doi.org/10.56854/jsshr.v2i1.228>

Yang, C., Yang, L., & Wu, D. (2023). The influence of grit on nurse job satisfaction: Mediating effects of perceived stress and moderating effects of optimism. *Frontiers in Psychology*, 13(January), 1–9. <https://doi.org/10.3389/fpsyg.2022.1094031>

Yang, L., & Wu, D. (2021). Grit and meaning in life of chinese nurses: The chain mediating effect of social support and hope. *Frontiers in Psychology*, 12(November), 1–8. <https://doi.org/10.3389/fpsyg.2021.769707>

Yay, M. (2023). A statistical method frequently used in clinical research in recent years: Causal mediation analysis. *Turkish Journal of Thoracic and Cardiovascular Surgery*, 31(2), 275–277. <https://doi.org/10.5606/tgkdc.dergisi.2023.98553>

Zhang, Y., Liu, W., Liu, Y., Huang, Z., & Liu, Q. (2019). Chinese college students' optimism and social creativity mediated by creative self-efficacy and hope. *Social Behavior and Personality*, 47(7), 1–9. <https://doi.org/10.2224/sbp.8268>