Journal of Psychological Perspective. 2025; 7(4): 297-306
ISSN 2502-4825 (print), ISSN 2502-9495 (online)
DOI: 10.47679/jopp.7412612025

RESEARCH ARTICLE

Optimism and Hope: The Psychological Foundation for Building Grit in Islamic Boarding School Students

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Available online: 25 October 2025

Abstract
The high dropout rate in Islamic boarding schools in Indonesia poses a significant educational challenge. Many adolescents lose interest in continuing their education at boarding schools, resulting in many of them dropping out. Increased grit is believed to have a significant impact on the academic success of adolescents in these schools. This study examines the influence of optimism and hope on grit in adolescents attending Islamic boarding schools. The study uses a quantitative ex-post facto approach, involving 367 teenagers selected through multistage random sampling. Data were collected using the Short Grit Scale (Grit-S), an optimism scale, and the Dispositional Adult Hope Scale, and analyzed using multiple regression with SPSS Version 27. The results showed that optimism and hope together have a positive and significant effect on grit ($p < 0.05$). Partially, optimism acts as a positive belief in future outcomes that encourages students to view challenges as opportunities, while hope provides clarity of purpose and the ability to devise alternative strategies to overcome obstacles. These findings confirm that the synergy between optimism and hope forms a psychological foundation that strengthens students' resilience amid academic and spiritual demands in the dormitory.

Keywords: Adolescents, Grit, Hope, Islamic Boarding Schools, Optimism

INTRODUCTION

Islamic boarding schools are educational institutions that study Islamic teachings in depth, according to the provisions contained in Government Regulation No. 55/2007. The main objective of organizing Islamic boarding schools is to instill belief and devotion to Allah SWT, as well as provide opportunities for individuals to become experts in Islamic religious knowledge so that they can have a positive impact on community development (Fitri & Ondeng, 2022; Kariyanto, 2020). As a traditional-based 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 (Resya & Diantoro, 2021).

Islamic boarding schools in Indonesia are experiencing rapid growth, in line with global demands to increase competitiveness. In the context of educational development in Indonesia, Islamic boarding schools need to modernize in line with the times (Afandi, 2023). This modernization is expected to make Islamic boarding schools remain relevant to current world developments, but still maintain the basic values of Islamic teachings without experiencing a decline (Baz & Yildirim, 2023; Damayanti, 2023). Islamic boarding schools are usually found at the junior high school (SMP) and senior high school (SMA) education levels, so most students are teenagers.

Adolescence is a period in which 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 (Mahendra, 2023). This causes teenagers to tend to spend more time with their peers than with their families and teenagers to develop more complex relationships with peers compared to children younger than themselves, especially under the age of 10 years (Crocetti et al., 2023).

As a result of often playing with peers which results in a lack of parental supervision, teenagers often have the opportunity to do things they have just discovered in the playground environment. When the environment is good

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Submitted: 16 July 2025 Revised: 17 September 2025 Accepted: 19 September 2025

teenagers will do positive things, such as discussions, exercise together, and play with friends (Ummah et al., 2017). On the other hand, when the environment is bad, teenagers will do negative 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).

According to the 2021 Kominfo report, data shows that the use of narcotic substances in Indonesia is quite high among young people aged between 12 and 20 years. The percentage of drug users reached 84.2%, while 47.1% of teenagers were involved in distribution activities, and 31.4% acted as couriers (Humas BNN, 2022). Furthermore, data from the National Police and BNN for 2022 reveals the number of drug cases based on education level in Indonesia. There were 8,115 cases at the elementary school level, 13,784 cases at the middle school level, and 29,383 cases at the high school level (Puslitdatin BNN, 2022).

Meanwhile in Riau Province in the period 2020 to 2021, drug substance abuse was 1.8%, dominated by teenagers aged 12-20 years based on the 2022 Indonesia Drugs Report, Riau Province was included in the 10 provinces with the largest cases, ranking 9th with 1,622 drug cases (Irianto et al., 2022). From the problem above, many teenagers drop out of school because they use drugs, which makes parents afraid for their children's future. To avoid drug use behavior in teenagers, many parents send their children to Islamic boarding schools to prevent drug use and study religion (Asyiah et al., 2021). 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 bad environments, including drug substance abuse.

This parental decision is what causes some teenagers to show a lack of interest in pursuing education at Islamic boarding schools because their decision to enter Islamic boarding schools was not their desire (Haiffahningrum & Satiningsih, 2022). This is in line with an initial study conducted by researchers at the Dar-El Hikmah Islamic Boarding School of 70 teenagers, 79% entered the Islamic boarding school because of their parents' wishes and 21% entered the Islamic boarding school because of their wishes. Therefore, several teenagers in Islamic boarding schools do not succeed in completing 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 experienced an increase, namely in 2020 36 students left the Islamic boarding school. This figure increased to 42 Santri 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 then interviewed the Dar-El Hikmah Pekanbaru Islamic Boarding School Dormitory Management on December 28, 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 having difficulty in dealing with a large learning load, not being strong enough for their discipline, not being used to the boarding school environment and easily giving up when faced with challenges in Islamic boarding schools. Apart from that, the researcher also interviewed the Head of Student Affairs at the Dar-El Hikmah Pekanbaru Islamic Boarding School on December 29, 2023. Information was obtained that the students felt less free due to various regulations, one of which was that they were not allowed to use smartphones, were less enthusiastic about participating in activities, and lack of interest in the lessons at the Islamic boarding school.

Correspondingly, Badi'ah (2021) stated that Islamic boarding school teenagers are stressed by the existing academic demands because they have to deepen their understanding of religion and general knowledge simultaneously, busy activity schedules, and strict rules when living in Islamic boarding schools. Apart from that, the social environment consisting of various individuals with different backgrounds and habits is a source of conflict for teenagers which creates many problems in Islamic boarding schools, this will have an impact on their ability to remain persistent in overcoming the challenges they face (Salsabila et al., 2022). Another challenge is when teenagers 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 shows that there are still many Islamic boarding school teenagers who are not diligent or unable to solve problems that occur in Islamic boarding schools, as well as a lack of interest in studying at Islamic boarding schools, this indicates that the persistence of Islamic boarding school teenagers tends to be low. This is in line with the research by Badi'ah (2021) showed that 80.6% of 113 Madrasah Aliyah teenagers living in Islamic boarding schools had low persistence. Then research is carried out Fuadi and Apriliawati (2023) shows that 24.71% of teenagers who live outside Islamic boarding schools show higher persistence, compared to 75.29% of teenagers who live in Islamic boarding schools. The phenomenon of persistence in teenagers is often known as grit.

Grit is a willingness to diligently and enthusiastically pursue a goal over a long period of time, and will be consistently maintained to achieve the desired goal (Duckworth, 2016). Grit refers to an individual's persistence in trying to achieve desired goals and an individual's ability to remain steadfast in the face of challenges over a long period (Clement et al., 2020). Grit can be defined as an intrapersonal psychological strength characterized by enthusiasm and the ability to pursue long-term goals, as well as 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 along the way (Dyantari & Simarmata, 2023).

Grit can be influenced by several factors 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 they face (Hecht, 2013; Millstein et al., 2019). Optimistic teenagers tend to believe that they can overcome difficulties and achieve goals (Uribe et al., 2022). This can help individuals to stay motivated and not give up when facing challenges, thereby forming high grit.

This is supported by the results of research conducted by Polii and Dirgantara (2020) concluded that there is a significant correlation between optimism and grit in the adolescent population with a moderate level of correlation.

Then research Clement et al., (2020) which tests the relationship between grit and optimism, the results of factor analysis show a close relationship between these grit and optimism variables at the construct and item levels. Then research carried out Oriol et al., (2020) obtained the results of a relationship between optimism and life satisfaction with the mediating variable grit which shows that there is a positive influence between optimism and grit which acts as a mediating variable. Next Research Yang et al., (2023) obtaining optimism as a moderator variable can act to influence 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 that there are various effective strategies to achieve the desired goals. Hope is the driving force of life 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 support and influence each other. In line with the research Mustafa and Jahan (2020) hope and grit has a positive correlation which has a high value so that high individual expectations will make the individual's grit high. Then research Lee et al., (2022) found 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. Then research Fuadi and Apriliawati (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 Widyastuti and Leylasari (2023) found a positive relationship between hope and grit, when students' expectations are high then grit among students is also high.

The research gap in this study lies in the lack of studies that simultaneously link optimism and hope with grit among Islamic boarding school students. So far, most previous studies have focused more on the role of optimism or hope separately in influencing perseverance, learning motivation, and psychological well-being among adolescents. However, in the context of pesantren life, which is rich in religious values, discipline, and academic and spiritual demands, optimism and hope may work synergistically in shaping grit. Optimism provides confidence that the future will be bright, while hope provides direction and concrete strategies for achieving those goals. Thus, examining these two variables simultaneously allows us to understand the psychological dynamics of boarding school adolescents more comprehensively. This distinguishes this study from previous studies, which tended to be partial, and contributes to the literature by emphasizing the importance of the combination of optimism and hope as predictors of persistence in the context of boarding school-based education. The hypothesis in this study is that optimism and hope have an effect on grit among adolescents attending Islamic boarding schools.

MATERIALS AND METHODS

Design

This research uses a quantitative approach, using the ex-post facto method, to accurately understand the observed phenomena. This study uses three variables, which are: 1) optimism and hope as the independent variable and 2) grit as the dependent variable. The research location at Dar El Hikmah Islamic Boarding School is a modern boarding school that combines religious and general curricula with a boarding system. Its students come from various regions with diverse socioeconomic backgrounds, predominantly from the lower-middle class. This boarding school has modern educational facilities, but still emphasizes boarding school traditions such as discipline, respect for teachers, and character building. This combined character means that research results at Dar El Hikmah need to be generalized with caution, especially when compared to traditional boarding schools or non-boarding schools.

Participant

The population of this study were all adolescents who attended Dar-el Hikmah Islamic Boarding School in Pekanbaru. The sample collection technique used multistage random sampling. In the first stage, researchers randomized the education levels to be used in this study using cluster random sampling. From this first randomization, MTs and MA were selected for study. The second stage involved randomizing classes at the MTs and MA levels using cluster random sampling. From this second randomization, grades VII and VIII were selected for the MTs level, and grades X and XI for the MA level. In the final stage, the researcher randomly randomized the classrooms in grades VII, VIII, X, and XI using cluster random sampling. From this classroom randomization, classrooms VII A, VII C, VII D, and VII F were obtained from grade VII. Next, classrooms VIII B, VIII C, VIII F, and VIII E from class VIII. Then for class X, classrooms X MIPA 1, X IPS 2, and X Agama 1 were obtained. Then for class XI, classrooms XI MIPA 2, XI IPS 1, and XI Agama 2 were obtained. The sample size was 367 adolescents consisting of 188 females (51.2%) and 179 males (48.8%).

Measurement

Grit

The instrument to measure grit in this study uses 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. The construct validity results were CFI of 0.972, GFI of 0.976, AGFI of 0.941, and RMSEA of 0.045. Reliability score of 0.794, The Grit-S instrument in this study is reliable.

Optimism

The instrument to measure optimism in this study uses a measuring instrument developed by Adityawarman (2019) which refers to Seligman (2006) theory consisting of 17 items on three aspects namely permanence, pervasiveness, and personalization. The Chi-Square construct validity result was 3.07, the P-Value was 0.68920, the CFI was 0.937, and the RMSEA was 0.051. Reliability score of 0.831, The Grit-S instrument in this study is reliable.

Hope

The instrument to measure hope in this study uses the results of the adaptation of a measuring instrument conducted by Novrianto and Menaldi (2022) called The Adult Dispositional Hope Scale totalling 12 items based on Snyder (2002) which consists of three aspects, namely goals, pathway thinking, and agency thinking, the aspect of pathway thinking totals 4 items, agency thinking totals 4 items, and fillers totals 4 items. The construct validity results were CFI of 0.953, AIC of 4936.888, and SRMR of 0.056. Reliability score of 0.831, Grit-S instrument in this study is reliable.

Research Procedure

Data was collected through questionnaires administered directly by researchers with the assistance of teachers/religious instructors. The questionnaires were completed face-to-face in class at the same time, with the procedures explained beforehand to ensure participants' understanding. All responses were guaranteed to be confidential, and no material compensation was given, except for verbal appreciation for their participation.

Data Analysis

This study uses quantitative data analysed by statistical methods. The normality test, which determines whether the data follows a normal distribution, is performed on the residual data in the regression test; data is considered normal if P >.05 (Khatun, 2021). The multicollinearity test, using tolerance and VIF values, assesses the dependency between independent variables in multiple regression, with VIF>10 indicating high multicollinearity (Alita et al., 2021). The heteroscedasticity test examines differences in residual variances in the regression model to ensure the data does not experience heteroscedasticity (Rogers et al., 2020). Multiple regression analysis examines the effect of optimism and hope on grit through the calculation of the regression coefficient, coefficient of determination, and F value at the .05 significance level. The regression model was evaluated by the multiple linear regression equation and the coefficient of determination, which illustrates the effectiveness of the model in predicting the results.

RESULTS OF STUDY

Descriptive Statistics and Respondent Demographics

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

Table 1. Sample Characteristics (N= 367)

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

Table 2 Hypothetical and Empirical Descriptive Statistics

Variable Data	Frequency	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 Local Residents' Structural Stigma

Variabel	Frequency	Percentage
Grit		
Very high	241	65.7
High	118	32.1
Moderate	8	2.2
Low	-	-
Very Low	-	-
Optimism		
Very high	272	74.1
High	85	23.2
Moderate	8	2.2
Low	2	0.5
Very Low	-	-
Hope		
Very high	73	19.9
High	214	58.3
Moderate	78	21.2
Low	1	0.3
Very Low	1	0.3

Based on Table 1, it can be seen that the sample with female gender is 188 teenagers with a percentage of 51.2% and the sample with male gender is 179 teenagers with a percentage of 48.8%. The age of the research sample ranged from 13 years to 17 years. The samples aged 13 years were 111 adolescents with a percentage of 30.3%, the samples aged 14 years were 119 adolescents with a percentage of 32.2%, the samples aged 15 years were 54 adolescents with a percentage of 14.7%, the samples aged 16 years were 69 adolescents with a percentage of 18.8%. and the samples aged 17 years were 14 adolescents with a percentage of 3.8%. Furthermore, hypothetical and empirical descriptive statistics can be seen in Table 2 and categorization variables can be seen in Table 3.

Based on 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. Based on Table 3, it can be seen that grit in adolescents who attend boarding school has a very high category with a

percentage of 65.7%, then optimism for adolescents who attend boarding school has a very high category with a percentage of 74.1%, and hope for adolescents who attend boarding school has a high category with a percentage of 58.3%.

Table 4 Consolidated Results of Assumption Testing

Test	Variable	Value(s)	Criteria	Conclusion
Normality (K-S test)	Residuals (Optimism and Hope*Grit)	p = 0.200	p > 0.05	Normal distribution
Multicollinearity	Optimism	Tolerance = 0.983; VIF = 1.017	Tolerance > 0.10; VIF < 10	No multicollinearity
	Hope	Tolerance = 0.983; VIF = 1.017	Tolerance > 0.10; VIF < 10	No multicollinearity
Heteroscedasticity (Glejser)	Optimism	p = 0.114	p > 0.05	No heteroscedasticity
	Hope	p = 0.805	p > 0.05	No heteroscedasticity
Autocorrelation (Durbin-Watson)	Residuals (Optimism and Hope*Grit)	DW = 1.953	dU < DW < 4 – dU (1.836 - 2.164)	No autocorrelation

The results of the regression assumption test are shown in Table 4. The Kolmogorov-Smirnov normality test shows that the data is normally distributed (p = 0.200 > 0.05). The multicollinearity test shows tolerance = 0.983 and VIF = 1.017 for both independent variables, so there is no multicollinearity. The heteroscedasticity test using the Glejser method shows significance values of optimism (p = 0.114) and hope (p = 0.805), both > 0.05, indicating no heteroscedasticity. The autocorrelation test using Durbin-Watson produced a value of 1.953, which is between dU (1.836) and 4 – dU (2.164), indicating that there is no autocorrelation.

Hypothesis Testing

Multiple linear regression analysis was conducted to examine the effect of optimism and hope on grit. The results of the F test can be seen in Table 5.

Table 5. Multiple Linear Regression F test analysis results

Model	F	Sig.
Regression	151.599	.000

In Table 5, Hypothesis testing is done by looking at the significance value of the analysis results The hypothesis is accepted if the significance value is smaller than 0.05 (sig. <0.05). Based on table 7, the significance value of .000 is smaller than .05 so that the hypothesis is accepted. Based on these results, optimism and hope simultaneously affect grit. Then, the results of the T test used to determine whether the independent variable (X) individually affects the dependent variable (Y) can be seen in Table 6.

Table 6 Multiple Linear Regression T Test Results

Variabel	T	Sig.
Optimism	13.089	.000
Hope	6.269	.000

In Table 6, The T test is done by looking at the significance value of the analysis results. If the significance value is smaller than .05 (sig. <.05) then variable (X) has an influence on variable (Y). Based on table 9, the optimism variable has a significance value of .000 (sig. <.05), so the first minor hypothesis is accepted, namely the optimism variable has a positive influence on the grit variable. Furthermore, the hope variable has a significance value of .000 (sig. <.05), so the second minor hypothesis is accepted, namely the hope variable has a positive influence on the grit variable. The coefficient of determination test means the contribution of the influence given by the independent variable or independent variable (X) to the dependent variable or dependent variable (Y) which is useful for predicting how much contribution the X variables give together to variable Y. Table 7 shows the results of the coefficient of determination test.

Table 7 Test results of the Coefficient of Determination

R	R square (R^2)	Adjusted R square
.649	.421	.418

Based on Table 7, it is known that the coefficient of determination or R square is 0.421. The R^2 value of .421 is obtained from the result of squaring the correlation coefficient or R, which is .649 × .649 = .421. This coefficient of determination shows that the optimism variable (X1) and hope (X2) together affect the grit variable (Y) by 42.1%. The rest, namely 57.9% (100% - 42.1%), is influenced by other variables outside this regression equation or variables not examined in this study. To find out the contribution of each variable effectively, it can be seen in Table 8.

Table 8 Effective Contribution of Independent Variables

Variable	Regression Coefficient (Beta)	Correlation Coefficient (r)	Effective Contribution (%)
Optimism	.520	.605	31.5
Hope	.249	.428	10.6

Table 8 shows the effective contribution of each independent variable to the dependent variable obtained from the multiplication of the regression coefficient with the correlation coefficient and then produced in percentage

form. The optimism variable has an effective contribution of .315 or 31.5% and the hope variable has an effective contribution of .106 or 10.6%. The number of effective contributions of the two variables is the same as the number of values in the coefficient of determination or R square, namely .421 or 42.1%.

DISCUSSION

Category of grit, the results show that the majority of teenagers who attend Islamic boarding schools have very high grit. Teenagers who attend Islamic boarding schools have very high grit because they are taught to face challenges with perseverance and patience, instilled with religious and moral values, and receive support and inspiration from teachers to continue trying even when facing challenges. High grit in adolescents attending Islamic boarding schools is also characterized by their behavior of remaining focused and committed to their goals amid a busy routine, a never-give-up attitude when overcoming problems that arise at the Islamic boarding school, and independence that grows while attending Islamic boarding school. This is in line with the research by Salsabila et al., (2022), which states that Islamic boarding schools prioritize religious and moral values for adolescents, thereby encouraging them to have high grit. Furthermore, research conducted by Badi' ah, (2021) found that adolescents who attend Islamic boarding schools have a mutually supportive environment, which makes them grow stronger and more persistent (grit) because they receive support from the boarding school environment.

Furthermore, in the optimism category, the results show that the majority of teenagers who attend Islamic boarding schools have very high optimism. This shows that teenagers who attend Islamic boarding schools are enthusiastic in pursuing knowledge, both religious and general knowledge, always think positively, and do not give up easily. High optimism among teenagers who attend Islamic boarding schools is characterized by a never-give-up attitude and enthusiasm when carrying out activities at the Islamic boarding school, facing problems at the Islamic boarding school positively, and daring to try new things, as evidenced by the many extracurricular activities at Islamic boarding schools that are mandatory to participate in. This is in line with the research by Perdhana (2022), which found that optimism among teenagers studying at Islamic boarding schools is high, as shown by the enthusiasm of teenagers when studying at Islamic boarding schools. Then, research conducted by Ni' mah and Khoiruddin (2021) found that Islamic boarding school teenagers have high optimism because they have positive experiences at the Islamic boarding school, dare to try new things at the Islamic boarding school, and have high resilience in facing difficulties at the Islamic boarding school.

The last data category is hope, and the results show that the majority of adolescents attending Islamic boarding schools have high hopes. High expectations among teenagers who attend Islamic boarding schools are characterized by enthusiastic behavior in achieving their goals of becoming religious scholars, so that teenagers who attend Islamic boarding schools have expectations that after completing their studies at the Islamic boarding school, they will become religious scholars, have clear goals when studying at the Islamic boarding school, and show sincerity in studying at the Islamic boarding school. This is in line with the research by Putra et al., (2024), which found that when adolescents enter Islamic boarding schools, each adolescent has high expectations of becoming religious scholars and useful people after leaving the boarding school. Then, research by Foroozanfar (2020) found that the high expectations of adolescents in Islamic boarding schools to become religious scholars are reflected in their desire to deepen their knowledge of Islam. Adolescents are ambitious to become figures who are able to provide spiritual lessons to others, understand Islamic values better, and devote themselves to da'wah and religious education for the community.

Confirming our hypothesis, this study shows that there is a significant influence between optimism and perseverance among adolescents attending Islamic boarding schools, thus accepting the third hypothesis in this study. This is because optimism provides confidence that youth's efforts and persistence will produce positive results. Optimistic teenagers tend to see every challenge as an opportunity to learn and develop, so that teenagers who go to Islamic boarding schools are better able to survive and remain motivated in facing difficulties, and optimism helps teenagers who go to Islamic boarding schools to continue trying to achieve their goals in the academic aspect. This finding is in line with the results of research conducted by Clement et al., (2020) which examined the relationship between grit and optimism. The results of factor analysis 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 with the grit variable which shows that there is a positive influence between optimism and grit in adolescents. Then research Polii and Dirgantara (2020) concluded that there is a significant influence between optimism and grit in the adolescent population.

Confirming our next hypothesis, this study shows that there is a significant influence between expectations and perseverance among adolescents attending Islamic boarding schools, thus accepting the second hypothesis in this study. This is because hope provides strong motivation to persevere and fight to face challenges. Adolescents with high hopes have clear goals and the belief that they can achieve something despite facing difficulties. Strong Hope encourages teenagers 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, namely perseverance and courage to remain committed to achieving their goals even when faced with difficult challenges. In line with research by Mustafa and Jahan (2020), hope and grit have a positive correlation which has a high value so that high individual expectations will make the individual's grit high. Then Fuadi and Apriliawati (2023) research findings show that hope is a significant predictor of psychological grit. Higher levels of hope positively predicted psychological grit. Then research by Widyastuti and Leylasari (2023) found a positive relationship between hope and grit, when students' hopes are high then students' grit is also high.

Confirming our next hypothesis, this study, which states that there is a positive influence between optimism and hope on perseverance among adolescents attending Islamic boarding schools, was accepted based on the results of data analysis. These findings show that the higher the level of optimism and hope possessed by students, the higher their perseverance of effort and consistency of interest in achieving long-term goals. In the context of life in Islamic boarding schools, students face various challenges, ranging from strict discipline, a busy study schedule, limited access to outside entertainment, to pressure to achieve high academic and spiritual

achievements. In the midst of these conditions, optimism provides the strength to view the future with positive confidence, while hope provides clarity of direction and confidence that the desired goals can be achieved. The combination of both has proven effective in enhancing grit, a crucial factor in students' ability to persevere and thrive in the boarding school environment (Clement et al., 2020).

Psychologically, optimism acts as an emotional buffer that helps students manage pressure and obstacles in a more adaptive way. Students with high levels of optimism tend to interpret obstacles as part of the learning process, not as permanent failures (Romo et al., 2020). They view exams or challenges as opportunities to improve their capabilities, thereby fostering a never-give-up attitude. On the other hand, hope contributes to the cognitive and motivational dimensions that are very important, namely agency thinking the belief that one is capable of achieving goals and pathways thinking the ability to find various alternative paths to achieve those goals (Corrigan & Schutte, 2023). When students face difficulties, those with high hope not only maintain their motivation but also design creative and effective alternative strategies to keep moving forward. The interaction between optimism and hope encourages santri to continue striving with high consistency, which is the core of grit (Yang & Wu, 2021).

These findings are reinforced by a number of relevant studies. Dimino et al., (2020) found that high optimism makes individuals more resilient to pressure and better able to maintain motivation in the long term, even when facing significant challenges. Yan et al., (2024) emphasize that hope has a positive relationship with academic achievement, mental resilience, and students' perseverance. In the Indonesian context, Putra et al., (2024) study on boarding school students shows that those with high optimism and hope are not only more persistent in completing their education but also more consistent in performing religious duties and social activities at the boarding school. The relevance of these research findings provides strong empirical evidence that optimism and hope are complementary psychological factors in influencing grit, especially among adolescents in boarding school environments with high disciplinary demands (Putra et al., 2023; Rand & Touza, 2018).

Thus, the acceptance of the third hypothesis confirms that optimism and hope are crucial psychological foundations in shaping grit among boarding school students. Optimism functions as a basic belief that the future will bring positive outcomes, while hope provides a mental map and energy to achieve those outcomes (Ratnawati et al., 2021). The synergy between the two creates mental strength that enables students to endure pressure, maintain focus on long-term goals, and remain consistent in their interests and efforts despite facing repeated obstacles (Ni'mah & Khoiruddin, 2021; Tanjung & Huwae, 2023). This condition not only impacts academic success but also the development of character, independence, and moral integrity the primary objectives of education in boarding schools. These findings imply that character development programs for students should incorporate training to enhance optimism and hope as part of a strategy to cultivate a resilient, committed, and highly motivated generation (Bazargan-Hejazi, et al., 2023; Scott et al., 2023).

RESEARCH LIMITATIONS

This study is not without limitations. First, the use of a cross-sectional design makes it difficult to establish causal relationships between optimism, hope, and grit among adolescents in Islamic boarding schools. Second, the reliance on self-report questionnaires may introduce reporting bias, as participants could respond in a socially desirable manner rather than reflecting their actual psychological state. Third, demographic factors such as age, gender, socioeconomic background, and length of stay in the pesantren were not fully controlled, which may have influenced the results and limited the generalizability of the findings.

CONCLUSIONS AND RECOMMENDATIONS

Based on the results of the analysis, this study confirms that optimism and hope significantly and positively influence grit in adolescents attending Islamic boarding schools. Theoretically, the findings contribute to the literature by positioning optimism as a psychological buffer that strengthens students' belief in the value of sustained effort, while hope operates as a motivational driver that guides goal attainment through clarity of purpose, confidence in one's ability, and adaptive pathways to overcome obstacles. The synergy between optimism and hope underscores their joint role as protective factors that foster perseverance and consistency of interest in long-term goals, thereby enhancing psychological resilience in the unique context of pesantren life. Practically, these findings emphasize the need for structured intervention programs that nurture optimism and hope among adolescents. Such programs could include goal-setting training to sharpen direction and persistence, reflective practices—particularly those rooted in spiritual values to reinforce meaning-making, and adaptive problem-solving strategies to enhance flexibility when facing setbacks. Future research is recommended to broaden the scope by examining mediating or moderating roles of resilience, self-efficacy, and social support; employing longitudinal designs to capture the developmental trajectory of grit; conducting comparative studies between boarding school and non-boarding school contexts; and utilizing mixed methods to explore students' lived experiences in cultivating grit through optimism and hope.

Acknowledgment

The authors would like to thank fellow authors and parties involved for their contributions and cooperation so that this research can be carried out properly.

DECLARATION

Ethics approval and consent to participate

Informed consent was obtained from all individual participants included in the study.

Consent for publication

All individual participants have consented to the submission of the study to the journal

Availability of data and materials

Not applicable

Conflicts of interest Statement
The authors declare no conflict of interest.

Funding
Not applicable

Artificial Intelligence-Assisted Technology
There is no use of Artificial Intelligence in this script.

Authors' contributions.
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Subhan Ajrin Sudirman; Conceptualization, Investigation, Data Curation, Formal analysis, Translator
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