4-5-2022

# "Ana Yahanu Faqat": A Phenomenological Study on the Performance Character and Life Success

Saiful Amien
*Universitas Negeri Malang; Universitas Muhammadiyah Malang*, amien75@umm.ac.id

Punaji Setyosari
*Universitas Negeri Malang*, punaji.setyosari.fip@um.ac.id

Nurul Murtadho
*Universitas Negeri Malang*, nurul.murtadho.fs@um.ac.id

Sulton Sulton
*Universitas Negeri Malang*, sulton.fip@um.ac.id

## Recommended APA Citation

# "Ana Yahanu Faqat": A Phenomenological Study on the Performance Character and Life Success

## Abstract

Everyone can achieve life success if they can fulfil the prerequisites. There is no dominant factor that determines success, but the strength of character can be an essential asset that is not in doubt. This study aims to explore the *Yahanu* character strengths in the phenomenon of achieving life success of three *santri*, graduates of the same *pesantren* (Islamic boarding school) in Indonesia. We design this research with a phenomenological approach. We collected the data through in-depth interviews, then transcribed it verbatim into a solid description, and analyzed it through descriptive-psychological phenomenological analysis procedures. The findings show that: (1) *Yahanu* is more of a performance character than a moral character; (2) Five traits that become *Yahanu's* elements: courage, confidence, efficacy, learning readiness, and grit drive the spirit of leadership, pioneering, activism, and risk-taking; and (3) The intersection of the four strengthens the skills to think/act strategically, adapt, be creative, and communicate. These findings further prove a strong correlation between character strength and life success, which is helpful for parents, education practitioners, and policymakers to design character education, especially at primary and secondary levels.

## Keywords

life success, phenomenology, performance character, santri, yahanu

# "Ana Yahanu Faqat": A Phenomenological Study on the Performance Character and Life Success

Saiful Amien[1,2], Punaji Setyosari[1], Nurul Murtadho[3], and Sulton[1]
[1]Department of Instructional Technology, Universitas Negeri Malang, Indonesia
[2]Department of Islamic Education, Universitas Muhammadiyah Malang, Indonesia
[3]Department of Arabic Literature, Universitas Negeri Malang, Indonesia

Everyone can achieve life success if they can fulfil the prerequisites. There is no dominant factor that determines success, but the strength of character can be an essential asset that is not in doubt. This study aims to explore the *Yahanu* character strengths in the phenomenon of achieving life success of three *santri*, graduates of the same *pesantren* (Islamic boarding school) in Indonesia. We design this research with a phenomenological approach. We collected the data through in-depth interviews, then transcribed it verbatim into a solid description, and analyzed it through descriptive-psychological phenomenological analysis procedures. The findings show that: (1) *Yahanu* is more of a performance character than a moral character; (2) Five traits that become *Yahanu's* elements: courage, confidence, efficacy, learning readiness, and grit drive the spirit of leadership, pioneering, activism, and risk-taking; and (3) The intersection of the four strengthens the skills to think/act strategically, adapt, be creative, and communicate. These findings further prove a strong correlation between character strength and life success, which is helpful for parents, education practitioners, and policymakers to design character education, especially at primary and secondary levels.

*Keywords:* life success, phenomenology, performance character, *santri*, *yahanu*

## Introduction

Life success is the primary desire of all humans. Apart from the different concepts and features of success in human perception (Sedova, 2019; Stroyanovska et al., 2021), conditioning students to be successful in life is also the primary goal of all types of education. Therefore, the scholars studied the factors predicted to be the determinants of life success. Such as intelligence level, family socio-economic background, student's characteristics and behavior at school, positive relationships, and personality traits (Gopalan & Pattusamy, 2020; Kim, 2014; Smith & Aggarwal, 2020; Spengler et al., 2018) can be used as the main focus in designing educational goals.

However, the success of a person's life is multi-casual. Whether at the biological, psychological, social, or historical level, no single factor guarantees a person's success (Napolitano et al., 2021). In other words, life success is influenced by cognitive abilities and opportunities and by personal qualities, which are often referred to as non-cognitive skills, character strengths, social, emotional, and behavioral skills (Soto et al., 2021), or performance characters (Davidson, 2014; Davidson et al., 2014). That is a person's capacity to maintain social relationships, regulate emotions, and manage behavior directed toward

goal attainment and learning. There seems to be almost a consensus that shows the importance of personal qualities to achieve life success.

Based on the arguments above, this research is intended to describe phenomenologically and psychologically how the graduates of one *pesantren* in Indonesia can exist, compete, and achieve life success by relying on the strength of the character they call *yahanu*. Life success belongs to anyone, of course, if the conditions and modalities are fulfilled. But it's unimaginable how the *santri* who only study and are educated to become religion teachers can succeed beyond their competence in the religious field.

It distinguishes our research from the previous studies, where the experience of achieving success with character strengths is analyzed through a first-person psychological perspective to explore its constituents and synthesize its general structure (Giorgi et al., 2017; Jackson et al., 2018). The first-person perspective provides insight into the psychological aspects of an experience such as motivation, perception, understanding, thinking, anticipation, fear, etc. This study examines the experience of achieving success in life from the point of view of the direct actors. They are three people who had the same learning experience at the Modern *Pesantren* Darussalam Gontor Indonesia while still in primary and secondary education (the name of this *pesantren* is then written briefly as Gontor, and its graduates are written as Gontorians).

The participants were selected based on their experience and willingness to participate in this study. They are from various graduating classes from 1965 to the 1990s, so their maturity and success in life have been relatively stable. In addition, their professions or areas of life service also vary so that the obstacles and challenges faced in the experience of achieving success are also different. P1 is a lecturer who focuses on the development of the Arabic language. Never studied abroad but for two periods (six years) was elected as a member of the Board of Trustees of the King Abdullah bin Abdul Aziz International Centre for Arabic Language, Saudi Arabia.

P2 is a professional engineer in the field of CNC machines. He lives and works in Taiwan. Now his company trusts him as Overseas Sales Manager. In addition to being an expert in the field of machinery, he is also proficient in international languages such as English, Arabic, Malay (Indonesian), Mandarin, and Italian.

In contrast, P3 is a humanitarian worker. Twenty years of career in international humanitarian agencies in several countries with the last domicile in Myanmar. He has been a delegate to Qatar Red Crescent, Country Director of Muslim Aid-UK, and since 2018, founded and became CEO of an NGO for the Asian Region.

All participants were successful in fields not directly related to religious knowledge while at Gontor. It sparked our initial interest in this study and their spontaneous response: "*Ana yahanu faqat!*" (I am just Yahanu) -when we asked for their participation in this study- it made us even more excited to explore and describe their experiences in the research question: What is the meaning of *yahanu* in the life success of Gontorian?

## Method

### Research Design

We designed this study by adapting the descriptive-psychological phenomenology method of Giorgi et al. (2017), in which Jackson et al. developed its data analysis procedure into seven steps (Jackson et al., 2018). We deliberately used this approach because the focus of this investigation was on the experience of achieving life success which was relevant to the central concern of phenomenology, namely returning to the meaning of experience, manifested through fresh, complex, and detailed descriptions as experienced concretely by

the actor (Creswell & Poth, 2018; Finlay, 2012). Phenomenology does focus on everyday life experiences and how to turn them into consciousness (Henriksson & Friesen, 2012; Merriam & Tisdell, 2016).

**Participant and Researcher Relationship**

There are three participants from Gontorian who have agreed to be involved here. In the phenomenological tradition, the number of participants is not the object of debate because the primary consideration is the depth of experience (Jackson et al., 2018; Langdridge, 2008). Three participants are often considered the minimum limit because more than that description will be challenging to write (Broomé, 2013; Giorgi & Gallegos, 2005; Giorgi, 2011). Even so, only one participant in a specific phenomenon is understandable (Røseth & Bongaardt, 2019).

The first author of this paper has a close relationship with the three participants because of the same *pesantren* background, so he is very familiar with the word *yahanu*, a colloquial term for the Gontor *santries* or the psychological construction they usually feel together. This personal closeness made it easier for us to recruit them as participants. Simply by telephone, we asked for their participation and made an appointment for an interview. However, the first author tried to contain and suspend all these initial understandings as required in phenomenology as *ephoce* or bracketing. With the supervision of three other authors who did not burden with prior knowledge, especially regarding *yahanu*, we carried out *ephoce* from preparing the interview question format to interviewing the participants, transcribing, and analyzing the data.

**Data Collection**

We collected data through a typical descriptive-psychological phenomenology interview: unstructured, flowing, and undirected (Giorgi et al., 2017; Jackson et al., 2018). We always asked this kind of question to the participants: "Can you tell me about your life journey after graduating from Gontor?" We also asked probing questions, such as: "Could you please tell me in more detail the examples of what you called *yahanu* earlier?" We conducted this interview face to face at different times and places according to the agreed meeting appointments. Each interview lasted between 30-45 minutes. We recorded the interview with a voice recorder to preserve the authenticity of the answers. Then, we transcribed this recording verbatim, word by word.

We did not register this study with the Institutional Review Board (IRB) because this is not usually done in Indonesia. However, we provide them with a consent form to protect participants' rights. They are free to choose to participate in this research or refuse it. Including here, they have the right not to answer our questions or stop being a participant at any time. All participants agreed that their statements were included as our data in the final report after they were double-checked. They also asked us not to write down their real names. Therefore, we disguised their names in this publication with the initials P (participants).

To maintain the validity of the data, we did a member-check by sending a transcript of the interview results to each participant to reread it and correct any errors they found. Then they sent it back to us, and we made the revised transcript of the interview results as raw data for this research.

**Data Analysis**

We analyzed the data through Giorgi's psychological descriptive phenomenological procedure (Giorgi et al., 2017), which Jackson et al. adopted in the following seven steps (Jackson et al., 2018; Figure 1):

**Figure 1**
*The Steps of Descriptive-Psychological Phenomenological Data Analysis*
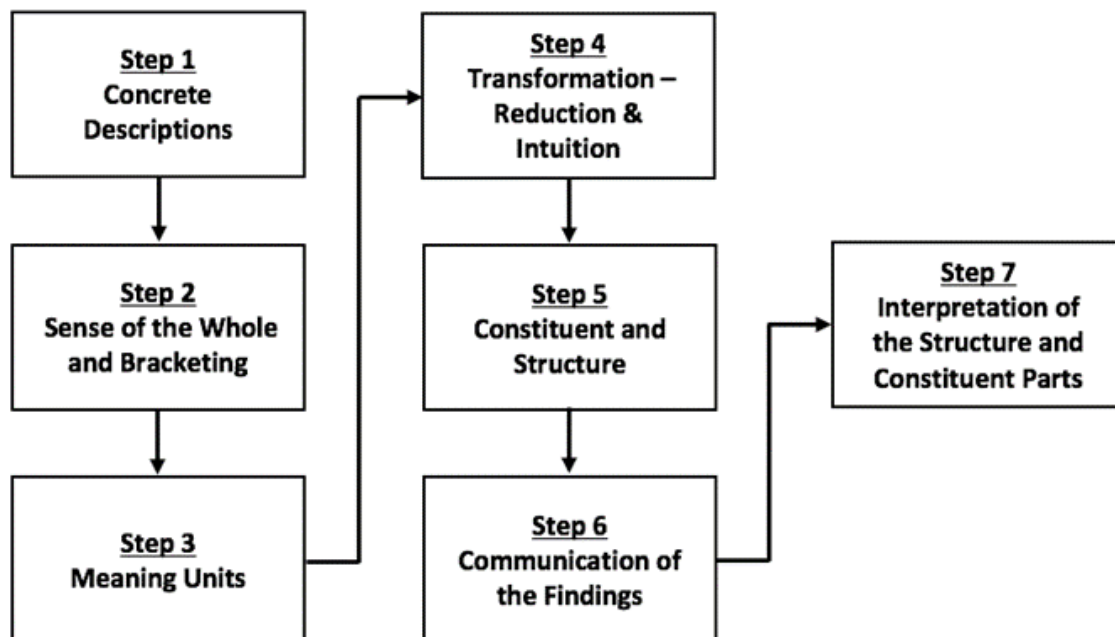


*Note*. Adopted from the descriptive-psychological phenomenological data analysis steps of Giorgi et al. (2017) developed by Jackson, Vaughan, and Brown (2018).

First, compose a concrete description. As mentioned earlier, we transcribed the interviews' results from voice recordings to scripts, so a factual description of the participants' experiences was composed.

Second, sense of the whole and bracketing. Here, we read and reread interview transcripts to understand the whole phenomenon. We did this with a phenomenological reduction attitude (Giorgi, 2012, 2011) through 3 positioning tasks: (a) We immersed ourselves physically and mentally in reading the transcript, so opened our minds to what the data said; (b) We bracketed and suspended prior knowledge, including the first author's personal experiences about *yahanu*, so whatever the data provides is whatever it says. This effort also allowed us to have a new approach to the raw data. So, what is described by the participants we accepted as it is without any value judgment; and (c) We took the adopted attitude including special sensitivity to the phenomenon by listening to what participants said.

Third, determine the meaning units. Here we broke the transcript into several parts in the form of natural sentences by intuitively shifting the meaning. We marked each significant change in meaning with a red slash to facilitate subsequent analysis. We did this process spontaneously based on experience, not intellectually, and always included sensitivity to the specific phenomenon we were studying (Jackson et al., 2018).

Fourth, accomplish transformations–reduction and intuition. We changed the meaning contained in the description in a phenomenological-psychologically sensitive way. We did this with an attitude of reduction that is sensitive to any psychological meaning of what is

expressed in the description (Giorgi et al., 2017). Here, we interrogated each meaning unit to find and communicate the psychological implications of each participant's report of the lifeworld. The identification of meaning occurs at this point, and that is "intuitive achievement" in Husserlian terms (Giorgi et al., 2017).

Fifth, formulate constituents and structure. Here, we reviewed all the meaning unit transformations, which we generated in step four, through a reflective process to determine what is essential from each description (Giorgi et al., 2017). The method went through two phases. In phase I, we identified the constituents by categorizing many smaller and separate subjects from the transformed meaning unit. Then synthesized it using an imaginative variation to test the transformation of the meaning unit, which we categorized as same in its essential meaning across different accounts of participants. In Phase II, we identified the general structure in an eidetic manner. Here, we first determined the intra-inter-structural similarities and differences between the constituents, then attempted to find the general structure of the essential or invariant constituent parts by moving away from the analysis table to reach generalizations (Jackson et al., 2018).

Sixth, communicate the findings. Here, we communicated the constituents and their inter-intra-structural relationships identified in step 5, through (1) the image that visualized the properties of each constituent and the relationship they have with each other; (2) detailed narration on each constituent and its inter-intra-structural relationships. This constituent narrative formed an essential part of the findings and used the original voices of the participants themselves (Jackson et al., 2018).

Finally, interpret the structure and its constituent parts. Here, we discussed the structure of experience and its constituents concerning the relevant academic literature. This step required us to carry out some meta-analysis to see the relevance or significance of the findings, identify the relevant literature, and broaden our understanding of the phenomenon.

## Findings

After reviewing the transformed meaning units of the three descriptions, we integrated into a single structure describing the experience of achieving success with performance characters as their capital. We first presented the structure before explaining its constituents and then gave the evidence that has been found in the data to support each constituent.

### The Essential Structure of Experience in Achieving Life Success

We could visualize the essential structure of the participant's experience in achieving life success in Figure 2, where the identified constituents appeared to be interconnected and influenced. *Yahanu* character, the initial capital of success, seems to have elements in the form of character strengths intertwined between courage, self-confidence, self-efficacy, learning readiness, persistence, earnestness, and hard work.

The various character traits of *Yahanu* above empower the spirit of leadership, pioneering, activism, and risk-taking. Furthermore, the relationship between these four constituents enhances strategic mind/acting, adapting, being creative, and communicating skills. With that primary capital, the participants achieve success through achievements, awards, being trusted, and becoming the center of people's attention in their environment.

**Figure 2**
*The Essential Structure of Achieving Success Experiences*
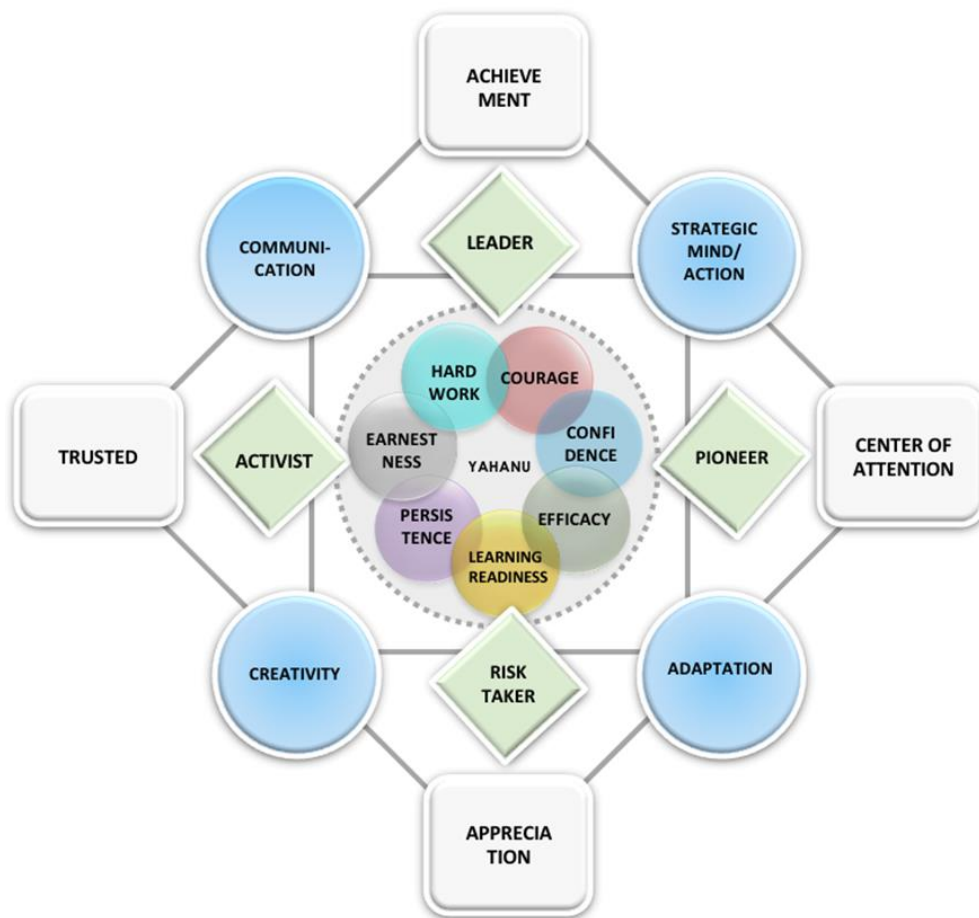


## Yahanu's Character Traits

The participants' initial answers: "*Ana yahanu faqat*" (I am just yahanu), led us to a uniform pattern of experience constituents related to several character traits which the participants constructed psychologically as elements of *yahanu* which were intertwined and intersected between one another (Figure 3). Namely:

**Figure 3**
The Constituents of *Yahanu's* Character Traits

First, the participants dared to do something that no one else did; dared to do something with minimal capital; dared to face any situation; dared to face others; and accepted challenges and risks.

Second, the participants did not feel awkward inferior in front of other people, felt capable even with limited capital, and felt they could even though they had never tried.

Third, the participants strongly believed in success and strived by planning definite goals, strategies, and active efforts to achieve them.

Fourth, the participants were always open to learning something new and developing themselves better than before.

Fifth, the participants felt strong to survive in the battlefield they faced, did not give up quickly, and did not give up in the face of any challenge or pressure.

Sixth, the participants had strong determination, seriousness, and focus in carrying out each task or responsibility assigned to them.

Finally, the participants felt willing to spend all their power (mind and energy) to achieve the specified target.

Table 1 displays each of these constituents with empirical examples of participants' expressions.

**Table 1**

*The Constituents of Yahanu Elements with Its Empirical Variations*

| The Constituents | P1 | P2 | P3 |
|---|---|---|---|
| Courage | P1-MU52. "[*Yahanu*] made me dare to face any situation or be adaptive… To exist in a place where it might seem foreign to me at first. So, I think that's the keyword: courage." | P2-MU05. "…the meaning [of *yahanu*] that I got at Gontor is mental formation to be brave [in] facing people… daring to challenge and prove I can… What other people don't dare to do; I dare to do. For example, scraping machines." | P3-MU12. "And *yahanu* also dares to accept challenges. That is what I call a mental risk-taker. I dared to take it because I was confident that I could do it; if I couldn't, I would learn to do it. Aah, that's yahanu. During college in London, I often practiced it." |
| Confidence | P1-MU49. "I'm not inferior. I know they are great people. But they also think I'm a great person. The proof is that when introducing me to every visit, the Secretary-General always says: this is *Ustādh* [name of P1], the founder of the Association of Arabic Language Teachers in Indonesia..." | P2-MU46. "I have given seminars in 47 countries. The participants of the seminars were all big bosses with higher education backgrounds and rich people. Even though I'm only from Gontor, they can be amazed by what I'm talking about because I'm speaking with *yahanu* [confident]" | P3-MU11. "When interacting with other people, I show myself that I am capable. I'm confident if I can, even though I haven't tested it yet. That's *yahanu*, belief in myself." |
| Efficacy | P1-MU35. "When I became dean, I | P2-MU17. "I am being challenged [to | P3-MU29. "First, I analyze the |

thought it is necessary to establish an association of Arabic teachers. Must have the system. So, I plan to invite representatives of various Arabic language departments at various universities, especially in Java, so that everyone feels involved. We arrange from the organization's name, the basic rules, etc. Until we scheduled the first congress, ratifying all of it, including the election of its chairman. Everything went well as I designed."

give a speech] like that, given another point. It's effortless. I asked to the committee: "How many minutes?" He said 15 minutes. Oh ready. It was the same as *muhadoroh [speech practice]* at Gontor. I designed it in such a way, the material, the diction, basically everything I prepared. Perfect and successful."

condition first. Can I do something here? Visible or not. So, I made sure to clear the initial concept, then endurance. Establishing an NGO is a huge obstacle. Legality from the country, commitment from donors, and the team's ability in the field. So, I had to create a concept from scratch, look at the challenges, survive and succeed. It is what I was taught in Gontor to be a fighter, which has to be successful, no matter what I touch."

| | | | |
|---|---|---|---|
| Learning Readiness | P1-MU16a. "My study program is Arabic literature. I have never been taught how to teach a language. So, what I learned at Gontor is what I put into practice. But it's not enough. This college must have a theoretical basis. So, I decided I should take an English program, study again." | P2-MU21b. "It's just that this scraping is not arbitrary. It is just for an experienced person. So, I studied, persevered, learned everything from scratch, until I was an expert." | P3-MU20. "Yes, from the start, I had the principle that I must continually learn. Working in an NGO is learning. From changing jobs, I learned systems and networks. I learned everything. I just founded PADI Global Asia." |
| Persistence | P1-MU18. "Initially in Malang, I lived with my family by renting a house in Mbetek for one year. After that, I moved to Dinoyo for four years. Continue to move rented again on Surabaya Street, two years. I just came here, my own house, and at that time, it was impossible to calculate on paper [buying this house]. Not enough salary to pay for the house. But I can. The important thing is not to give up." | P2-MU14. "Out of 137 people who have internships, less than 100 people who finished and graduated. Others failed on the way and were sent home. Some are not strong with challenges, cultural differences constrain some, some are sick, some break the rules, and others do not pass. Indeed, the regulations are stringent and must be tough. As for me, I'm used to going to Gontor, under pressure!" | P3-MU10. "Yes. So actually, studying or living abroad for me is no problem. From anything I can live, with anything I can exist. I've been set up in Gontor like that. Must be strong, persistent, never give up before succeeding. So that I feel there are no significant obstacles when living outside. Because the challenges and pressures I felt while at Gontor had become a part of me." |

| Earnestness | P1-MU26. "Then, I designed and made the magazine "*Lisan*." From very simple, for many years, I have been serious about writing by hand, copying and printing it myself, selling it myself. And its marketing is widely spread in big cities. So, it's a regular customer. From the capital, I continued to turn it around for eight years. And I still have all those documents." | P2-MU44. "I have never taken Chinese courses. Autodidact is directly practiced in earnest. In Gontor, I was trained by two *mufrodāt* [vocabularies] every day. I applied that method when I was an intern. So, I have to get two words every day by asking questions. The internship is the practice of directly assembling the machine. So, every day while assembling the machine, I asked: What is this? With capital asking in Chinese: What is this or that in Chinese?" | P3-MU22. "PADI has been running for a year, and there have been many projects, already built 15 schools in Rakhine. There are also programs to strengthen education and the community's economy. All that I do with sincerity, seriousness, and focus. Including how I replicate the success of international NGOs in Indonesia to bring them there. Because the people and culture are not far from Indonesia." |
|---|---|---|---|
| Hard work | P1-MU16b. "I have to work hard. In the morning I teach Arabic, in the afternoon I study English. The rest is for community service. That was the case for the first three years in Malang." | P2-MU18. "So, it's like this. I chose the engine. I was completely zero there. I have no experience at all. I just have one principle; I have to work hard study it until I can. In Gontor, I was taught that. Especially now that I live alone in a foreign country, the point is I have to keep moving. I can't be lazy." | P3-MU23. "And donors are interested. Why? Because my team and I can be sure that it can be implemented in the field. Here I work tirelessly to solidify the team to maintain their trust or trust. Now NGOs have no problem convincing donors because they already know us personally." |

## The Constituent of Leadership, Pioneering, Activism, and Risk-Taking

This finding also showed that participants' constituent experiences related to leadership, pioneering, activism, and risk-taking were strengthened due to the dialectic of *Yahanu's* character traits above, which became an essential asset in achieving success in their lives. These four constituents intersected, gave each other, and slightly differed.

Regarding leadership constituents, for example, the participants in their roles as leaders in various stages of their lives, also act as movers (activists), initiators (pioneers) for the formation of a particular institution or work tradition, and as decision-makers who often encountered risk (risk-taker).

P1, during college, actively mobilized various intra- and extra-campus student organizations. As a lecturer, he had served as dean and chairman of the Indonesian Arabic teaching association. P2 had led a delegation of apprentices in Taiwan until he became an overseas Sales Manager in his company. Meanwhile, P3 had been the Acting country director for the Myanmar region until the CEO of a regional NGO in Asia that he founded. Table 2 shows empirical examples of the participants' expressions regarding the four constituents above.

**Table 2**

*The Constituent of Leadership, Pioneering, Activism, and Risk-taking with Its Empirical Variants*

| The Constituents | P1 | P2 | P3 |
|---|---|---|---|
| Leadership | P1-MU32. "Well, they finally came to me. They were forcing me to want to be a candidate for dean. Because circumstances forced me, I'm okay. And finally elected with the most votes, I became dean of the Faculty of Language and Arts. One period. Ended in 2002." | P2-MU43. "… now it's my second year in this company… Being an Overseas Sales Manager. The areas I control are the Middle East, all of Asia, several European countries, and Latin America." | P3-MU17. "Then there was an offer, his position as program manager. It was mid-2014, in Qatar Red Crescent, became a delegate for Myanmar. So, the office in Myanmar is mine. I was there for a year, then moved to Muslim Aid-UK in 2015, becoming a country director. Therefore, three years. Its working areas are all over Myanmar, but most of our programs are in Rakhine." |
| Pioneering | P1-MU01. "... after returning from Gontor, I initiated and founded the Indonesian Islamic Student organization in my village. The branch is in Jombang." | P2-MU36. "I accepted the offer… [company name]. That was in the year 2002, month nine if I'm not mistaken, but the condition is, I ask that a new department should be formed that specifically handles service, not part of the sales department. So there, I immediately became a service manager. A new department that never existed before…." | P3-MU18. "Then, at the end of 2018, I initiated the creation of a regional institution. With my friends, I created an NGO specifically for Asia. The focus is more on working in Asian countries, but it's mostly in Myanmar for the time being. So that's what I'm currently CEO of." |
| Activism | P1-MU05b. "In addition to being active in the Student Senate and Islamic Student Association [HMI], I am also active in promoting Arabic through the Arabic student magazine, *Waḥdah Aṯ Ṯullāb*." | P2-MU26. "[Besides being active in office work] I also teach badminton for my company team... and every badminton match throughout Taichung, we always get first place. I [also] often get called to the mosque. Giving religious sermons, giving *Kultum* [seven-minute lectures] and other *da'wah* activities." | P3-MU02. "…My principle is that the important thing is to keep moving. I can't sit still, don't do anything— [That's why] I took two bachelor's degrees simultaneously. At IAIN Arraniri, I studied English, and at Unsyia, I studied Economics. Besides that, I am also active in the Student Regiment." |

| Risk-taking | P1-MU25. "After upgrading, I said to my friend: "*Ustādh*, how about we make a magazine like in Jogja before." "Yes, *Ustādh*. But we don't have the funds, do we?" "We pay for this ourselves. How if we don't take our honorarium as instructors for the three days but use it to publish magazines." My friend agreed. We came home from upgrading, didn't bring any money, hahaha." | P2-MU33. "At that time, I was with the boss, the owner of the company, was very close. My career to jump to the top can be fast. Yes, just how else, because this concerns my family, my wife's pride. So, I decided to resign from this company, whatever the risk, my decision was unanimous." | P3-MU06. "My parents had invested a lot in me. I'm ashamed to ask my parents for more money. So, I have to be independent with all the risks. I have to prove to my parents that it wasn't in vain to send me to Gontor. It is what I call a mental risk-taker." |
|---|---|---|---|

## The Constituent of Life Skills

Furthermore, these findings also indicated participants' constituent experiences regarding developing four life skills that complement each other: mind/acting strategically, being creative, adapting, and communicating. P1, when he was a student activist, he thought/acted strategically by initiating and managing the publication of the Arabic language magazine *Waḥdah Aṯ Ṯullāb* to unite the potential of Arabic language-lover students without having to be trapped in differences in organization and student groups. Likewise, when he initiated the establishment of the Association of Arabic Language Teachers in Indonesia and united Arabic lovers, it was also a forum for developing their learning through first-hand Arabic teachers.

P2 thought and acted strategically by choosing to be a diaspora in Taiwan since he received a job offer from the company owner where he previously interned. This choice was strategic because it opened opportunities to pursue his subsequent career as a recognized professional engineer in the CNC field.

Likewise, with P3, one of the strategic mind/actions he took after working for an international NGO for a long time was to initiate and establish an Asian regional NGO, which he now leads. According to him, this choice was strategic because not many Indonesian NGOs worked at the regional level. Based on their experience, international NGOs could not penetrate regional areas due to various obstacles such as differences in perspective, culture, and religion.

Thinking and acting strategically above in the participants' experience appeared to be perfect as capital to achieve success because they were supported by creative, adaptable, and communication skills. Here, for every strategic mind/action taken, the participants always involved creativity due to adapting to the conditions at hand then communicating it to the interested people.

For example, P1, when he wanted to develop Arabic learning through his teachers, was creative by forming a new forum in the form of an association of Arabic language teachers, which has a solid organizational system. He communicated this innovative idea to his fellow deans at various significant universities in Java to convince and encourage cooperation between them in realizing this strategic idea. This pattern, namely acting strategically-creativity-adaptation-communication, was also seen in the experiences of P2 and P3**.**

**Discussion**

Many studies show the impact of education in transition [early adulthood] on a person's cognitive and emotional development (Evans et al., 2018; Jindal-Snape et al., 2020; Ng-Knight et al., 2016), which is in the next phase be the starting point for success. Thus, the participants in this study seemed to feel the experience of studying in Gontor as a process of constructing one of the distinctive characters, which they call *yahanu*, and they are aware of the critical role of this character in achieving success in the next stage of life.

Based on the categorization of Davidson et al., *Yahanu* seems to be more of a performance character than a moral character. That trait represents a mastery orientation needed to realize excellence in the performance environment rather than describe its ethical values (Davidson et al., 2014). That can be seen from the *Yahanu* character traits found in the participants:

First, dare to do something different and maybe new, even with a bit of capital. Do not be afraid to face other people and dare to face any situation with all the challenges and risks. This finding seems to be in line with the concept of courage, which from a psychological perspective is understood as persistence in facing dangerous situations even though subjectively and physically, there is still fear (Norton & Weiss, 2009; Rachman, 2010). A deeper exploration shows that courage is a mental construction that combines emotional states, cognition, and action (Kilmann et al., 2010; Santilli et al., 2020) with the following characteristics: persistence (Norton & Weiss, 2009), risky activities (Kilmann et al., 2010), noble goals (Pury et al., 2014), self-will or volunteerism (Rate, 2010), and responsibility (Cheng & Huang, 2017).

Second, they do not feel inferior and do it even though they haven't tried, which seems to be triggered by pride and challenges as alumni of Gontor. This trait is in line with the findings of White (2009), which shows that in the self-confidence literature, related concepts that always appear and are most prominent are self-concept, self-esteem, and self-certainty. Self-esteem as a trigger of *yahanu* strengthens the antecedents of confidence that have been understood so far (Perry, 2011). *Yahanu's* expression in the form of an explicit affirmation of the ability to be as one aspires to also has harmony with the attributes of self-confidence, which includes: Belief in positive achievements, persistence, and self-awareness (White, 2009). Therefore, in general, self-confidence is sometimes understood as an individual's recognition of one's abilities, self-love, and self-awareness of emotions (Şar et al., 2010).

Third, they have the self-steadiness to act strategically in achieving the desired goals. That includes rich in ideas, good at setting goals and strategies, and intelligent in solving problems. This finding is consistent with the concept of self-efficacy, where Bandura defines it as a belief in own ability that demonstrates effective action in a certain way according to the context (Bandura, 2000, 2006, 2012).

The concept of self-efficacy is different from self-confidence, although the two are often used interchangeably. Cramer, Neal, and Brodsky nicely explain the difference between the two: (1) The term self-efficacy emphasizes the ability and strength of belief, whereas self-confidence only refers to the degree of certainty of the outcome; (2) the component of self-efficacy includes cognitive, affective, and behavioral aspects, while self-confidence is only cognitive and affective or inconsistent in behavior; and (3) Self-efficacy targets specific behaviors before the action, while self-confidence in general judgments after the action (Cramer et al., 2009).

Fourth, they open themselves to continue learning and developing to be better. This trait seems to be in tune with the concept of learning readiness. The individual's overall physical and psychological condition makes him ready to respond in a certain way in certain

situations (Rahmatika & Suyatno, 2020). Learning readiness includes non-cognitive areas, such as dispositions, physical skills, motor skills, socio-emotional, behavioral, linguistic, communicative, and needs management. It indicates a person's readiness to learn more formally, non-formally, and informally (Millians, 2011; Murray & Harrison, 2011).

Finally, persistence, earnestness, and hard work, which are also character traits in *yahanu*, seem to be in line with the concept of grit, which is understood as persistence and a desire for long-term goals. It includes hard work to face challenges, always maintaining consistent effort and interest despite the failures and difficulties in the way. In other words, grit has dimensions of consistency of interest in one long-term goal and resilience in trying (Duckworth & Gross, 2014; Duckworth et al., 2007; Duckworth & Quinn, 2009).

This study shows that *Yahanu* has five character traits called its elements: courage, self-confidence, self-efficacy, learning readiness, and grit. The connection between these elements strengthens the spirit of leadership, pioneering, risk-taking, and activism. Furthermore, the relation between leadership and pioneering drives strategic thinking and acting skills; the intersection between pioneering and risk-taking generates adaptability; the meeting between risk-taking and activism fosters creative skills; the encounter between activism and leadership enhances communication skills.

It is the rationalization of the *Yahanu* character as the essential capital in achieving the life success of the participants in this study. Theoretically, it cannot be separated from the significance of the five character strengths above in realizing performance excellence. The five are essential constructs for the experience and achievement of one's academic and social success.

Courage, for example, is often considered the real key to success. One can do great things due to courage (Pury et al., 2014). Many studies have proven that courage directly correlates with success in entrepreneurship. The higher level of courage a person has, the higher level of success (Bockorny, 2015; Italiani et al., 2019). Courage also makes one's emotional reflexivity and work-life integration better (Jena et al., 2021); and acts as a mediator in improving career-adaptive abilities, satisfaction, and quality of life (Ginevra et al., 2018; Magnano et al., 2019).

Likewise, self-confidence is "the non-secret of achieving success" (Gitomer, 2017). Self-confidence means having the hope to achieve a goal in a specific situation (Kukulu et al., 2013). Here self-confidence plays a crucial role in one's performance (Azmi, 2017). With the need for achievement and risk-taking, self-confidence is an internal factor that positively impacts entrepreneurial success (Khan et al., 2021). In the context of leadership, high self-confidence is also very influential interpersonally on group decision-making (Greenacre et al., 2014).

Furthermore, many studies show that self-efficacy has a significant effect on increasing one's performance and achievement (Kim, 2014; Maliha Nasir & Iqbal, 2019; Talsma et al., 2018). Directly or indirectly, it has a positive effect on strengthening: techno-entrepreneur interest (Salhieh & Al-abdallat, 2022), networking skills, social intelligence, and interpersonal influence (Bozbayındır & Alev, 2019), and fully mediates the relationship between self-leadership and career success (Megheirkouni, 2018).

At the same time, learning readiness has also been shown to be a factor that influences one's success (Dangol & Shrestha, 2019; Demir Kaymak & Horzum, 2013; Joosten & Cusatis, 2020; Koc, 2019; Liu, 2019). Among other things, because learning readiness is the leading supporter of academic resilience (Ramadhana et al., 2021), someone with it will tend to maintain their learning performance and achievements (Dangol & Shrestha, 2019). In addition, learning readiness is also a person's guide to effective learning (Prabjandee, 2013).

Lastly, many studies highlight grit as a highly influential trait on the achievement of life success, including in career (Clark & Clark, 2019; Eskreis-Winkler et al., 2014). Among

other things, because grit is highly correlated with self-control, mental well-being, growth/goal orientation (Kannangara et al., 2018; Muenks et al., 2017; Weisskirch, 2019), productivity and engagement (Hodge et al., 2017), performance (Kelly et al., 2014; Pate et al., 2017), persistence in challenging tasks (Lucas et al., 2015), learning strategies and attitudes (Weisskirch, 2018), and development identity (Weisskirch, 2019).

## Implications and Limitations

Overall, the findings of this study indicate that behind the experience of the participants' success, there is a distinctive performance character of Gontorian, namely *yahanu*, which is constructed through five traits as elements: courage, confidence, efficacy, learning readiness, and grit. The intersection of these five character strengths strengthens the spirit of leadership, pioneering, activism, and risk-taking. Then move the skills of thinking-acting strategically, adapting, being creative, and communicating.

This finding further strengthens the importance of character strength as one of the predictors and primary capital of life success. For policymakers, education practitioners, and parents, especially at the primary and secondary levels, the implication is to focus more on and provide ideal space for character traits such as courage, confidence, efficacy, learning readiness, and grit in school or *pesantren*. Those character strengths are needed in the current era of disruption and the future.

Our study is open to limitations. First, although the findings show one of the Gontorians characteristics, due to the small number of participants and their impossibility to eliminate subjectivity, these findings cannot be generalized that all Gontorians must have *yahanu* dyes with these five traits.

Second, the interviews were conducted in the Indonesian language, while the presentation in this article was in English. The word-for-word translation of the interview results can reduce the accuracy of the meaning so that it is possible to influence the research findings.

The benefits of this study will be more comprehensive, especially in character education, if further research can investigate the character learning model at *Pesantren* Gontor so the process of *Yahanu* character building can be described and duplicated.

## References

Azmi, I. A. G. (2017). Muslim women entrepreneurs' motivation in SMEs: A quantitative study in Asia Pacific countries. *Asian Economic and Financial Review*, *7*(1), 27–42. https://doi.org/10.18488/journal.aefr/2017.7.1/102.1.27.42

Bandura, A. (2000). Self-efficacy. In A. E. Kazdin (Ed.), *Encyclopedia of psychology* (Vol. 7, pp. 212–213). American Psychological Association.

Bandura, A. (2006). Guide for constructing self-efficacy scales. In F. Pajares & T. Urdan (Eds.), *Self-efficacy beliefs of adolescents* (Vol. 5, pp. 307–337). Information Age Publishing.

Bandura, A. (2012). On the functional properties of perceived self-efficacy revisited. *Journal of Management*, *38*(1), 9–44. https://doi.org/10.1177/0149206311410606

Bockorny, K. M. (2015). Psychological capital, courage and entrepreneurial success. *Frontier Psychology,* *5*(10), 789. DOI: 10.3389/fpsyg.2019.00789. PMID: 31024410; PMCID: PMC6461011.

Bozbayındır, F., & Alev, S. (2019). An analysis of the relationship between the general self-efficacy perceptions of teachers and their political skill levels. *International Journal of Progressive Education*, *15*(2), 65–77. https://doi.org/10.29329/ijpe.2019.189.5

Broomé, R. E. (2013). The lived-experience of leading a successful police vehicle pursuit: A descriptive phenomenological psychological inquiry. *Journal of Phenomenological Psychology*, *44*(2), 220–243. https://doi.org/10.1163/15691624-12341256

Cheng, C., & Huang, X. (2017). An exploration of courage in Chinese individuals. *Journal of Positive Psychology*, *12*(2), 141–150. https://doi.org/10.1080/17439760.2016.1163406

Clark, R. S., & Plano Clark, V. L. (2019). Grit within the context of career success: A mixed methods study. *International Journal of Applied Positive Psychology*, *4*(3), 91–111. https://doi.org/10.1007/s41042-019-00020-9

Cramer, R. J., Neal, T. M. S., & Brodsky, S. L. (2009). Self-efficacy and confidence: Theoretical distinctions and implications for trial consultation. *Consulting Psychology Journal*, *61*(4), 319–334. https://doi.org/10.1037/a0017310

Creswell, J., & Poth, C. (2018). *Qualitative inquiry & research design: Choosing among five approaches* (4th ed.). SAGE Publications.

Dangol, R., & Shrestha, M. (2019). Learning readiness and educational achievement among school students. *The International Journal of Indian Psychology*, *7*(2), 467–476. https://doi.org/10.25215/0702.056

Davidson, M. (2014). A character education research perspective for the 21st century. *Journal of Character Education*, *10*(1), 77–83. https://eric.ed.gov/?id=EJ1149018

Davidson, M., Lickona, T., & Khmelkov, V. (2014). Smart & good schools: A new paradigm for high school character education. In L. P. Nucci, D. Narvaez, & T. Krettenauer (Eds.), *Handbook of moral and character education* (2nd ed., pp. 290–307). Routledge.

Demir Kaymak, Z., & Horzum, M. B. (2013). Relationship between online learning readiness and structure and interaction of online learning students. *Educational Science: Theory and Practice*, *13*(3), 1792–1797. https://doi.org/10.12738/estp.2013.3.1580

Duckworth, A., & Gross, J. J. (2014). Self-control and grit: Related but separable determinants of success. *Current Directions in Psychological Science*, *23*(5), 319–325. https://doi.org/10.1177/0963721414541462

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

Duckworth, A. L., & Quinn, P. D. (2009). Development and validation of the short grit scale (Grit-S). *Journal of Personality Assessment*, *91*(2), 166–174. https://doi.org/10.1080/00223890802634290

Eskreis-Winkler, L., Duckworth, A., Shulman, E., & Beal, S. (2014). The grit effect: Predicting retention in the military, the workplace, school and marriage. *Frontiers in Psychology*, *5*(36). DOI: 10.3389/fpsyg.2014.00036

Evans, D., Borriello, G. A., & Field, A. P. (2018). A review of the academic and psychological impact of the transition to secondary education. *Frontiers in Psychology*, *9*, 1482. https://doi.org/10.3389/fpsyg.2018.01482

Finlay, L. (2012). Debating phenomenological methods. In N. Friesen, C. Henriksson, & T. Saevi (Eds.), *Hermeneutic phenomenology in education method and practice* (pp. 17–37). Sense Publishers.

Ginevra, M. C., Magnano, P., Lodi, E., Annovazzi, C., Camussi, E., Patrizi, P., & Nota, L. (2018). The role of career adaptability and courage on life satisfaction in adolescence. *Journal of Adolescence*, *62*, 1–8. https://doi.org/10.1016/j.adolescence.2017.11.002

Giorgi, A. (2012). The descriptive phenomenological psychological method. *Journal of Phenomenological Psychology*, *43*(1), 3–12. https://doi.org/10.1163/156916212X632934

Giorgi, A., & Gallegos, N. (2005). Living through some positive experiences of psychotherapy. *Journal of Phenomenological Psychology*, *36*(2), 195–218. https://doi.org/10.1163/156916205774651096

Giorgi, A., Giorgi, B., & Morley, J. (2017). The descriptive phenomenological psychological method. In C. Willig & W. S. Rogers (Eds.), *The Sage handbook of qualitative research in psychology* (2nd ed., pp. 176–192). SAGE Publications.

Giorgi, B. (2011). A phenomenological analysis of the experience of pivotal moments in therapy as defined by clients. *Journal of Phenomenological Psychology*, *42*(1), 61–106. https://doi.org/10.1163/156916211X567497

Gitomer, J. (2017). The non-secret of achieving success: Self-confidence. *Grand Rapids Business Journal*, *35*(1), 9. https://www.proquest.com/trade-journals/non-secret-achieving-success-self-confidence/docview/1856839494/se-2?accountid=25704

Gopalan, N., & Pattusamy, M. (2020). Role of work and family factors in predicting career satisfaction and life success. *International Journal of Environmental Research and Public Health*, *17*(14), 1–19. https://doi.org/10.3390/ijerph17145096

Greenacre, L., Tung, N. M., & Chapman, T. (2014). Self confidence, and the ability to influence. *Academy of Marketing Studies Journal*, *18*(2), 169–180. https://www.researchgate.net/publication/286318041

Henriksson, C., & Friesen, N. (2012). *Hermeneutic phenomenology in education method and practice*. Sense Publishers.

Hodge, B., Wright, B., & Bennett, P. (2017). The role of grit in determining engagement and academic outcomes for university students. *Research in Higher Education*, *59*, 448–460. https://doi.org/10.1007/s11162-017-9474-y

Italiani, L., Meitriana, M. A., & Suwena, K. R. (2019). The effect of ability, courage, patience and creativity on entrepreneur success in Singaraja. *Jurnal Pendidikan Ekonomi Undiksha*, *11*(2), 656–666. https://ejournal.undiksha.ac.id/index.php/JJPE/article/view/21419

Jackson, C., Vaughan, D. R., & Brown, L. (2018). Discovering lived experiences through descriptive phenomenology. *International Journal of Contemporary Hospitality Management*, *30*(11), 3309–3325. https://doi.org/10.1108/IJCHM-10-2017-0707

Jena, L. K., Sarkar, J., & Goyal, S. (2021). Sense of courage: The mediating role of courage between emotional reflexivity and work-life integration among nurses in Indian hospitals. *International Journal of Nursing Sciences*, *8*(3), 318–324. https://doi.org/10.1016/j.ijnss.2021.06.001

Jindal-Snape, D., Hannah, E. F. S., Cantali, D., Barlow, W., & MacGillivray, S. (2020). Systematic literature review of primary–secondary transitions: International research. *Review of Education*, *8*(2), 526–566. https://doi.org/10.1002/rev3.3197

Joosten, T., & Cusatis, R. (2020). Online learning readiness. *American Journal of Distance Education*, *34*(3), 180–193. https://doi.org/10.1080/08923647.2020.1726167

Kannangara, C. S., Allen, R. E., Waugh, G., Nahar, N., Khan, S. Z. N., Rogerson, S., & Carson, J. (2018). All that glitters is not grit: Three studies of grit in university students. *Frontiers in Psychology*, *9*. https://www.frontiersin.org/article/10.3389/fpsyg.2018.01539

Kelly, D. R., Matthews, M. D., & Bartone, P. T. (2014). Grit and hardiness as predictors of performance among West Point cadets. *Military Psychology*, *26*(4), 327–342. https://doi.org/10.1037/mil0000050

Khan, R. U., Salamzadeh, Y., Shah, S. Z. A., & Hussain, M. (2021). Factors affecting women entrepreneurs' success: A study of small- and medium-sized enterprises in emerging market of Pakistan. *Journal of Innovation and Entrepreneurship*, *10*(11), 1–21. https://doi.org/10.1186/s13731-021-00145-9

Kilmann, R. H., O'Hara, L. A., & Strauss, J. P. (2010). Developing and validating a quantitative measure of organizational courage. *Journal of Business and Psychology*, *25*(1), 15–23. https://doi.org/10.1007/s10869-009-9125-1

Kim, M. (2014). Family background, students' academic self-efficacy, and students' career and life success expectations. *International Journal for the Advancement of Counselling*, *36*(4), 395–407. https://doi.org/10.1007/s10447-014-9216-1

Koc, S. E. (2019). The relationship between emotional intelligence, self-directed learning readiness and achievement. *International Online Journal of Education and Teaching*, *6*(3), 672–688. http://iojet.org/index.php/IOJET/article/view/568

Kukulu, K., Korukcu, O., Ozdemir, Y., Bezci, A., & Calik, C. (2013). Self-confidence, gender and academic achievement of undergraduate nursing students. *Journal of Psychiatric and Mental Health Nursing*, *20*(4), 330–335. https://doi.org/10.1111/j.1365-2850.2012.01924.x

Langdridge, D. (2008). Phenomenology and critical social psychology: Directions and debates in theory and research. *Social and Personality Psychology Compass*, *2*(3), 1126–1142. https://doi.org/10.1111/j.1751-9004.2008.00114.x

Liu, J. C. (2019). Evaluating online learning orientation design with a readiness scale. *Online Learning Journal*, *23*(4), 42–61. https://doi.org/10.24059/olj.v23i4.2078

Lucas, G. M., Gratch, J., Cheng, L., & Marsella, S. (2015). When the going gets tough: Grit predicts costly perseverance. *Journal of Research in Personality*, *59*, 15–22. https://doi.org/10.1016/j.jrp.2015.08.004

Magnano, P., Santisi, G., Zammitti, A., Zarbo, R., & Nuovo, S. Di. (2019). Self-perceived employability and meaningful work: The mediating role of courage on quality of life. *Sustainability (Switzerland)*, *11*(3), 1–14. https://doi.org/10.3390/su11030764

Maliha Nasir, & Iqbal, S. (2019). Academic self efficacy as a predictor of academic achievement of students in pre service teacher training programs. *Bulletin of Education and Research*, *41*(1), 33–42. https://files.eric.ed.gov/fulltext/EJ1217900.pdf

Megheirkouni, M. (2018). Self-leadership strategies and career success: Insight on sports organizations. *Sport, Business and Management: An International Journal*, *8*(4), 393–409. https://doi.org/10.1108/SBM-02-2018-0006

Merriam, S. B., & Tisdell, E. J. (2016). *Qualitative research: A guide to design and implementation* (4th ed.). Jossey-Bass.

Millians, M. (2011). Learning readiness. In S. Goldstein & J. A. Naglieri (Eds.), *Encyclopedia of child behavior and development* (pp. 877–879). Springer US. https://doi.org/10.1007/978-0-387-79061-9_1631

Muenks, K., Wigfield, A., Yang, J. S., & Neal, C. R. O. (2017). How true is grit? Assessing its relations to high school and college. *Journal of Educational Psychology*, *109*(5), 599–620. https://doi.org/10.1037/edu0000153

Murray, E., & Harrison, L. J. (2011). The influence of being ready to learn on children's early school literacy and numeracy achievement. *Educational Psychology*, *31*(5), 529–545. https://doi.org/10.1080/01443410.2011.573771

Napolitano, C. M., Sewell, M. N., Yoon, H. J., Soto, C. J., & Roberts, B. W. (2021). Social, emotional, and behavioral skills: An integrative model of the skills associated with success during adolescence and across the life span. *Frontiers in Education*, *6*, 1–10. https://doi.org/10.3389/feduc.2021.679561

Ng-Knight, T., Shelton, K. H., Riglin, L., McManus, I. C., Frederickson, N., & Rice, F. (2016). A longitudinal study of self-control at the transition to secondary school: Considering the role of pubertal status and parenting. *Journal of Adolescence*, *50*, 44–55. https://doi.org/10.1016/j.adolescence.2016.04.006

Norton, P. J., & Weiss, B. J. (2009). The role of courage on behavioral approach in a fear-eliciting situation: A proof-of-concept pilot study. *Journal of Anxiety Disorders*, *23*(2), 212–217. https://doi.org/10.1016/j.janxdis.2008.07.002

Pate, A. N., Payakachat, N., Kristopher Harrell, T., Pate, K. A., Caldwell, D. J., & Franks, A. M. (2017). Measurement of grit and correlation to student pharmacist academic performance. *American Journal of Pharmaceutical Education*, *81*(6), 1–8. https://doi.org/10.5688/ajpe816105

Perry, P. (2011). Concept Analysis: Confidence Self-confidence. *Nursing Forum*, *46*(4), 218–230. https://doi.org/https://doi.org/10.1111/j.1744-6198.2011.00230.x

Prabjandee, D. (2013). Self-directed learning readiness of college students in Thailand self-directed learning readiness of college students in Thailand. *Journal of Educational Research and Innovation*, *2*(1). http://digscholarship.unco.edu/jeri/vol2/iss1/2%0AThis

Pury, C. L. S., Starkey, C. B., Breeden, C. R., Kelley, C. L., Murphy, H. J., & Lowndes, A. Y. (2014). Courage interventions: Future directions and cautions. In A. C. Parks & S. M. Schueller (Eds.), *The Wiley Blackwell handbook of positive psychological interventions* (pp. 168–178). Wiley-Blackwell.

Rachman, S. J. (2010). Courage: A psychological perspective. In C. L. S. Pury & S. J. Lopez (Eds.), *The psychology of courage: Modern research on an ancient virtue* (pp. 91–107). American Psychological Association.

Rahmatika, N., & Suyatno. (2020). Students' Readiness to Learn in the a Five-Day School Policy in the Public Senior High School of Yogyakarta. *Universal Journal of Educational Research*, *8*(11), 5005–5014. https://doi.org/10.13189/ujer.2020.081101

Ramadhana, M. R., Putra, A., Pramonojati, T. A., Haqqu, R., Dirgantara, P., Ismail, O. A., & Wijaksono, D. S. (2021). Learning readiness as a predictor of academic resilience in online learning during school from home. *Elementary Education Online*, *20*(4), 36–45. https://doi.org/10.17051/ilkonline.2021.04.06

Rate, C. R. (2010). Defining the features of courage: A search for meaning. In C. L. S. Pury & S. J. Lopez (Eds.), *The psychology of courage: Modern research on an ancient virtue.* (pp. 47–66). American Psychological Association.

Røseth, I., & Bongaardt, R. (2019). "I don't love my baby?!": A descriptive phenomenological analysis of disturbances in maternal affection. *Journal of Phenomenological Psychology*, *50*(1), 90–111. https://doi.org/10.1163/15691624-12341355

Salhieh, S. E. M., & Al-abdallat, Y. (2022). Technopreneurial intentions: The effect of innate innovativeness and academic self-efficacy. *Sustainability*, *14*(238), 1–15. https://doi.org/https://doi.org/ 10.3390/su14010238

Santilli, S., Ginevra, M. C., Camussi, E., Lodi, E., Nota, L., & Patrizi, P. (2020). Courage in childhood: Classifying the actions of courage performed by elementary school students. *European Journal of Developmental Psychology*, *18*(5), 678-694. https://doi.org/10.1080/17405629.2020.1822161

Şar, A. H., Avcu, R., & Işiklar, A. (2010). Analyzing undergraduate students' self confidence levels in terms of some variables. *Procedia - Social and Behavioral Sciences*, *5*, 1205–1209. https://doi.org/10.1016/j.sbspro.2010.07.262

Sedova, N. N. (2019). Youth's life success: From Moscow to the outskirts. *Monitoring of Public Opinion: Economic and Social Changes*, *154*(6), 505–529. https://doi.org/10.14515/monitoring.2019.6.26

Smith, A. D., & Aggarwal, J. (2020). Introducing the Black male life success theory. *Journal of Education, Teaching and Social Studies*, *2*(2), 50–59. https://doi.org/10.22158/jetss.v2n2p50

Soto, C. J., Napolitano, C. M., & Roberts, B. W. (2021). Taking skills seriously: Toward an integrative model and agenda for social, emotional, and behavioral skills. *Current Directions in Psychological Science*, *30*(1), 26–33. https://doi.org/10.1177/0963721420978613

Spengler, M., Damian, R. I., & Roberts, B. W. (2018). How you behave in school predicts life success above and beyond family background, broad traits, and cognitive ability. *Journal of Personality and Social Psychology*, *114*(4), 620–636. https://doi.org/10.1037/pspp0000185.supp

Stroyanovska, O., Dolynska, L., Shevchenko, N., Yermakova, S., Matiash-Zaiats, L., & Kriukova, O. (2021). Features of students ideas about life success. *Brain. Broad Research in Artificial Intelligence and Neuroscience*, *12*(1), 136–153. https://doi.org/10.18662/brain/12.1/175

Talsma, K., Schüz, B., Schwarzer, R., & Norris, K. (2018). I believe, therefore I achieve (and vice versa): A meta-analytic cross-lagged panel analysis of self-efficacy and academic performance. *Learning and Individual Differences*, *61*, 136–150. https://doi.org/10.1016/j.lindif.2017.11.015

Weisskirch, R. S. (2018). Grit, self-esteem, learning strategies and attitudes and estimated and achieved course grades among college students. *Current Psychology*, *37*(1), 21–27. https://doi.org/10.1007/s12144-016-9485-4

Weisskirch, R. S. (2019). Grit applied within: Identity and well-being. *Identity*, *19*(2), 98–108. https://doi.org/10.1080/15283488.2019.1604345

White, K. A. (2009). Self-confidence: A concept analysis. *Nursing Forum*, *44*(2), 103–114. https://doi.org/https://doi.org/10.1111/j.1744-6198.2009.00133.x

**Author Note**

Saiful Amien (https://orcid.org/0000-0002-7621-2398) is a Doctoral Student at the Department of Instructional Technology - Universitas Negeri Malang, and he is a lecturer at the Department of Islamic Education - Universitas Muhammadiyah Malang, Indonesia. He may be contacted at amien75@umm.ac.id

Punaji Setyosari (https://orcid.org/0000-0003-0187-9785) is currently a Professor at the Department of Instructional Technology - Universitas Negeri Malang, Indonesia. He may be contacted at punaji.setyosari.fip@um.ac.id

Nurul Murtadho (https://orcid.org/0000-0003-1880-8609) is currently a Professor at the Departement of Arabic Literature - Universitas Negeri Malang, Indonesia. He may be contacted at nurul.murtadho.fs@um.ac.id

Sulton is currently an Associate Professor at the Department of Instructional Technology - Universitas Negeri Malang, Indonesia. E-mail: sulton.fip@um.ac.id

Correspondence concerning this article should be addressed to Saiful Amien, Department of Instructional Technology, Universitas Negeri Malang & Department of Islamic Education, Universitas Muhammadiyah Malang, Indonesia. Email: amien75@umm.ac.id

**Article Citation**

Amien, S., Setyosari, P., Murtadho, N., & Sulton. (2022). "Ana Yahanu Faqat": A phenomenological study on the performance character and life success. *The Qualitative Report, 27*(4), 945-964. https://doi.org/10.46743/2160-3715/2022.4916