

SYSTEMATIC LITERATURE REVIEW (SLR): THE IMPORTANCE OF GROWTH MINDSET EQUIPMENT WHICH IS LESS IMPLEMENTED AMONGST STUDENTS

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ABSTRACT

The application and provision of a growth mindset among students is really needed. Because being a student who has a growth mindset or what we call a growth mindset is very important so that students can have positive well-being and obsession. This research aims to examine the literature review regarding the lack of implementation and provision of growth mindset among students. This research method uses the SLR (Systematic Literature Review) method. Data collection was obtained by documenting related articles on similar research. The articles obtained and used in this research were 7 national journal articles that could be obtained from the Google Scholar database using the publish or perish application. Based on research, in the current era, growth mindset greatly influences a person's mindset to achieve success. Therefore, a growth mindset is fundamental and has a positive influence.

Keywords: *The Importance of Growth Mindset; Growth Mindset briefing*

INTRODUCTION

In accordance with the basis of Permendikbudristek No. 7 of 2022: Content standards become a reference for the 2013 Curriculum, Emergency Curriculum and Merdeka Curriculum, and Minister of Education and Culture Decree No. 56 of 2022 Guidelines for Curriculum Implementation in the Context of Learning Recovery (Independent Curriculum) as the realization of the new curriculum. So the role of education has a very important impact on individual development and development, especially in efforts to build the nation and state. The main goal of education is to create a generation that is superior and able to compete in the challenges of ever-changing times (Norlita, 2023).

Times are increasingly developing and the education system is frequently changing among students as well as the Gen Z generation who often feel confused and even overthink when faced with this situation. So, the existence of a mindset and the results of good and sustainable learning must be embedded and realized in their souls, which we often know as a growth mindset. Unfortunately, not all students have that mindset. In fact, according to the Director General of Teachers and Education Personnel, Nunuk Suryani in his speech at UNIMA said, in Indonesia only 29 percent of children have the belief to grow or have a growth mindset. Meanwhile, the other 71 percent have a fixed mindset or no desire to learn more (Eko Schoolmedia, 2023).

Becoming a student who has a growth mindset or what we call a growth mindset is very important so that we can have positive well-being and obsession. However, to form all of this we must begin to understand the definition of growth mindset itself and how important growth mindset is among students.

The word *Growth* is quoted from the complete English-Indonesian dictionary which means growth, development, while the word *mindset* consists of two words, *Mind* and *Set*. The word 'mind' means "the source of thought or memory, namely the center of consciousness that produces thoughts, feelings, ideas, perceptions that store knowledge and memory. The word 'Set' means prioritizing increasing ability in an activity or in a complete state.

According to Dr. Ibrahim Elfiky, a mindset or thought pattern is a collection of thoughts that occur many times in various places and times, and are strengthened by beliefs and projections, so that they become a reality that can be ascertained in every place and at the same time (Satria, 2015).

According to Gunawan and Irwan, mindset is a person's mental position or view that influences the person's approach in dealing with a phenomenon. Mindset consists of a set of assumptions, methods, or notes that a person or group has that are deeply ingrained. Mindset for Gunawan is a belief that influences a person's attitude, a set of beliefs or a way of thinking that determines a person's behavior and views, attitudes and future (Irwan, 2013; Satria, 2015). Mindset is actually more similar to a belief or doctrine that is embedded in the brain and mindset is also heavily influenced by the environment (Satria, 2015)

From the several definitions of mindset above, what is meant is that mindset is a person's way of thinking and beliefs that influence each person's attitudes and behavior which ultimately becomes one of the determinants of a person's future and level of success in life.

According to Dweck (2016) there are two types of mindset, namely:

Growth mindset (development mindset). This mindset is based on the belief that a person's basic qualities are things that can be cultivated through certain efforts. Although people may differ in all ways, it is in each person's initial talents and abilities, interests, or temperament that can change and develop through treatment and experience.

The characteristics of people with a growth mindset are the belief that intelligence, talents and traits are not a function of heredity; accept challenges and seriously carry them out; remain forward-looking from failure; have a positive view of business; learn from criticism; discover lessons and gain inspiration from the success of others.

Fixed mindset (fixed mindset). This fixed mindset is based on the belief that a person's qualities have been determined. If someone has a certain amount of intelligence, a certain personality, and a certain moral character.

The characteristics of people with a fixed mindset are as follows: having the belief that intelligence, talents, traits are a function of heredity/heredity; avoid challenges; quitter; considers effort pointless; ignoring criticism; feel threatened by other people's success.

Based on the characteristics of the growth mindset and fixed mindset that have been explained, the two can be differentiated through: belief in intelligence, talents and traits; taking risks against challenges; attitude towards obstacles and obstacles; efforts made; acceptance of criticism and suggestions; and the willingness to find lessons and inspiration from other people's experiences.

To form a mindset within oneself, Dweck also put forward steps to form a growth mindset, namely trend watching, envisioning, paradigm formulation and mindset formulation. In trendwatching, top management observes various trends driving change that will occur in the future. The next step is envisioning. Envisioning is our ability to describe the impact of changes in the business environment caused by various drivers of change that have been observed in trendwatching. The third step that can be taken is the formulation of a paradigm. Therefore, the characteristics of the organizational environment are described as an environment in which customers are embedded, so the paradigm is in accordance with the customer value strategy environment, a view of growth determined by the organization's ability to provide the best value for customers. The final step is formulating a mindset. Mindset consists of three components: paradigm, basic beliefs and basic values. Therefore, in formulating a mindset, after the paradigm is formulated, then the basic beliefs and basic values that are in accordance with that paradigm are formulated. Based on the customer value strategy paradigm, a customer value mindset was then built and based on the continuous improvement paradigm, two mindsets were formed: continuous improvement mindset and opportunity mindset (Iswari, et al, 2022).

The aspects that can form a growth mindset are; It could be from development during childhood, namely during parenting, such as how parents and teachers give rewards and appreciation to children. It can also shape children to grow by emphasizing that the current difficult situation can be faced with change. Like saying 'Okay, this is difficult. But it's okay, let's face it together'. Not with negative judgment parenting, such as 'oh you won't be able to' or 'how can you get a champion'. When we praise children, praise the efforts or processes that children go through. Appreciating children's efforts will develop a growth mindset far more than just praising the results of children's efforts.

So, growth mindset among students has an important role. Because the world of college is a new world and has more specific fields than high school. There are many challenges that students face so if they don't have a growth mindset they will give up quickly and the results tend to be low grades. If you are not skilled at solving the problems you face, you are lazy, you will be prone to stress, because you are unhappy and you are not doing things as well as possible. So, individuals who have a fixed mindset tend to think "oh, I can't" compared to individuals who have a growth mindset who try hard, such as "This is difficult but I can do it if I try."

On the other hand, this growth mindset will have an impact on persistence. Research shows that the greater the growth mindset, the greater the persistence. Someone who has a growth mindset then increases his or her persistence and at the same time he or she will increase well-being. Which means happiness will increase compared to students who have a fixed mindset who will give up and give up on the situation so they are prone to stress and their happiness level is low. Good well-being will improve mental health. Then he will be mentally healthy, always happy, always optimistic and increase social awareness (Fatin Rohmah Nur Wahidah, 2020).

Because you are a student, this means your reflection skills are much better and you can do abstractions. My advice is to do a lot of contemplation, namely to pray, do dhikr and give yourself positive suggestions and affirmations. Then, make a life goal. By making life goals we believe that whatever happens can definitely change. We need to have a life goal, ideals in order to have a positive obsession, namely being ambitious for one goal. Thus, a growth mindset will foster persistence, where persistence means that a character does not easily give up on the difficulties faced as long as he is still on track with his goals. So to cultivate a growth mindset we need to have goals and self-confidence.

Self-confidence influences many fundamental things in a person's personality. According to (Darmawan & Handayani, 2019) A person who has self-confidence will be careful in acting and making decisions. Confidence in one's own abilities will create a sense of independence and non-dependence on other people and also make a person less selfish and more tolerant.

The goals of people who have self-confidence are also considered normal because there is no need for them to cover up their lack of self-confidence with excessive goals. So that with assistance from the education system, both from educational institutions or agencies and educational staff as well as mentors, should be able to implement and provide training regarding this growth mindset.

RESEARCH METHODS

This research is a literature study with the method used, namely Systematic Review (SR) or generally called Systematic Literature Review (SLR) which is a systematic technique for collecting, critically examining, integrating and compiling the results of various research studies on research questions or topics. that you want to explore.

Research begins by finding articles related to the research topic that will later be researched. A systematic review is a method of reviewing a particular problem by identifying, evaluating, and selecting a particular problem and asking questions that are resolved clearly based on previously established criteria. This follows previous research which was of good quality and relevant.

Systematic Literature Review (SLR) is a systematic, explicit and reproducible method for identifying, evaluating and synthesizing research results and ideas that have been carried out by researchers and practitioners with the aim of recognizing, reviewing and evaluating all research set. Thus, resulting in research consisting of several stages including:

First, the question is how does a growth mindset influence students' thinking patterns?

Second, the data population in this research are journals that focus on the importance of growth mindset among students. The search for literature studies begins by using data contained in Google Scholar which is obtained using the publish or perish application. The keywords used are the influence and importance of a growth mindset for students, limiting the articles from 2014 to 2024.

Third after getting various articles. Researchers found 50 articles related to the theme of Providing Growth Mindset among Students, by searching the Google Scholar Database, then selecting 20 articles related to the topic studied from several articles. Then study the articles in detail and which are in accordance with the material on the application and provision of growth mindset among students. 11 articles are examined in detail to become 7 articles which are in accordance with the discussion theme, then the other 39 are not included in the discussion or search. 7 articles were obtained which were

mainly in line with the themes studied which will be presented in the discussion and conclusion sections. The following is a flow diagram of the exclusion and inclusion process at the Systematic Review stage (n: number of articles).

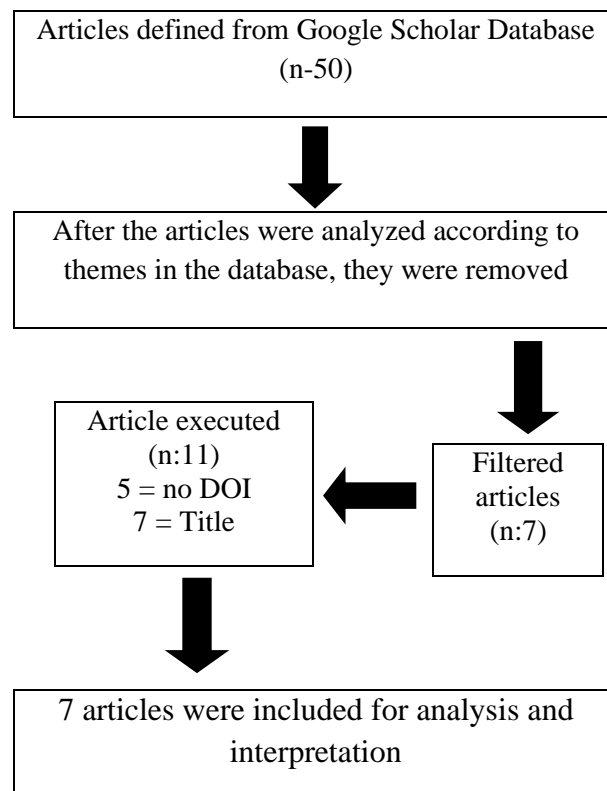


Figure 1 Flow diagram related to Systematic Literature Review Steps

RESULTS AND DISCUSSION

RESULTS

Growth Mindset among students is very much needed, as a fundamental thing as well as an influence on mental toughness. Students who have a growth mindset will be better prepared to face life's challenges and academic demands.

As a prospective educator who will also be facing a transition/being involved in the world of work, of course a student must be able to manage his mindset well. Paolini's research (2020) explains that there is a positive relationship between growth mindset and career maturity. This means that individuals who have a growth mindset will have a more mature career. This is because career maturity in an individual is not something that can be done spontaneously, but requires a lot of preparation so that the individual is truly mature and ready for a career.

Paolini (2020) revealed that growth mindset is an intrapersonal skill that can be improved through practice and self-habituation. Intrapersonal skills in individuals greatly influence their career readiness. Because, through intrapersonal skills, individuals are able to identify their own strengths and weaknesses, and develop self-awareness. Growth mindset is one of the intrapersonal skills where with a growth mindset, individuals are able to identify talents and potential within themselves, believe that continuous practice in a field will improve their skills, and increase resilience and optimism when individuals are faced with challenges. Based on this, a growth mindset has a positive contribution to increasing individual resilience and career maturity.

The positive role of growth mindset on career maturity is also supported by Dweck (in Lim et al., 2020), that growth mindset in individuals will be a source so that individuals are able to regulate themselves, have resilience, and have a tendency to seek challenges as a learning medium. Apart from that, individuals with a growth mindset have better work performance, set learning goals, and have more

fighting power to master/understand the work they are interested in (Lim et al., 2020). In addition, according to Schmitt & Scheibe (2022), individuals with a growth mindset try to improve their professional skills throughout their career, actively face challenges, and are able to have resilience when under work pressure. Apart from that, the work performance of individuals who have a growth mindset is better than individuals with a fixed mindset. That way, individuals who have a growth mindset will have high career management and have professional abilities that support their careers.

The existence of career planning and career exploration aspects in the growth mindset will help individuals understand career information from various sources/media, both from the people around them and online media. This helps individual career maturity in the VUCA era because in this era there are volatility challenges where there are many changes in societal conditions, increasingly rapid technological developments, and many innovations in various areas of life. Individuals must have a career plan and carry out career exploration so that they are able to understand the work they want to do according to their interests, as well as understand what challenges there are in the career world in the VUCA era. Then, in the aspect of knowledge about how to make career decisions (decision making) and knowledge about the world of work (world of work information) in a growth mindset, individuals are able to apply their knowledge and skills to all jobs in their career choice. This attitude is really needed in the VUCA era because the complexity situation means that individuals must be able to consider many things in making decisions, including the career decisions they want to make. If individuals already have the knowledge and skills that suit their career/work interests, and understand the consequences of the career decisions they choose, then individuals are able to make career decisions more easily.

The realization aspect of career decisions (realization) and career orientation on an individual's growth mindset can be one solution to how individuals face situations of uncertainty and ambiguity. Individuals who are able to realize their careers and feel ready to make career decisions will find it easier to face situations that are difficult to predict and difficult to deal with in the world of their chosen career. Because, before he feels ready and able to realize his career, the individual has already carried out planning and exploration regarding matters related to the world of careers. That way, individuals no longer feel confused because of the many changes that occur due to rapid career advancement. Because, individuals have prepared everything, such as not getting tired of searching for information, adding and expanding their insight and skills.

Students who have a growth mindset will turn these mistakes into teaching and learning and try to fix them (Westby, 2020), students believe that to get maximum results, hard work is needed (Westby, 2020). Growth mindset itself is a mindset that believes that learning abilities can be developed with effort and perseverance (Westby, 2020). Apart from that, if the student has control within himself, then he will regulate and direct his behavior in carrying out lectures as well as possible. Based on 7 journal article sources that have been determined to meet the inclusion criteria, the research results are as follows in Table 1.

Table 1. Research Results on the Influence and Importance of Growth Mindset

Researcher and Year of Research	Journal	Research result
Ira Adelia, Priska, her daughter, Yulia Anggalia, (2022)	Indonesian Scientific Journal: The Role of Mindset in Students' Mental Toughness	Based on the results of data processing, the results show that the mindset variable has a significant influence on mental toughness, meaning that if a student's mindset is increasingly directed towards a Growth Mindset, their mental toughness will also be higher. The strength of the correlation between Mindset and mental toughness is quite sufficient. This is also in line with practitioners' opinion that a person's mental toughness will be related to the positive mindset and behavior that the individual will adopt. This positive mindset also turns out to provide feedback on a person's mental toughness (Clough, 2002). Once a more positive mindset is achieved, students can take on more challenging tasks with the confidence that they too can be successful at them. This is in line with the opinions of figures and

		the theory that underlies this research, that by being flexible in a person's mindset about themselves and their world, they can think and act more flexibly in facing problems and challenges. Therefore, they also tend to have higher mental toughness.
M. Yova Syukra, Mario Pratama, (2023)	Psychology Student Scientific Journal: Contribution of Growth Mindset and Academic Stress to Student Academic Procrastination	Based on the results of research and hypothesis testing carried out regarding the contribution of growth mindset and academic stress to student academic procrastination, it was concluded that: Growth mindset in Padang State University students can be grouped in the very high category. Students' academic stress can be grouped into the medium group. Student academic procrastination can be grouped into the medium group. There is a significant negative contribution of growth mindset to student academic procrastination. There is a significant positive contribution of academic stress to students' academic procrastination. There is a significant contribution between growth mindset and academic stress simultaneously to academic procrastination. Growth mindset and academic stress simultaneously contribute 28% to student academic procrastination. Growth mindset has an effective contribution of 18.53% and academic stress has an effective contribution of 9.47%.
Najwa Parawansa, Ebit Gregorius Gultom, Wida Safitri, Azizah Aulia Nisa, M. Surya Dilaga, (2023)	The Effect of Applying a Growth Mindset on Emotional Intelligence Through Self- Motivation in the Academic Environment	A series of problem solving activities carried out by students in the self motivation model is able to empower significant thought analysis. This research, the self motivation skills profile of Sultan Ageng Tirtayasa University students, shows that students who depend on others have a level of self motivation skills in the poor category, and students who prefer to solve the challenges they face are students with the highest self motivation skills. tall. In the findings obtained in this study, the application of self-motivation among various student groups is highly recommended. This means that the application of developing thinking towards emotional intelligence, for example self-motivation, is mutually linked or influences each other. When we do this thinking, it will have an impact on the things or things we want to do, such as making decisions when the organization is bad or when we experience difficulties, thinking that these are all challenges and problems that must be faced and resolved. If we only look at it from a negative point of view, the embedded mindset will also be negative and will have an impact on the steps we take.
Abdul Fatah, (2022)	Thesis: The Relationship Between Growth Mindset and Self- Control and Academic Excellence in Working Students	Researchers assess that the growth mindset that a person has in facing challenges and failures in life is related to greatness. This problem is in line with the observations carried out by Mas'udah (2019) entitled "The influence of growth mindset on great academics in students who join organizations." The observations show that there is an impact of growth mindset on great academics. Apart from great academics, There are several other factors that can influence growth mindset, one of which is self-control. In the opinion of Baumeister and Heatherton (1996), self-control is interpreted as the capacity to understand will and special support. Self-control shows this towards efforts to regulate stimulation by students who work on things that are enjoyable and contrary to their achievement targets, namely graduating from college. Self-control can facilitate working students in completing assignments, especially their responsibilities as students. According to Duckworth (2016), efforts based on perseverance and consistency are called great. Students are expected to have perseverance in carrying out

		<p>the demands of their roles in lectures and work. Students need to make more efforts to overcome obstacles while studying while working. Consistency is also needed in sticking to the major you have chosen so that you can finish until the end. From the results of observations carried out by Duckworth and Gross (2014), a very significant correlation was obtained between self-control and greatness. However, there is a difference between greatness and self-control. Self-control shows its usefulness in everyday life, and great shows its usefulness for goals that are increasingly challenging and significant for a person (Duckworth, 2016). Self-control leads to the alignment of behavior and valuable goals even though there are other tempting alternatives that make you happier; and great refers to the effort to persevere towards a higher goal, overcoming obstacles over a period of years. In this case, greatness and self-control operate using different methods and time frames. Great refers to efforts given over a long period of time, and self-control refers to short-term goals (Duckworth, 2016). Individuals who have high self-control and self-control can effectively manage their anger, control their will, and persist in a goal.</p> <p>A hypothesis is a temporary answer to a research problem, until proven through the data obtained. The hypotheses in this research include: Ha1: There is a relationship between growth mindset and self-control and great academics. Ha2: There is a relationship between growth mindset and great academics. Ha3: There is a relationship between self-control and greatness</p>
Selfiyani Lestari, Nesya Adira, Ghinaya Ummul Mukminin, (2024)	Insight Psychology Journal: Exploration of Growth Mindset in Students	<p>In this study, the data shows that there is a relationship between gender and mindset condition. The results of the analysis show that growth mindset conditions tend to be found in male students compared to female students. This finding is in line with the research results of Mesler et al. (2021) that student gender has a significant correlation with growth mindset. The importance of considering gender factors in understanding mindset and learning success was explained by Degol et al. (2018). In his study, it was found that there were differences in the relationship between growth mindset and study success depending on gender. Macnamara and Rupani (2017) initially also hypothesized that women tend to have a fixed mindset compared to men. Although the study found no evidence of this. In this research, a representative number of participants has not been obtained for each semester level of students. Therefore, participant demographics at semester level cannot yet be analyzed. If adjusted to the research results of Limeri et al. (2020) it is very possible for students to experience changes in mindset conditions from studying in the first semester until the next. Therefore, analysis of the dynamics of changes in students' mindset conditions at each semester level is an interesting thing to study.</p>
Alea Dian Putri Reskido, (2023)	Resilience and Growth Mindset as Solutions to Increase Maturity Student Careers in the VUCA Era	<p>Students who are in early adulthood are vulnerable to experiencing physical and mental health problems, such as stress, anxiety, fear and worry. One of the reasons is due to the demands of early adult development tasks where individuals are considered like adults by the environment so that individuals must be able to solve problems. One of these demands is that students must be able to determine their career/enter the world of work. In the VUCA era, where there are various challenges in the form of volatility (very fast changes), uncertainty (uncertain situations), complexity (diverse and complicated situations), ambiguity (unclear situations), students have to be able to adapt quickly in order to Students are able to survive and maximize</p>

		their skills, including in careers that currently have high competition. Therefore, students need to have a growth mindset and resilience to increase their career maturity in this VUCA era. Based on various research and literature studies conducted, all aspects of a growth mindset are able to increase resilience and career maturity in individuals in the VUCA era. In this way, it can be concluded that the more individuals have a growth mindset, the more their resilience can increase, and their career maturity level will also be better, which will help students face various challenges in this VUCA era.
Raviqa Noer Laily, Fauzan, (2023)	Making Growth Mindset a Solution to the Achievement Gap in Academics in Indonesia	Based on the discussion that has been studied, it can be concluded that someone can use a growth mindset approach to overcome the achievement gap in Indonesia. By encouraging this growth mindset, we can create an educational environment that supports personal and academic growth for everyone. To improve each individual's academic achievement, individuals with a growth mindset believe that they can develop through the effort and dedication they undertake. Applying the growth mindset method can help students become more self-aware. By promoting the implementation of this greater desire for each individual to grow, develop, and achieve academic success, this can help reduce the gap in academic achievement in Indonesia. Therefore, this method can help build an inclusive educational environment and support equitable academic and personal growth for everyone in Indonesia.

DISCUSSION

From the research results of the seven journals above, it shows that growth mindset is a fundamental thing which includes the way students think so they are able to face the challenges and situations they face, both currently faced and in the future. Lack of growth mindset education will lead to a crisis of thinking and even excessive overthinking which can result in mental health problems. So that students are susceptible to narrow thinking.

This study was conducted to see the contribution of growth mindset and academic stress to academic procrastination, for example Padang State University students. This study found that growth mindset and academic stress have a significant contribution to students' academic procrastination. Growth mindset has a negative contribution to academic procrastination, meaning that a higher growth mindset causes a decrease in academic procrastination and vice versa. This finding is in accordance with previous research by Youn and Han (2021) and research by Howell and Buro (2009) which found that growth mindset was negatively correlated with academic procrastination. This study also found that academic stress contributes positively to academic procrastination, meaning that every increase in academic stress can increase students' academic procrastination and vice versa. This finding is in accordance with research by A'yunina and Abdurrohman (2019) and Retno et al. (2016) who found a positive correlation between academic stress and academic procrastination.

Ferrari et al. (1995) defines academic procrastination as procrastination behavior that is implemented towards formal tasks related to academic obligations (lecture assignments, etc.). In the academic procrastination variable in this study, it was found that the majority of subjects were in the sedan category. This means that students' academic procrastination behavior can still be controlled so that the impact can still be minimized. Academic procrastination can have negative impacts, including wasting time, disrupting the learning process, neglecting academic assignments so that you are unable to complete them well, causing psychological burdens, such as anxiety and increasing mental burden (Triyono & Khairi, 2018).

In the growth mindset variable, it was found that the majority of subjects were in the very high group. These findings indicate that the majority of subjects have a good mindset, believe that their abilities and talents can be developed, have perseverance and hard work so they are able to face all the problems they encounter. This is in line with Chrisantiana and Sembiring (2017), individuals with a growth mindset believe that intelligence, skills, attitudes and abilities can develop through a diligent

learning process and hard work. Dweck (2006) also describes a growth mindset as a way of thinking that believes that all abilities, talents and character that one has can be developed through effort and hard work.

Apart from that, there is self-motivation to satisfy one's needs, because basically humans have needs and desires. Motivation is also a person's thoughts when viewing a task or goal (Marguis, Houston, 2006).

(According to Usmani, 2013: 276) Motivation is a person's desire to do something, while motive is a need, desire or impulse. Motivation is a person's behavior that can encourage him to carry out an action or something that becomes the basis or reason for a person's behavior.

Motivation is a unity of attitudes and values that can influence people to achieve more realistic goals. Attitudes and values are things that cannot be seen with the eye. This motivation consists of two parts, namely: direction of behavior (to achieve work goals) and strength of behavior (how strong a person's effort is at work). internal and external relations of the company. From the definitions above, it can be concluded that motivation is a condition within a person that directs the individual's desire to carry out certain tasks in order to achieve a goal. Human motivation expresses behavior aimed at making decisions.

The research above reminds us that developments in the times, technology and thought processes must be in harmony with today's life. Apart from that, self-control and motivation from other people also complement and support students. So that educators on campus also contribute to the continued development of a growth mindset among students.

CONCLUSION

As stated above, a growth mindset is fundamental and has a significant influence on student survival. Growth mindset has an influence on students, people with a growth mindset will look for a way out and try as hard as they can to solve every problem they face, and they will think that everything at the moment or the current situation can change and become even better. To form your own growth mindset, we have to start setting goals. So that the growth mindset continues to grow, which will later foster persistence which will have an impact on individual well-being. Apart from that, the role of educators is expected to help in the development of students. A growth mindset is a condition that individuals are expected to have to support the success of their studies while they are students.

The aim of this research is to provide a descriptive picture of the condition of the growth mindset possessed by students as well as measure how important the application and provision of a growth mindset is in the survival of students now and in the future.

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