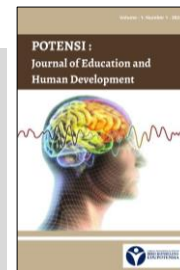


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Growth Mindset as a Predictor of Academic Persistence in Secondary School Students

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ABSTRACT

This study aims describe the general overview of growth mindset among student of MA Persis Al-Amin Sindangkasih. The study employed a quantitative approach and used a correlational research method. The sample of this study consisted of 90 students of MA Persis Sindangkasih. A non-probability sampling technique was applied, specifically saturated sampling. Saturated sampling is a sampling technique in which all members of the population are used as the research sample. The instruments used in this study were the Mindset Measurement Scale and the Motivational Persistence Scale. The results of this study indicate that growth mindset has a significant effect on academic persistence. Growth mindset contributes 0.471, or equivalent to 47.1%, to academic persistence. These findings indicate that growth mindset influences academic persistence among students of MA Persis Sindangkasih by 47.1%, while the remaining variance is influenced by other variables



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Introduction

The educational process at the senior high school level represents a crucial phase in the development of students' mindsets and learning character. During adolescence, individuals experience cognitive, social, and emotional development that influences how they perceive academic challenges and successes (Santrock, 2018). In this context, an understanding of growth mindset becomes increasingly important. The concept introduced by Dweck (2006) states that students who believe their abilities can be developed through effort and effective strategies tend to demonstrate higher perseverance, stronger learning motivation, and greater resilience when facing obstacles (Dweck, 2006; Yeager & Dweck, 2012). Numerous studies have demonstrated that growth mindset significantly contributes to improvements in academic achievement, intrinsic motivation, and students' ability to manage learning challenges (Blackwell, Trzesniewski, & Dweck, 2007; Burnette et al., 2013). Students with a growth mindset tend to perceive failure as an opportunity to refine their strategies rather than as a reflection of personal inability (Claro, Paunesku, & Dweck, 2016). Furthermore, intervention studies indicate that strengthening growth mindset can enhance students' persistence and resilience when facing challenging academic tasks (Yeager et al., 2019; Walton & Yeager, 2020).

In the context of Indonesian education, the academic challenges faced by students are becoming increasingly complex as the curriculum demands higher levels of critical thinking, adaptability, and independent learning (Rahmawati & Suryanto, 2019). In the madrasah environment, students are required not only to study general subjects but also religious subjects that demand high levels of discipline, time management, and perseverance (Aziz & Mahfudh, 2020). This condition makes academic persistence a crucial aspect of learning success. Academic persistence refers to students' ability to continue striving, endure, and complete tasks despite encountering obstacles or failures (Schunk & DiBenedetto, 2020; Credé, 2018). The relationship between growth mindset and academic persistence has been widely discussed in the literature, indicating that a growth-oriented mindset plays a role in enhancing students' ability to sustain effort, particularly when facing challenging

academic situations (Rattan, Good, & Dweck, 2012; Bahník & Vranka, 2017). Supportive learning environments, constructive feedback from teachers, and school cultures that emphasize the learning process over outcomes have been shown to strengthen both students' growth mindset and perseverance (Donohoe, Topping, & Hannah, 2012; Steele, 2010).

MA Persis Sindangkasih, as a faith-based educational institution, has distinctive learning characteristics in terms of curriculum structure and patterns of teacher–student interaction. Therefore, it is important to understand how growth mindset is developed and how it influences academic persistence within this context. In addition, research on growth mindset in madrasah settings remains relatively limited (Fauziah & Hakim, 2020), and thus this study is expected to contribute to the scientific literature by providing insights into the dynamics of growth mindset within religious education contexts. Accordingly, this study aims to analyze the effect of growth mindset on academic persistence among students of MA Persis Sindangkasih. Understanding the relationship between these two variables not only offers insights into students' mental readiness to cope with academic demands but also serves as a foundation for teachers and school administrators in designing more effective learning strategies that emphasize effort, learning resilience, and students' courage to face and learn from mistakes.

Method

Participant

This study employed a quantitative method with a correlational research design and involved students of MA Persis Sindangkasih as the research population. From this population, a total of 90 students participated in the study using a saturated sampling technique. According to Sugiyono (2019), saturated sampling is a sampling technique in which all members of the population are included as research participants. This technique is applied when the population size is relatively small or when the researcher intends to use the entire population as the data source without selecting a subset of participants. The use of this sampling technique aimed to obtain an accurate representation of the effect of growth mindset on academic persistence among students of MA Persis Sindangkasih, in line with the focus of the study.

Measure

Growth Mindset

Growth mindset was measured using the Mindset Scale, which was designed to assess the level of growth mindset based on two dimensions: growth mindset and fixed mindset. The instrument consists of 24 items representing the core aspects of growth mindset, thereby providing a more comprehensive depiction of how individuals perceive their abilities, interpret effort, respond to failure, and develop beliefs that abilities can be cultivated through the learning process. The internal reliability of the instrument was categorized as good, with a Cronbach's Alpha coefficient of 0.75, indicating that all items consistently measure the growth mindset construct.

The growth mindset scale employs a 5-point Likert scale, ranging from 1 (strongly appropriate) to 5 (strongly inappropriate) for positive items (growth mindset), and from 1 (strongly inappropriate) to 5 (strongly appropriate) for negative items (fixed mindset). The obtained scores were subsequently classified into four categories: strong growth mindset, weak growth mindset, weak fixed mindset, and strong fixed mindset, based on the score ranges for each dimension. This categorization process facilitates a clearer descriptive overview of the growth mindset profile among students of MA Persis Sindangkasih and supports more accurate interpretation of the research findings.

Academic Persistence

Academic persistence in this study was measured using the Motivational Persistence Scale, which was developed to assess individuals' ability to maintain motivation, complete tasks, and endure academic challenges. The instrument consists of 22 valid items that reflect three core aspects of persistence: Current Purposes Pursuing (CPP), Long-term Purposes Pursuing (LPP), and Recurrence of Unattained Purposes (RUP). These three aspects provide a comprehensive overview of how students set goals, sustain effort over time, and demonstrate a tendency to re-engage with goals that have not yet been achieved. The instrument demonstrated good internal reliability, with a Cronbach's Alpha coefficient of 0.710, indicating adequate consistency among the items in measuring the construct of academic persistence. The Motivational Persistence Scale employs a 2-point Guttman scale, with scores of 0 (no) and 1 (yes) for positive items, and 0 (yes) and 1 (no) for negative items. The obtained scores were subsequently classified into two categories, namely high and low, based on the score ranges for each aspect. This categorization process provides a clearer descriptive profile of academic persistence among students of MA Persis Sindangkasih and facilitates the interpretation of the research findings.

Procedure

Data collection was conducted at MA Al-Amin Sindangkasih after the researcher obtained official permission from the school. The Mindset Scale and the Motivational Persistence Scale were administered to students through an online questionnaire using Google Forms. Prior to completing the questionnaires, participants were provided with an explanation of the research objectives and were informed that all data collected would be kept confidential. The researcher then delivered detailed instructions on how to complete the questionnaires and ensured that each participant understood how to respond to the items. During the data collection process, the researcher remained available on site to provide assistance if any items or sections of the questionnaires were unclear to the participants.

Results

Growth Mindset

This section presents the results of the descriptive analysis of the growth mindset variable among 90 students of MA Persis Sindangkasih. Based on the statistical analysis, the ideal mean score for growth mindset was 72, with an ideal standard deviation of 12. Furthermore, the results were classified into three categories—high, moderate, and low—to provide a more structured overview of students' levels of growth mindset. This categorization helps clarify the distribution of growth mindset tendencies among the respondents and supports the interpretation of findings in the subsequent results section.

Table 1. Overview Growth Mindset

Score Range	Category	Frequency	Percentage	Mean
$X > 84$	Strong Growth Mindset	48	53%	
$72 < X \leq 84$	Weak Growth Mindset	37	41%	71%
$60 < X \leq 72$	Weak Fixed Mindset	5	6%	
$X \leq 60$	Strong Fixed Mindset	0	0%	
Total		90	100	

The results indicate that the majority of students were classified into the Strong Growth Mindset category (53%) and the Weak Growth Mindset category (41%). This suggests that most students already possess a relatively positive growth-oriented mindset, with a tendency to believe that abilities can be improved through effort. Meanwhile, only 6% of students were classified into the Weak Fixed Mindset category, and none of the students fell into the Strong Fixed Mindset category. Overall, the average student score was 71, indicating that the level of growth mindset among students was generally adequate, although there remains room for further strengthening among some students.

Table 2. Overview of Growth Mindset Based on Aspects

Aspect	High		Moderate		Low	
	F	%	F	%	F	%
Belief in Change	76	84%	14	16%	0	0%
Perseverance	72	80%	18	20%	0	0%
Curiosity and Self-Capacity Development	62	69%	28	31%	0	0%
Disbelief in Change	21	23%	65	72%	4	4%
Pessimism	7	8%	69	77%	14	16%
Difficulty in Improving Self-Capacity	11	12%	69	77%	10	11%

The findings indicate that the majority of students demonstrated high levels of growth mindset across positive aspects. Specifically, 84% of students showed a strong belief in change, 80% exhibited good perseverance, and 69% displayed curiosity and efforts to enhance their personal capacities. Meanwhile, for aspects associated with a fixed mindset—such as disbelief in change, pessimism, and difficulty in improving personal capacity—most students were categorized at a moderate level. This suggests that these negative aspects are still present among students but do not dominate their overall mindset.

Academic Persistence

This section presents the results of the descriptive analysis of the academic persistence variable among 90 students of MA Persis Sindangkasih. Based on the statistical calculations, the ideal mean score for academic persistence was 11, with an ideal standard deviation of 3.67. In addition, the descriptive results for this variable were classified into three categories—high, moderate, and low. This categorization facilitates the identification of students’ levels of perseverance in maintaining academic effort and serves as a basis for further interpretation of students’ ability to endure various learning demands.

Table 3. Overview of Academic Persistence

Score Range	Category	Frequency	Percentage	Mean
$X > 14$	High	35	39%	60%
$8 \leq X \leq 14$	Moderate	46	51%	
$X < 8$	Low	9	10%	
Total		90	100%	

The results indicate that the majority of students were classified into the Moderate Academic Persistence category (51%). This suggests that most students demonstrate an adequate level of persistence in completing academic tasks, although their consistency and resilience can still be further developed. Additionally, 39% of students were classified into the High Academic Persistence category, indicating that a substantial proportion of students are able to maintain strong perseverance and commitment in facing academic challenges.

Meanwhile, only 10% of students were categorized as having Low Academic Persistence, suggesting that relatively few students experience significant difficulties in sustaining persistence in their academic activities. Overall, the average student score reached 60%, indicating that the level of academic persistence among students was generally moderate, although there remains considerable room for improvement to achieve a higher level of persistence.

Table 4. Overview of Academic Persistence Based on Aspects

Aspect	High		Moderate		Low	
	F	%	F	%	F	%
Current Purposes Pursuing	32	36%	41	46%	17	19%
Long-term Purposes Pursuing	26	29%	55	61%	9	10%
Recurrence of Unattained Pursuits	33	37%	54	60%	3	3%

When examined by aspect, 36% of students were classified in the high category for Current Purposes Pursuing (CPP), 61% were in the moderate category for Long-term Purposes Pursuing (LPP), and 19% were in the high category for Recurrence of Unattained Purposes (RUP). These findings indicate that students possess clear learning goals, a strong long-term orientation, and the ability to recover and re-engage when facing failures or obstacles in the academic process.

Table 5. Results of the Correlation Analysis Between Growth Mindset and Academic Persistence Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.686 ^a	.471	.465	2.542

The correlation analysis revealed an R value of 0.686, indicating a strong and positive relationship between growth mindset and academic persistence. The R Square value of 0.471 indicates that 47.1% of the variance in academic persistence can be explained by growth mindset, while the remaining 52.9% is influenced by other factors beyond the scope of this study. The Adjusted R Square value of 0.465 further confirms that the regression model is adequately fitted, and the Standard Error of the Estimate of 2.542 indicates a relatively low level of prediction error. Overall, these results suggest that growth mindset makes a substantial contribution to the enhancement of students’ academic persistence.

Based on the analysis, it can be concluded that there is a strong and positive relationship between growth mindset and students’ academic persistence. The correlation coefficient of 0.686 indicates that higher levels of growth mindset are associated with higher levels of academic persistence. Furthermore, the finding that 47.1% of the variance in academic persistence is explained by growth mindset demonstrates that growth mindset plays a

significant role in influencing students' ability to persist, remain consistent, and complete academic tasks. These findings emphasize the importance of strengthening growth mindset as a key factor in improving students' academic persistence.

Discussion

The findings of this study strengthen the theoretical understanding that growth mindset serves as a fundamental foundation for the development of academic persistence. Within the theoretical framework proposed by Dweck (2006; 2017), a growth mindset functions as a core belief regarding individuals' potential to develop through effort and adaptive strategies. This belief influences how students interpret challenges, mistakes, and academic obstacles. Students with a growth mindset tend to perceive difficulties as opportunities for growth, making them more likely to demonstrate sustained effort and commitment in the learning process. Such cognitive-motivational mechanisms help explain why growth mindset is closely associated with perseverance and academic engagement (Yeager & Dweck, 2020).

Psychologically, the relationship between growth mindset and persistence can be understood through several pathways. First, growth mindset enhances self-regulated learning, namely the ability to manage goals, strategies, and self-evaluation in learning. Schunk and DiBenedetto (2020) emphasize that beliefs in the malleability of ability encourage individuals to adopt more persistent and goal-directed learning strategies. Second, growth mindset influences self-efficacy, whereby students who believe that abilities can be improved demonstrate greater confidence in completing challenging tasks (Bandura, 1997; Komarraju & Nadler, 2013). This higher level of self-efficacy subsequently contributes to persistence, as students perceive themselves as capable of completing tasks to completion. In addition, the educational psychology literature indicates that students with a growth mindset tend to adopt a mastery-oriented goal orientation, focusing on the learning process and personal development rather than solely on outcomes (Ames, 1992; Pintrich, 2000). A mastery goal orientation has been shown to foster perseverance, persistence, and resilience when encountering failure, compared to performance-oriented goals, which are more susceptible to disruption by obstacles. Burnette et al. (2013) further demonstrated that a growth mindset promotes adaptive coping strategies, such as problem-solving and cognitive reframing, which play a crucial role in sustaining long-term motivation.

This relationship is further supported by previous findings that consistently highlight the significant implications of growth mindset for academic behavior. Claro, Paunesku, and Dweck (2016) found that students with a growth mindset exhibit greater academic resilience in high-pressure environments, including those characterized by low socioeconomic status. Meanwhile, Rhew et al. (2018) reported that growth mindset encourages persistence in completing long-term academic tasks. Moreover, experimental studies by Yeager et al. (2019) demonstrated that growth mindset interventions effectively enhance students' effort and engagement when confronting academic challenges.

Accordingly, the findings of this study are consistent with theoretical frameworks and empirical evidence emphasizing that growth mindset is not merely a cognitive belief but a psychological mechanism that mobilizes motivation, self-regulation, and academic resilience. The presence of a growth mindset enables students to better withstand academic obstacles and to take strategic actions to sustain learning efforts. This factor positions growth mindset as an important predictor in understanding the dynamics of academic persistence (Dixson et al., 2017; Duckworth et al., 2007).

Implications

This study confirms that growth mindset plays a significant role in supporting students' academic persistence. The findings indicate that beliefs regarding the malleability of ability are closely associated with students' capacity to remain persistent, focused, and resilient in meeting academic demands. Within the educational context of MA Al-Amin Sindangkasih, a growth-oriented mindset has been shown to help students interpret difficulties as an integral part of the learning process, as described in the literature by Dweck (2006), Yeager and Dweck (2020), and Thalib et al. (2018). From an applied perspective, the results support the importance of implementing classical guidance services as an effective strategy for fostering growth mindset and academic persistence. Classical guidance activities that incorporate self-reflection, the development of learning strategies, discussions of failure, and the formulation of academic action plans provide a supportive environment in which students can gain new insights into their abilities and how to cope with academic challenges. This approach is consistent with the principles outlined by Prayitno and Amti (2017), Corey (2016), and Bandura (1986) regarding group-based learning and social process-oriented interventions.

Overall, this study contributes to the development of school guidance and counseling services, particularly in designing classical guidance programs grounded in mindset enhancement. Future research is recommended to explore additional factors—such as teacher support, parenting styles, or prior learning experiences—that may strengthen or mediate the relationship between growth mindset and academic persistence. Nevertheless, the present findings provide a strong foundation for school counselors to integrate growth mindset-based

interventions into classical guidance activities as an effort to enhance students' learning resilience and the overall quality of their academic processes.

Conclusions

This study demonstrates that growth mindset has a strong and positive relationship with students' academic persistence, with an R value of 0.686 and an R² of 0.471. These findings indicate that 47.1% of the variance in academic persistence can be explained by students' levels of growth mindset, suggesting that a growth-oriented mindset plays a significant role in shaping students' ability to remain persistent, consistent, and capable of meeting academic demands.

Furthermore, the results confirm that students with a growth mindset are more likely to perceive challenges as an integral part of the learning process, which encourages greater perseverance when facing difficulties. Therefore, strengthening growth mindset through instructional practices and classical guidance services is an important strategy for enhancing academic persistence and supporting students' overall academic success.

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