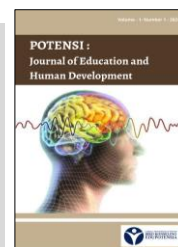


EDUPOTENSIA
FOUNDATION

POTENSI:
Journal of Education and Human Development
E-ISSN: 3109-8894

homepage: <https://journal.edupotensia.org>



Self-Acceptance Tendencies in Adolescents Based on Family Intactness

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Article Information

Article history:

Received March 12th, 2026

Revised March 20th, 2026

Accepted April 11th, 2026

Keywords:

self-acceptance,
Family intactness,
Adolescents,
Family background.

ABSTRACT

This study aimed to describe adolescents' self-acceptance tendencies based on family intactness. The study employed a quantitative approach with a descriptive research design. The population consisted of 276 tenth-grade students, all of whom were selected as research participants using a total sampling technique. Data were collected using the Unconditional Self-Acceptance Questionnaire (USAQ), which had been adapted to the Indonesian context. The findings revealed that the overall level of adolescents' self-acceptance was categorized as high, with an average percentage of 87.04%. Of the total participants, 271 students (98.2%) were classified in the high self-acceptance category, while 5 students (1.8%) were classified in the moderate category. In terms of family intactness, the majority of respondents (75%) came from intact families, while 25% came from non-intact families. Overall, the findings indicate that the adolescents generally demonstrated a high level of self-acceptance, characterized by their ability to recognize and accept both their strengths and weaknesses and to maintain confidence in their abilities. The findings also provide an overview of self-acceptance tendencies among adolescents in relation to their family intactness, highlighting the importance of considering family context in understanding adolescents' psychological development.



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Introduction

Adolescence is a transitional period in the human life span that bridges childhood and adulthood. This developmental stage is characterized by significant physical, cognitive, emotional, and social changes, which require adolescents to adapt to various demands arising from themselves, their families, peers, schools, and the broader social environment. As the younger generation who will contribute to the continuity and development of society and the nation, adolescents are expected to develop into individuals who are psychologically mature, socially responsible, and capable of adapting effectively to changing circumstances. However, the complexity of developmental demands during adolescence may also make this period particularly vulnerable to various psychological and behavioral problems. Adolescence is therefore often associated with various forms of deviant behavior and developmental difficulties as adolescents attempt to establish their identity and achieve greater independence (Santrock, 2012).

The developmental challenges experienced during adolescence can become more complex when individuals are exposed to negative or stressful experiences. Such experiences may interfere with the achievement of important developmental tasks and may affect adolescents' emotional and psychological well-being. Negative experiences may include adverse life events, parental divorce, unpleasant interpersonal experiences, severe stressors, and traumatic events. These experiences can influence how adolescents perceive themselves, interpret their environment, and respond to difficulties in their daily lives. In particular, traumatic experiences may leave psychological effects that persist over time and interfere with an individual's ability to experience happiness and psychological well-being. According to Sugara (2012), traumatic experiences are painful events that can cause individuals to experience unhappiness in their lives. When adolescents are unable

to adequately process such experiences, they may experience emotional difficulties, negative self-perceptions, and problems in establishing healthy relationships with others.

The ability to regulate behavior and emotions is also an important aspect of adolescent development. Adolescents who are able to exercise self-control are generally better able to regulate their thoughts, emotions, and behaviors and direct themselves toward more adaptive and positive forms of behavior. Self-control enables adolescents to consider the consequences of their actions, manage emotional responses, and adjust their behavior according to social expectations. Conversely, adolescents who have difficulties in exercising self-control may encounter challenges in adapting to their environment and may be more vulnerable to engaging in negative or maladaptive behaviors (Arumsari, 2016). Thus, the development of adequate self-control and emotional regulation is closely related to adolescents' ability to cope with developmental challenges and maintain positive psychological functioning.

In addition to individual factors, adolescents' psychological development is strongly influenced by their family environment. The family represents one of the earliest and most important social environments in which adolescents develop their emotional, social, and psychological characteristics. Family interactions provide adolescents with experiences of affection, acceptance, security, communication, and emotional support. A supportive family environment can help adolescents develop a positive view of themselves and strengthen their ability to cope with difficulties. Hadian et al. (2022) emphasized that family condition is one of the factors influencing adolescents' psychological development. Therefore, the quality and stability of family relationships may have important implications for adolescents' psychological adjustment and self-perception.

Family integrity plays an important role in providing emotional support, a sense of security, and opportunities for the development of a positive self-concept. When adolescents experience harmonious and supportive family relationships, they may be more likely to perceive themselves as valued, accepted, and worthy of positive relationships. Such experiences can contribute to the development of a healthy psychological identity and facilitate adolescents' ability to accept themselves. Hanifah et al. (2023) noted that family integrity contributes to emotional support, a sense of security, and the development of a positive self-concept. Consequently, the family environment may serve as an important foundation for adolescents in developing a healthy perception of themselves and responding constructively to challenges encountered during adolescence.

In contrast, parental divorce and other forms of family disruption may create emotional and psychological challenges for adolescents. Family disruption may alter established patterns of interaction, reduce emotional support, and create feelings of uncertainty, loss, rejection, or insecurity. Adolescents may also experience difficulties in understanding and accepting changes in their family circumstances. These experiences can influence their perceptions of themselves and may contribute to difficulties in developing a positive and realistic self-concept. Lozano-Casanova (2024) indicated that parental divorce or family disruption may be associated with various psychological consequences, including difficulties in self-acceptance. However, the psychological impact of family disruption may vary among adolescents depending on their individual characteristics, coping abilities, social support, and the quality of relationships maintained with family members following the disruption.

One psychological aspect that may be particularly relevant in this context is self-acceptance. Self-acceptance refers to an individual's ability to accept all aspects of themselves, including both strengths and weaknesses, without being excessively dependent on the judgments or evaluations of others (Chamberlain & Haaga, 2001). Self-acceptance involves the ability to recognize personal characteristics, experiences, limitations, and potentials in a realistic and non-judgmental manner. For adolescents, self-acceptance is particularly important because this developmental period involves ongoing processes of identity formation, self-evaluation, and comparison with others. Adolescents who possess adequate self-acceptance may be better able to acknowledge their strengths and weaknesses, respond to criticism constructively, and cope with personal or environmental difficulties without developing excessive negative perceptions of themselves.

Conversely, difficulties in self-acceptance may cause adolescents to evaluate themselves negatively, feel inadequate, and become overly concerned with how they are perceived by others. Such difficulties may become more pronounced when adolescents experience stressful family circumstances or other adverse life events. Adolescents who perceive their family environment as disrupted may question their sense of security, belonging, and personal worth, which can potentially influence the way they perceive and accept themselves. Therefore, examining self-acceptance in relation to family integrity is important for understanding adolescents' psychological development and identifying potential areas requiring attention within educational and counseling contexts.

Based on the aforementioned considerations, family integrity represents an important contextual factor that may be associated with adolescents' capacity for self-acceptance. Nevertheless, adolescents' responses to family conditions are not necessarily uniform, as each individual may possess different levels of self-control, coping abilities, social support, and psychological resources. Therefore, it is important to examine the tendency of students' self-acceptance based on family integrity in order to obtain a clearer understanding of the

psychological characteristics of adolescents within the educational context. Accordingly, this study was conducted to examine the tendency of students' self-acceptance based on family integrity.

Method

Participant

This study was conducted during the second semester of the 2025/2026 academic year. The population consisted of tenth-grade students enrolled in seven classes, with a total of 276 students. Given the relatively manageable size of the population, all members of the population were included as research participants. Therefore, the study employed a total sampling technique, in which the entire population is selected as the research sample (Sugiyono, 2007). The use of total sampling was considered appropriate because the population size allowed all eligible students to participate in the study, thereby providing a comprehensive representation of the target population. Accordingly, the final sample consisted of 276 tenth-grade students.

Measure

Unconditional Self-Acceptance Questionnaire (USAQ)

The instrument used in this study was the Unconditional Self-Acceptance Questionnaire (USAQ) developed by Chamberlain and Haaga (2001). This instrument was selected because it was specifically designed to measure individuals' levels of unconditional self-acceptance. In this study, the researcher did not use the original version of the instrument; instead, an Indonesian cultural adaptation developed by Rizkiyawan (2023) was employed.

Procedure

The research procedure began with the preparation of the research instrument and the determination of the participants in accordance with the research objectives. The instrument used in this study was the Unconditional Self-Acceptance Questionnaire (USAQ), which had been adapted to the Indonesian context. The questionnaire was administered to tenth-grade students to obtain data regarding their level of self-acceptance. Prior to the main data collection, the instrument was subjected to a pilot testing process to evaluate its validity and reliability. This process was conducted to ensure that the instrument was appropriate for measuring the intended construct and that the items demonstrated adequate consistency for use in the study. Following the completion of the instrument testing process, data collection was conducted by administering the questionnaire to all eligible research participants. The participants were provided with information regarding the purpose of the study and instructions for completing the questionnaire. They were asked to respond to each item according to their actual perceptions and experiences. The questionnaire responses were then collected and reviewed to ensure that the data were complete and suitable for further analysis. Each response was assigned a numerical score based on the predetermined scoring procedure of the instrument. The resulting scores were subsequently compiled and organized into a dataset for statistical analysis.

The data analysis employed quantitative descriptive statistical techniques. Descriptive analysis was conducted to provide an overall picture of the level of self-acceptance among the participants. The analysis included measures of central tendency, namely the mean, median, and mode, as well as a measure of dispersion in the form of the standard deviation. These descriptive statistics were used to identify the general distribution and variation of self-acceptance scores among the participants. In addition to descriptive statistical analysis, the total scores obtained from the questionnaire were used to classify participants' levels of self-acceptance based on the predetermined categorization criteria. The categorization was intended to facilitate the interpretation of the participants' self-acceptance levels and to identify the proportion of participants falling into each category. The results were presented in the form of frequencies, percentages, and descriptive statistics to provide a comprehensive overview of the data.

Furthermore, the distribution of participants based on family intactness was examined to provide contextual information regarding the family background of the respondents. Participants were categorized into intact-family and non-intact-family groups based on the predetermined criteria of family intactness. The descriptive results of self-acceptance were then interpreted in relation to these family categories. This procedure allowed the study to describe the tendency of adolescents' self-acceptance based on family intactness without making causal claims regarding the influence of family conditions on self-acceptance.

Results

The findings revealed that the overall level of self-acceptance among the participating adolescents was classified as high, with an average percentage score of 87.04%. Of the 276 participants, 271 students (98.2%) were categorized as having a high level of self-acceptance, whereas only 5 students (1.8%) were classified in the moderate category. These findings indicate that the vast majority of participants demonstrated a high capacity for self-acceptance. This suggests that most adolescents in the study were able to recognize and accept various

aspects of themselves, including their strengths and limitations, while maintaining a relatively positive perception of their personal abilities. The relatively small proportion of participants in the moderate category further indicates that difficulties in self-acceptance were not prevalent among the participants.

Table 1. Distribution of Self-Acceptance Levels Among Adolescents

Score	Range	Category	F	%	Average
$X > 54$	54-72	High	271	98,2 %	87,04%
$37 \leq x \leq 53$	37 - 53	Medium	5	1,8 %	
$x < 18$	18 - 36	Low	0	0%	
Total			276	100%	

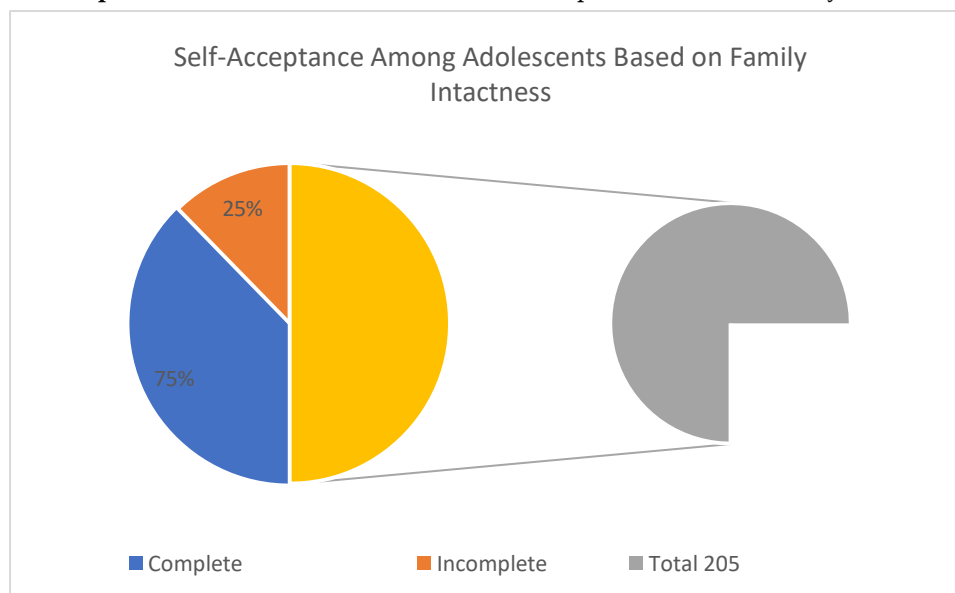
The results indicated that the average score for the Unconditional Self-Acceptance dimension was 73.51%, while the Conditional Self-Acceptance dimension had an average score of 72.09%.

Table 2. Descriptive Statistics of Self-Acceptance Dimensions Among Adolescents

Aspect	Range	Category	F	%	Average
Unconditional Self-Acceptance	$X > 27$	High	51	18,48%	73,51%
	$24 < X \leq 26$	Medium	225	81,52%	
	$X < 23$	Low	0	0%	
Conditional Self-Acceptance	$X > 42$	High	44	15,94%	72,09%
	$37 < X \leq 41$	Medium	232	84,06%	
	$X < 36$	Low	0	0%	

In terms of family background, 208 students (75%) were from intact families, whereas 68 students (25%) were from non-intact families.

Graph 1. Distribution of Adolescents' Self-Acceptance Based on Family Intactness



Overall, the students exhibited a positive level of self-acceptance, did not experience shame regarding their family background, and possessed confidence in their ability to deal with various life challenges.

Discussion

Based on the questionnaire data collected from 276 adolescents, the findings indicate that the overall level of self-acceptance was categorized as high, with an average achievement score of 87.04%. The majority of participants demonstrated a high level of self-acceptance, indicating that most adolescents were generally able

to recognize, understand, and accept various aspects of themselves. This includes the ability to acknowledge both personal strengths and limitations, develop their potential, and maintain confidence in their abilities. Adolescents with a high level of self-acceptance tend to perceive themselves as valuable individuals who are equal to others and are less likely to view themselves as strange, inadequate, or inherently deficient. They are also more capable of facing various challenges in life, managing concerns about rejection, accepting their personal circumstances, and taking responsibility for their own decisions and behaviors. The findings further suggest that adolescents with higher levels of self-acceptance are able to respond to their limitations in a relatively constructive manner. Rather than excessively blaming themselves for their weaknesses, they tend to recognize their limitations as part of their personal characteristics while continuing to appreciate their strengths and abilities. Such characteristics are important during adolescence because this developmental period involves substantial processes of self-exploration, identity formation, social comparison, and adjustment to various environmental demands. A positive capacity for self-acceptance may therefore help adolescents develop a more realistic and balanced perception of themselves.

According to Jannah (2016), self-acceptance is influenced by both internal and external factors. Internal factors include emotions, personal feelings, ways of thinking, and psychological comfort, whereas external factors involve the social environment in which individuals develop. Among these external factors, the family environment represents an important context because the family provides adolescents with early experiences of acceptance, emotional support, security, and interpersonal interaction. The interaction between internal psychological resources and external environmental conditions may contribute to the development of adolescents' perceptions of themselves. In contrast, adolescents with low levels of self-acceptance may experience difficulties in recognizing and appreciating their own abilities. Chamberlain and Haaga (2001) described individuals with low self-acceptance as being more likely to experience low self-confidence, difficulties in developing their abilities, and challenges in adapting to others. Low self-acceptance may also be associated with negative self-perceptions, maladaptive patterns of thinking, concerns regarding physical appearance or body image, and reduced emotional resilience when receiving criticism or feedback from others. Furthermore, social experiences such as peer ridicule, family relationships, and the surrounding social environment may contribute to the development of difficulties in self-acceptance (Agustina & Naqiyah, 2020).

The observations conducted during the research process showed that the participants generally demonstrated an adequate level of self-awareness and self-acceptance. Nevertheless, some adolescents still appeared to experience difficulties in maximizing their potential and developing optimal confidence in their abilities. These conditions suggest that a high overall level of self-acceptance does not necessarily indicate that every aspect of self-acceptance has developed equally across all participants. Some adolescents may have accepted themselves relatively well while still requiring support in developing their abilities, recognizing their potential, and strengthening their confidence.

Therefore, guidance and counseling services may play an important role in facilitating the continued development of self-acceptance among adolescents. Counseling interventions can provide opportunities for adolescents to explore their strengths and limitations, develop more realistic self-perceptions, manage negative self-evaluations, and strengthen confidence in their ability to cope with developmental challenges. Bernard (2013) explained that individuals with self-acceptance are characterized by confidence in their ability to face life's challenges, the ability to receive praise positively, awareness of their strengths, and the capacity to develop those strengths effectively. These characteristics provide an important framework for understanding self-acceptance as not merely the absence of negative self-evaluation but also the ability to recognize and value oneself in a realistic and constructive manner. As presented in Table 2, the descriptive analysis of the two dimensions of self-acceptance indicates that the Unconditional Self-Acceptance dimension obtained an average achievement score of 73.51%, whereas the Conditional Self-Acceptance dimension obtained an average achievement score of 72.09%. Based on the predetermined categorization criteria, both dimensions were classified within the high category. These results indicate that the participants demonstrated relatively positive tendencies across both dimensions of self-acceptance.

From the perspective of unconditional self-acceptance, the findings suggest that adolescents generally have the capacity to value themselves without making their personal worth entirely dependent on achievement, social approval, or external evaluation. They tend to recognize themselves as valuable individuals while acknowledging their strengths and limitations. Meanwhile, the findings related to conditional self-acceptance indicate that adolescents may also evaluate themselves in relation to certain personal achievements, abilities, or responses from their social environment. The relatively high scores across both dimensions provide an overall picture of adolescents who generally possess positive self-evaluations while continuing to navigate the developmental process of establishing a stable and realistic sense of self.

Self-Acceptance Based on Family Intactness

The distribution of participants based on family intactness showed that 208 adolescents (75%) came from intact families, whereas 68 adolescents (25%) came from non-intact families. This distribution indicates that the majority of participants lived in family contexts in which both parents were present within the family structure. However, family intactness should not be interpreted solely in terms of the physical presence of both parents, as the quality of emotional relationships, communication, support, and interaction within the family may also be important aspects of adolescents' developmental experiences.

Adolescents who grow up in intact families may have greater opportunities to experience support from both parents. Emotional support, attention, guidance, and a sense of security provided within the family may contribute to adolescents' psychological adjustment and their perceptions of themselves. A supportive family environment can provide adolescents with opportunities to experience acceptance and appreciation, which may facilitate the development of a positive self-concept and self-acceptance. Nevertheless, the presence of both parents alone does not necessarily guarantee positive psychological outcomes, because the quality of family relationships and the emotional climate within the family are also important considerations.

Conversely, adolescents from non-intact families may encounter different family experiences, including changes in family relationships, parental separation, divorce, or other forms of family disruption. Such circumstances may present additional emotional and psychological challenges. However, adolescents from non-intact families should not automatically be assumed to have low self-acceptance. Their psychological development may also be supported by other protective factors, such as positive relationships with parents, extended family members, peers, teachers, counselors, and other significant individuals in their social environment.

The findings of this study therefore provide a descriptive overview of adolescents' self-acceptance in relation to family intactness. The high level of overall self-acceptance observed among the participants, alongside the larger proportion of adolescents from intact families, suggests that family context is relevant to understanding adolescents' psychological development. However, because this study employed a descriptive design, the findings do not establish that family intactness causes or directly determines adolescents' self-acceptance. Rather, the results highlight the importance of considering family context as one of the contextual characteristics associated with adolescents' experiences of self-acceptance.

Overall, the findings demonstrate that the adolescents participating in this study generally possessed a high level of self-acceptance. They were able to recognize their personal strengths and limitations, perceive themselves as valuable individuals, and maintain confidence in their abilities. At the same time, several aspects of self-acceptance may still require further development, particularly in relation to maximizing personal potential and strengthening confidence. These findings emphasize the importance of supportive family and educational environments, as well as appropriate guidance and counseling services, in facilitating the continued development of adolescents' positive self-perceptions and psychological well-being.

Implications

The development of self-acceptance among adolescents has important implications for guidance and counseling services within educational settings. Counseling programs should provide adolescents with opportunities to develop self-awareness, recognize their strengths and limitations, strengthen self-confidence, and develop a realistic and positive perception of themselves. These efforts can be integrated into individual counseling, group counseling, group guidance, and psychoeducational activities that focus on emotional development, personal growth, and psychological well-being. Counselors should also consider the diverse family backgrounds of adolescents when designing and providing counseling services. Family intactness should not be used as the sole basis for determining an adolescent's psychological condition. Adolescents from both intact and non-intact families may have different psychological needs depending on the quality of family relationships, emotional support, communication patterns, parenting practices, and individual coping resources. Therefore, counselors need to approach each adolescent individually and avoid assumptions or labels based solely on family circumstances.

At the family level, parents and other significant family members are encouraged to create an environment characterized by acceptance, emotional availability, open communication, and constructive support. Adolescents need opportunities to express their thoughts and feelings without excessive fear of criticism or rejection. Providing appropriate appreciation, recognizing adolescents' efforts, and avoiding negative comparisons or labeling may help create an environment that facilitates healthy self-perception and psychological development. Schools can further support adolescents by strengthening collaboration between counselors, teachers, and parents. A supportive school environment can provide adolescents with opportunities to explore their potential, develop interpersonal competence, manage emotional challenges, and build confidence in their abilities. Schools may also develop preventive and developmental programs addressing self-acceptance, self-esteem, emotional regulation, resilience, and positive interpersonal relationships. From a research perspective, further studies are needed to explore the dynamics between family intactness and

adolescent self-acceptance using comparative, correlational, or longitudinal approaches. Future research may also consider other factors that may be relevant to self-acceptance, including parenting style, family functioning, social support, peer relationships, resilience, emotional regulation, and psychological well-being. Such research can provide a broader understanding of the individual and environmental conditions associated with the development of healthy self-acceptance during adolescence.

Conclusions

This study concludes that adolescents generally demonstrate a high level of self-acceptance. Most participants were able to recognize and accept their personal strengths and limitations, maintain confidence in their abilities, and develop a positive perception of themselves. The two dimensions of self-acceptance, namely unconditional self-acceptance and conditional self-acceptance, were also classified within the high category. In terms of family intactness, the majority of participants came from intact families, while the remainder came from non-intact families. The overall pattern provides a descriptive overview of adolescents' self-acceptance across different family backgrounds. However, family intactness should be understood as a contextual characteristic rather than a direct determinant of self-acceptance, particularly because this study employed a descriptive research design and did not examine causal relationships.

The results highlight the importance of maintaining and strengthening adolescents' self-acceptance through supportive guidance and counseling services, family support, and a positive educational environment. Future research is encouraged to employ comparative, correlational, or longitudinal approaches to further examine the relationship between family intactness and self-acceptance and to identify other individual and environmental factors that may contribute to the development of positive self-acceptance during adolescence.

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