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Growth Your Mindset to Increase Resilience in College Students

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Abstrak

Stres akademik dan tekanan psikologis paling sering dirasakan oleh mahasiswa. Salah satu faktornya adalah kemampuan resiliensi seseorang sangat dipengaruhi oleh pola pikir orang tersebut dalam melihat pengalaman dan kehidupannya. Penelitian ini bertujuan untuk menganalisis efektivitas pengaruh pelatihan growth your mindset terhadap peningkatan resiliensi siswa. Desain penelitian yang digunakan adalah pretest-posttest control group design. Subjek penelitian berjumlah 30 siswa yang terbagi menjadi 15 siswa pada kelompok eksperimen dan 15 siswa pada kelompok kontrol. Resiliensi siswa diukur dengan menggunakan skala resiliensi siswa. Analisis data menggunakan Wilcoxon dan Mann-Whitney U Test menggunakan Software SPSS 25 for Windows. Hasil analisis dengan menggunakan uji Wilcoxson yang membandingkan skor resiliensi siswa kelompok eksperimen antara sebelum dan sesudah pelatihan menunjukkan nilai Z = -2,901, p = 0,004 (p<0,05) artinya terdapat perbedaan skor resiliensi antara siswa sebelum dan sesudah diberikan perlakuan pelatihan growth your mindset, sehingga terdapat peningkatan yang signifikan pada resiliensi setelah diberikan perlakuan growth your mindset training. Hasil analisis dengan menggunakan Mann-Whitney U Test menunjukkan nilai Z = -3,744, p = 0,000 (p<0,05) artinya terdapat perbedaan tingkat resiliensi pada siswa antara kelompok eksperimen yang diberikan perlakuan growth your mindset training dan kelompok kontrol yang tidak diberikan growth your mindset training.

***Kata kunci*:** *Mengembangkan Pola Pikir, Resiliensi Pada Mahasiswa, Pelatihan.*

Abstract

Academic stress and psychological pressure is most often felt by students. One of the factor great factor is person's resilience ability that greatly influenced by the mindset of the person in seeing their experiences and life. This study aims to analyze the effectiveness of the influence of growth your mindset training to increase student resilience. The research design used was a pretest-posttest control group design. The research subjects were 30 students who were divided into 15 students in the experimental group and 15 students in the control group. Student resilience was measured using a student resilience scale. Data analysis used Wilcoxon and Mann-Whitney U Test using SPSS 25 Software for Windows. The results of the analysis using the Wilcoxson test which compared the resilience scores of students in the experimental group between before and after training showed a value of Z = -2.901, p = 0.004 (p <0.05) meaning that there were differences in resilience scores among students before and after being given the growth your mindset training treatment, so that there is a significant increase in resilience after being given the growth your mindset training treatment. The results of the analysis using the Mann-Whitney U Test showed a value of Z = -3.744, p = 0.000 (p <0.05) meaning that there were differences in the level of resilience in students between the experimental group that was given the growth your mindset training treatment and the control group that was not given the growth your mindset training treatment.

Keywords: Growth Your Mindset, Student Resilience, Training.

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1. INTRODUCTION

Education is one of the primary needs that exist in life to improve a person's quality of life and make humans better in the future (Malloy-Weir et al., 2016; Rahman et al., 2019). An individual has been in education for many years, during which they will process and grow through education. They go through various phases in education, ranging from childhood in elementary school, entry into adolescence through junior high school or high school to reaching adulthood to becoming a college student (Fatimah & Santiana, 2017; Taufan, 2022; Vidić, 2021). In education, higher education is considered important because it has a very large role in preparing for the world of work where there will be a lot of pressure and individual conflicts that cannot be avoided (Agung, 2018; Cohen et al., 2020; Rahiem, 2020). However, at the same time, adolescence is a time when individuals will experience a lot of

transition processes that cause changes both physically, psychologically, mentally, socio-culturally, and academically (Awofala & Blessing, 2014; Reyes & Torio, 2021; Sogunro, 2014). Not only that, but adolescents will also experience changes caused by universities such as the existence of different educational traits, differences between social relationships that occur and economic problems (Heong et al., 2011; Lampropoulos et al., 2019; Rohmah & Bukhori, 2020). According to previous study the increase in academic stress and psychological pressure is most often felt by students (Salim & Muhammad Fakhrurrozi, 2020). This makes it difficult for students to develop due to fatigue, depression, the amount of pressure and the lack of time to spend time with family and friends (Peper et al., 2021; Pittig et al., 2018). Because of the many changes and challenges that exist, making resilience is very important for students to be able to adapt and overcome all existing challenges, both in the world of lectures and daily life (Apriyanti et al., 2020; Gashaw, 2019; Vieira et al., 2019). With resilience, this will make it easier for students to be able to survive in the face of various pressures and rise and solve their problems. A person's resilience ability is greatly influenced by the mindset of the person in seeing their experiences and life (Harmoko, 2021; Ricchiardi & Emanuel, 2018). According to previous study *growth* mindset way of thinking will have better resilience than someone who has a *fixed mindset* way of thinking (Hui et al., 2021; Zhampeissova et al., 2020; Zhao et al., 2021). According to previous study *growth mindset* consists of beliefs about human abilities, that those beliefs are not fixed but can develop over time, and that those beliefs are described as influencing behavior (Dweck & Yeager, 2019). In addition, other result also revealed that *growth mindset* is defined as a belief that intelligence can be pursued and improved (Ng, 2018). Therefore, a developed mindset can influence many elements of an individual's life.

Self-resilience is a state of allowing an individual to endure stress or sadness, as well as not showing a persistent negative mood when a person's resilience increases, then it will be able to solve any problem, increase self-potential, be optimistic, courage and emotional maturity will be seen (Cassidy, 2015; Ricchiardi & Emanuel, 2018; Yada et al., 2021). In addition previous study also stated that with high resilience, of course, a person's life will be more prosperous, individuals who have good resilience can be influenced by strong beliefs to achieve it, if low confidence can make their performance erratic become unstable, while to achieve high resilience requires high confidence as well (Halim et al., 2021; Rusmana & Suprihatin, 2019). Therefore, the aim of this study is to analyze the effectiveness of the influence of growth your mindset training to increase student resilience.

2. METHODS

The research method used is a type of experimental quantitative research. Studies in which experimental groups are treated, tested, and measured or determined are different from non-experimental groups that are not treated (Ade‐Ojo et al., 2022; Madadizadeh, 2022). In this study, researchers used a group of a certain population as the subject of their research.

The sample that was used as a study was 30 students. The research subjects were divided into 15 experimental group students and 15 control group students. *Purposive* sampling method is a non-random sampling method by adjusting to the criteria of the study (Lenaini, 2021; Sugiyono, 2015). Thus, sampling in this experiment is determined by *purposive sampling*, which is a sampling technique based on criteria or considerations. The data collection method used in this study is a measurement tool or instrument. The research instrument used is the resilience scale. The data collection method used in this study used research measuring instrument of the Likert type scale form. The Likert scale is used to measure the attitudes, opinions, and perceptions of an individual or group of people about social phenomena. A scale arranged using a Likert form has four alternative answers. The

data analysis technique that researchers use to manage research data is to use normality test analysis. The normality test is used to find out whether in a regression model the residual values of the regression are distributed normally, besides the second technique is the homogeneity test used to see if several population variants are the same and the hypothesis test technique used in this study is the *Non-Parametric Wilcoxon Signed Rank Test* which evaluates the meaning of having a test *non-parametric* that measures significant differences between 2 sets of ordinal scales or paired intervals, but the distribution is abnormal.

3. RESULTS AND DISCUSSION

Results

Normality test

Normality test to see the storage of the observed frequency studied from the theoretical frequency. Test normality assumptions using analytical statistical techniques *Shapiro-Wilk* normality test because the subjects are less than 50. The rule used is that if $p > 0.05$ then the distribution is normal and if $p < 0.05$ then the distribution is abnormal. The result of normality test is show in Table 1.

Table 1. Normality Test Results

Group	Shiro-Wilk		
	Statistics	**Df**	**Sig.**
Experiment	0.668	15	0.000
Control	0.924	15	0.223

Base on Table 1 the results of the test of the assumption of normality of distribution to the resilience variable in students for the experimental group produced a value of $p = 0.000$ ($p < 0.05$) and in the control group produced a value of $p = 0.223$ ($p > 0.05$). The test results based on the rules showed that the distribution of the items of the resilience variable in the *pretest* section students in the experimental group was abnormal, while the control group was normal. Thus, based on the table above, data analysis is carried out non-parametrically.

Homogeneity test

The homogeneity test aims to show that two or more groups of sample data come from populations that have the same variance. In this study, homogeneity between the low group and the high group was tested, so that it was known that the data of the two groups were the same variance. The result of homogeneity test is show in Table 2.

Table 2. Homogeneity Test Results

Levene's Test for Equality of Variance	
Sig	Information
0.374	Homogeneous

Based on the Table 2, the calculation results in the experimental and control groups showed the pretest results $P = 0.374$ (> 0.05) which means it produced homogeneous results.

Hypothesis Test

The hypothesis in the study was to determine the difference in the level of resilience in students for the experimental group of Mulawarman University students before and after being given treatment in the form of *growth mindset training*. The result is show in Table 3.

Table 3. *Wilcoxon Test* Results

Group	z	Sig	*Mean Pretest-Posttest*		Information
Experiment	-2.901	0.0040.037	4.00	7.25	Significant
Control	-2.080		8.55	4.00	Insignificant

Based on the Table 3, in the *pretest* and *posttest* scores in the experimental group, a statistical calculation (Z) result of -2,901 was obtained with a significance value (2-tailed) of 0.004 ($p < 0.05$). This shows that H_1 is accepted and H_0 is rejected, which means that there is a difference in resilience scores in students before and after being given growth *mindset* training treatment, so there is a significant increase in work readiness after being given *growth mindset training* treatment. Meanwhile, in the *pretest* and *posttest* scores in the control group, statistical calculated results (Z) of -2,080 were obtained with a significance value (2-tailed) of 0.03704 ($p > 0.05$). This shows that there was no difference in the increase in resilience scores in students before and after in the control group that was not given *growth mindset training treatment.*

The second hypothesis in the study was to determine the difference in the level of resilience in students after (posttest) was given treatment in the form of *growth mindset training*, namely the experimental group and *the posttest* control group that was not given treatment. *Mann-Whitney U* test results is show in Table 4.

Table 4. *Mann-Whitney U Test* Results

Group	Z value	Sig	Information
Experiment-Control	-3.744	0.000	Significant

Based on Table 4, the *posttest* score in the experimental and control group obtained a calculated statistical result (Z) of -3,744 with a significance value (2-tailed) of 0.000 ($p < 0.05$). This shows that H_1 is accepted and H_0 is rejected, which means that there is a difference in the level of resilience in students between the experimental group that was given the growth mindset training treatment and the control group that was not given the *growth mindset training* treatment

Discussion

The hypothesis in this study is to determine the difference in student resilience between before and after *growth mindset* training in the experimental group of Mulawarman University students. Based on the hypothesis results using the Wilcoxon test, a statistical count (Z) = -2.901 with significance values (2-tailed) = 0.004 ($p < 0.05$) was obtained. The result shows that H1 is accepted and H0 is rejected which means that there is a difference in student resilience scores between before and after growth mindset training so that there is a significant increase in resilience after being given *growth mindset* training treatment. The increase in the mean score can be seen from the mean pretest value = 4.00 and the mean posttest = 7.25. This means that growth *mindset* training has proven effective in increasing resilience in Mulawarman University students. This is inversely proportional to the results obtained between pretest and posttest in the control group that obtained a calculated statistical result (Z) = -2,080 with a significance value (2-tailed) = 0.037 ($p > 0.05$). This shows that the control group that was not given treatment in the form of *growth mindset* training did not experience a difference in level or increase in resilience scores in students before (pretest) and after (posttest). The effective influence of growing a growth mindset to increase resilience in students is also supported by research conducted by previous study which found that with a growth mindset, individuals feel confident that they can solve the problems they

face, have hope for a brighter future, and believe that every pressure they face has a positive value (Edwina & Sembiring, 2022). Therefore, with this growing mindset, they are tough in overcoming various pressures in their lives. The result is also in accordance with what state by previous study, the mindset of an individual reflects attitudes, beliefs, and values that affect his ability to learn, make achievements, lead, and be able to contribute (Buchanan & Kern, 2017). In other words, a person who consciously has a desire to develop his mindset, the individual has also understood positively about his or her capacity.

The second hypothesis in the study was to determine the difference in the level of resilience in students after (posttest) was given treatment in the form of a *growth mindset* training, namely the experimental group and the posttest control group that was not given treatment. Based on the results of hypothesis analysis using the Mann-Whitney u test, posttest scores in the experimental and control groups obtained statistical results of count (Z) = -3,744 with significance values (2-tailed) = 0.000 ($p < 0.05$).

This shows that H1 is accepted and H0 is rejected, which means that there is a difference in the level of resilience between the experimental group that was given treatment in the form of *growth* mindset training and the control group that was not given growth mindset training (Gopalan et al., 2020; Yu et al., 2022). This means that growth *mindset* training has proven effective in increasing resilience in Mulawarman University students. This is like research that reveals that the more individuals have a *growth* mindset, the higher the degree of resilience, and vice versa, the more individuals have a fixed mindset, the lower the degree of resilience (Edwina & Sembiring, 2022). Based on the analytical data in the sub-chapter and the explanation above, it can be concluded that the *growth mindset* training treatment to increase resilience in students has proven effective. In addition, there are time limitations in *growth mindset* training, namely an optimal training that can be carried out from 3 to 5 meetings and there is no follow-up so that trainers cannot monitor how long the effectiveness of this training can last on the participants.

4. CONCLUSION

Based on the research that has been carried out, it was found that there was an increase in resilience after the implementation of *growth mindset* training/interventions for the experimental group. On the other hand, there was no increase in resilience to the control group that was not given an intervention or *treatment growth mindset.* For research subjects, hope in the future for research subjects to continue to be able to develop a *growth mindset* way of thinking to be able to strengthen resilience in facing all problems, not only when in college but when in the world of work as well. For subsequent researchers for further research, it should be able to examine more broadly related to the influence of *the growth mindset* and also be able to examine more broadly related to what things can affect and strengthen resilience.

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