



The Relationship of the Teachers' Growth Mindset to the Students' Mutual Cooperation Character in Primary School

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Abstrak

Mindset guru akan memengaruhi strategi pembelajaran seperti perancangan atau pelaksanaan pembelajaran. Selanjutnya, strategi yang dibuat guru akan memengaruhi perkembangan karakter siswa. Penelitian ini dilatarbelakangi oleh belum adanya penelitian lain yang membahas mengenai hubungan growth mindset guru sekolah dasar terhadap karakter gotong royong siswa sekolah dasar. Penelitian ini bertujuan untuk mendeskripsikan profil growth mindset guru sekolah dasar dan menemukan hubungan antara growth mindset guru sekolah dasar terhadap karakter gotong royong siswa. Penelitian berjenis *ex post facto* desain korelasional, melibatkan 30 guru sekolah dasar sebagai subjek penelitian. Data dikumpulkan melalui metode non-tes, instrumen berupa angket dan lembar checklist. Analisis data dilakukan secara deskriptif kuantitatif dan teknik analisis regresi satu prediktor. Hasil penelitian menunjukkan sebagian besar guru memiliki growth mindset with some fixed ideas. Diperoleh juga koefisien korelasi 0.769, artinya terdapat hubungan yang kuat dan searah antara growth mindset guru sekolah dasar terhadap karakter gotong royong siswa. Implikasi penelitian ini adalah dapat diadakan lebih banyak pelatihan untuk membentuk growth mindset guru, agar dapat lebih banyak mengambil peran dalam peningkatan karakter gotong royong siswa.

Kata Kunci: Growth Mindset, Gotong Royong, Sekolah Dasar

Abstract

The teacher's mindset will influence learning strategies such as designing or implementing learning. Furthermore, the strategies created by teachers will influence student character development. This research is motivated by the absence of other research that discusses the relationship between elementary school teachers' growth mindset and the cooperation character of elementary school students. This research aims to describe the growth mindset profile of elementary school teachers and find the relationship between elementary school teachers' growth mindset and students' cooperation character. The research was an *ex post facto* correlational design involving 30 elementary school teachers as research subjects. Data was collected through non-test methods, using questionnaires and checklist sheets. Data analysis used quantitative descriptive and single predictor regression analysis techniques. The research results show that most teachers have a growth mindset with some fixed ideas. A correlation coefficient of 0.769 was also obtained, meaning there is a strong and unidirectional relationship between the growth mindset of elementary school teachers and the students' cooperative character. This research implies that more training can be held to shape the growth mindset of teachers so that they can take more of a role in improving students' cooperative character.

Keywords: Growth Mindset, Cooperation, School Mover

1. INTRODUCTION

School Mover is a program designed to produce lifelong learners with the spirit of Pancasila students (Rahayu et al., 2022; Sadieda et al., 2022). Through school movers, teachers, and principals will receive intensive training and mentoring to improve school human resources [OBJ]. Forms of training such as workshops or coaching are aimed at enabling teachers to optimize their competencies [OBJ]. With the training and mentoring that school movers receive, the government hopes teachers' mindsets can be more developed than schools in general. Mindset is the most important part of human life. Each person's mindset is the root of change (Rahmania, 2021; Sayyidi & Sidiq, 2020). Mindset is also said to play an important role in a person's achievement and motivation (Dweck, 2015; Betsy, 2018). A person's behavior is also motivated by their mindset (S. H. Pratiwi, 2021; Yeager et al., 2019; Zhao et al., 2018). In general, mindsets are divided into two: a growth mindset, which

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consists of a strong growth mindset, and a growth mindset with some fixed ideas. Then, there is a fixed mindset, which consists of a strong and fixed mindset with some growth ideas (Mesler et al., 2021; Rhew et al., 2018). A growth mindset can make someone more flexible and open to suggestions and criticism (M. Pratiwi et al., 2020; Wahidah et al., 2021). Meanwhile, a fixed mindset makes a person more withdrawn and difficult to develop (Putri et al., 2023; Wahidah & Royanto, 2019). Mindset is essential in determining teacher professionalism (Saputra et al., 2023; Yudha, 2022b). Teachers with a growth mindset can increase learning effectiveness (Faiz & Faridah, 2022; Iskandar, 2018).

The teacher's mindset will influence learning strategies such as designing or implementing learning. Furthermore, the strategies the teacher creates will influence student character development (Nuryasana & Desiningrum, 2020; Sormin & Rangkuti, 2018). Teachers are the closest figures to students; teachers' mindsets will influence students' social character (Rosyid, 2021b; Yudha, 2022a). Cooperation is one of the social characteristics that can be influenced and must be possessed by students. The character of cooperation describes an attitude of voluntary cooperation between one person and another (Hasudungan & Abidin, 2020; Solissa et al., 2024). This character is very similar to that of the Indonesian nation; even Indonesia's independence cannot be separated from the cooperative attitude of the Indonesian people. Therefore, cooperation must be preserved in every element of society as the identity of the Indonesian nation (T. Lestari et al., 2023; Sinaga et al., 2022). Through cooperation, students will realize that every job is easy if done together (Irawati et al., 2022; Sulastri et al., 2022).

However, in reality, various problems hinder strengthening of the character of cooperation in schools. Based on observations and interviews conducted in four elementary schools in Tejakula District, several problems resulted in the degradation of the character of cooperation. Similar things are also presented in the study (Aryani, 2021), which shows the low character of cooperation as indicated by a decreased attitude of caring for others. The weakening of the practice of Pancasila values in students' lives causes this. The same situation also occurs in SD Pacar Keling 1 Surabaya, where students behave individually and like to choose friends (Hardianti, et al., 2021). The decreasing spirit of cooperation and reluctance to communicate also occurred at SDN Jemur Wonosari I. The decrease in the spirit of cooperation was caused by laziness, changes in lifestyle due to technology, and a high sense of egoism (Mery, et al., 2022).

There needs to be more balance between the cooperation of students expected by the government and the reality in the field. The character of cooperation possessed by students is still in the low category and needs to match the dimension of cooperation in the Pancasila Student profile. Teachers are the main mentors in handling efforts to form student character (Hulu, 2021; Shobihah & Walidah, 2021). The teacher's role will affect students' learning outcomes or character. The teacher's learning process will affect student character development, such as cooperation, social care, responsibility, discipline, and respect for the opinions of others (Hindriana et al., 2023; Septu et al., 2022). Some of these characters are part of the key elements of cooperation. In addition, learning designed and implemented by teachers will also affect the development of students' caring attitudes (Anggraini et al., 2022; Fajar & Putra, 2021).

Most existing research only focuses on the effectiveness of mindset development or on factors that influence the development of the cooperation character of elementary school students. No research specifically describes data on the growth mindset of elementary school teachers and reveals the relationship between the growth mindset of elementary school teachers and the cooperation character of elementary school students. In fact, with the training or mentoring they receive, elementary school teachers can strengthen their growth mindset. The more developed the mindset of teachers, the more developed their quality in

compiling learning activities. Teachers with a growth mindset will make learning more creative and innovative to strengthen students' 4Cs, including collaboration (Iskandar, 2018; Kodrat, 2019). This collaboration is expected to increase the character of cooperation among students. Meanwhile, teachers with a fixed mindset will make learning monotonous, resulting in low student learning outcomes (Putri et al., 2023; Rusyiana & Marpaung, 2023).

The novelty of this study is significant in the context of education in Indonesia, especially in exploring the relationship between the growth mindset of elementary school teachers and the character of cooperation of students. Unlike previous studies that focused more on the effectiveness of mindset development or factors that influence the character of cooperation of students in general, this study specifically describes the profile of the growth mindset of elementary school teachers. It reveals the relationship between the growth mindset and the character of cooperation of students. With an ex post facto approach, this study offers a new perspective that not only identifies the mindset of teachers but also how this mindset influences learning strategies and, ultimately, the social character of students. This study is expected to be the basis for new theories related to the factors that influence the character of cooperation of students and become important parameters in the development of teacher competence and mindset in the future, enriching academic literature and educational practices in Indonesia.

Based on this, it is necessary to conduct ex post facto research to describe the growth mindset profile of elementary school teachers without any direct treatment in the field. Research is also needed to reveal the relationship between the growth mindset of elementary school teachers and the cooperation character of elementary school students. The results of this study are expected to be the basis for discovering new theories regarding the factors that influence the cooperation character of elementary school students. In addition, this study can also be a parameter for the development of teacher mindsets and parameters for the development of competencies possessed by teachers.

2. METHODS

This research is an ex post facto research with a correlational research design. Ex post facto research aims to examine the causal relationship in the field without any treatment of the variables studied (Setyawan & Simbolon, 2018; Zuldesiah et al., 2021). The existence of a causal relationship is based on a theoretical study that a certain variable influences a variable. This study uses a non-test data collection method with instruments like questionnaires and checklist sheets. The questionnaire in this study adopted the mindset quiz instrument compiled by Carol Dweck. The instrument is a closed questionnaire with a Likert scale model containing twenty positive and negative statements. The content in the questionnaire instrument relates to aspects of the growth mindset assessment, including 1) Intelligence, talent, and character can be developed; 2) Challenges, difficulties, and failures for self-development; 3) Effort and hard work are part of success; and 4) Criticism and input from others are bait for success. The questionnaire includes answer choices with the categories Strongly Agree (SS), Agree (S), Disagree (TS), and Strongly Disagree (STS). Before being used, the questionnaire was translated into Indonesian using the back translation method to check for changes in sentence structure that refer to Indonesian grammar. A linguist then validated the translated questionnaire to check the validity and suitability of the instrument for use in measuring the growth mindset of teachers in elementary schools. The results of the validation by language experts show that the questionnaire is suitable for teachers. After the data is collected, the next step is to categorize the types of mindsets that are adjusted to the range of points in the mindset quiz by Carol Dweck. The categorization of

mindsets, according to Carol Dweck, which is adjusted to the range of points, can be presented in Table 1.

Table 1. Categorization of Mindset Types by Carol Dweck

Range of Point	Types of Mindset	Specific
45-60	Growth Mindset	Strong growth mindset
34-44		Growth mindset with some fixed ideas
21-33	Fixed Mindset	Fixed mindset with some growth ideas
0-20		Strong fixed mindset

In addition to the questionnaire to measure the growth mindset of teachers, this study also used a checklist sheet. The checklist sheet is used by teachers in each class to measure students' character of cooperation. The checklist sheet contains three key elements or aspects of cooperation: collaboration, caring, and sharing. These three aspects have been adjusted to the Pancasila Student Profile. Furthermore, these aspects are reduced to 10 statements that can represent each aspect. The checklist sheet in this study contains yes or no answer choices so that teachers can choose one answer according to the observed student behavior. Before being used, the checklist sheet goes through a validity test stage to determine whether this instrument is valid for measuring research variables. The validity test in this study was carried out using Aiken's V validity. Two experts carried out the test, with a validity coefficient 1.00, indicating that the measuring instrument is in the very valid category. In addition, this instrument also goes through a reliability test stage to determine whether the instrument created has been consistent in measuring research variables. The reliability test in this study was carried out with inter-rater reliability analysis: Cohen Kappa. The results of the reliability coefficient show a value of $K = 1$, which presents that the measuring instrument is in the very reliable category. The grid of the cooperation character checklist sheet instrument can be presented in Table 2.

Table 2. Grid of Cooperation Character Instruments

Aspect	Indicator
1 Collaboration	The habit of working together in completing group tasks The ability to communicate between group members Understanding the existence of positive dependency between group members The habit of carrying out social coordination during group work
2 Care	Responsiveness to differences of opinion when completing group assignments Understanding of social perceptions around
3 Share	Ability to share in completing group assignments

The data analysis technique in this study was carried out by quantitative descriptive analysis using SPSS and Microsoft Excel programs. A descriptive analysis was carried out to test the generalization of the research results obtained from the sample. Providing descriptions and data categories was done to divide the growth mindset of teachers and the character of cooperation of students. Furthermore, a prerequisite data analysis test was carried out by conducting a normality test of data distribution and a linearity test. If the prerequisite test has been met, hypothesis testing is continued. In this study, hypothesis testing was carried out using a single predictor regression analysis technique.

3. RESULTS AND DISCUSSION

Results

The results of this study are based on the analysis of growth mindset data of elementary school teachers in Tejakula District, totaling 30 teachers. The results showed that 28 teachers, or 93.3%, had a growth mindset with some fixed ideas. Meanwhile, two teachers, or around 6.7%, showed a strong growth mindset. Teachers included in the growth mindset with some fixed ideas category show that although their mindset has developed, they can show some aspects of a fixed mindset in certain situations. However, in general, these teachers have shown a growth mindset.

On the other hand, teachers who are included in the strong growth mindset category show that overall mindset, they have fulfilled the aspects of a growing mindset, including 1) intelligence, talent, and character can be developed, 2) challenges, difficulties, and failures for self-development, 3) effort and hard work are part of success, and 4) criticism and input from others are bait for success. Teachers with this mindset always show results based on the growth mindset. In any situation, teachers with a strong growth mindset always have thoughts that refer to the growth mindset aspect. Based on the analysis of the growth mindset questionnaire data of elementary school teachers and the cooperation character of elementary school students in Tejakula District, the results of the descriptive analysis were obtained and presented in [Table 3](#).

Table 3. Description of Teacher Mindset data

Analysis Results	Teacher Growth Mindset	The Character of Student Mutual Cooperation
Average	3.8	9.3
Standard Deviation	3.4	0.5
Variance	11.6	0.3
Minimum Score	34	8.0
Maximum Score	47	10.0
Mode	36	10.0
Median	37	9.5

The average growth mindset of teachers is 3.8, with a maximum score of 47. This average shows that the growth mindset condition of elementary school teachers in the Tejakula District is in a good category. In addition, the average character of cooperation of students is 9.3, with a maximum score of 10. This means that the cooperation condition of elementary school students in the Tejakula District is also included in the good category. Overall, both variables are in good condition.

Furthermore, a prerequisite test is needed: a normality test and a linearity test. The normality test is intended to determine whether the sample from the population has been normally distributed. In this study, the normality test was carried out using the Standard Error test of the estimate. The normality test results showed that the L value of the data table for the teacher growth mindset variable (X) and the student cooperation character (Y) is 0.177, and the calculated L is 0.018. This shows that the calculated L value is smaller than the L table value. Thus, the normal assumption is met. Next, a linearity test is needed to determine whether the two variables have a linear relationship. The linearity test in this study used the Test of Linearity statistical technique with the help of the SPSS program. The results of the linearity test showed that the price of the p-value deviation from linearity was 0.619. So, it is known that the price of the p-value is greater than 0.05, so it shows a linear relationship between the growth mindset variable of elementary school teachers and the cooperation

character of elementary school students in Tejakula District. After the prerequisite analysis test was carried out, a hypothesis test was conducted using a single predictor regression analysis technique with the help of the SPSS program. The results of the hypothesis test showed that the price of the p-value obtained was 0.000, which is smaller than 0.05. This shows that H_0 is rejected and H_1 is accepted. So, it is known that there is a significant relationship between the growth mindset of elementary school teachers and the cooperative character of elementary school students in the Tejakula District. In addition to the hypothesis test results, it is also known that the Pearson correlation value of the two variables is 0.769. The large Pearson correlation value indicates a strong and unidirectional correlation between the growth mindset of elementary school teachers and the cooperation character of elementary school students. After finding the hypothesis test results, a determination coefficient test was conducted to evaluate and project the extent to which the independent variables significantly contribute to or influence the dependent variable. The determination coefficient test in this study also used SPSS 25 for Windows. The results of the determination coefficient test showed that the R square value of 0.592 was greater than the R table of 0.361 at a significance level of 5% with a sample size of 30 people.

Furthermore, the determination coefficient value of 0.592 indicates that the teacher's growth mindset can explain as much as 59.2% of the variation in student cooperation. The remaining 40.8% is influenced by other factors not included in this study. Thus, it can be concluded that the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_1) is accepted. These results indicate that "There is a significant and positive relationship between the growth mindset of teachers in elementary schools and the cooperation character of elementary school students in Tejakula District."

Discussion

This study concluded that most elementary school teachers in Tejakula District have a growth mindset with some elements of a fixed mindset. In contrast, only a small number have a strong growth mindset. The teacher's mindset is proven to have a strong and unidirectional relationship with students' cooperation character, as indicated by a correlation coefficient of 0.769. Approximately 59.2% of the variation in students' cooperation character can be explained by the teacher's growth mindset, while other factors influence the rest. This study also confirms that improving the growth mindset in teachers can be achieved through intensive training and mentoring programs, such as those carried out in the school mover program. Although this study is limited to one sub-district, these findings provide important insights for developing more effective education policies and teacher training programs. Strengthening the teacher's growth mindset is hoped to improve the quality of education and strengthen the student's cooperation character. The results of this study can be a reference for policymakers in designing interventions that support teacher professional development and encourage the creation of an innovative and collaborative learning environment.

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4. CONCLUSION

From the study, most elementary school teachers in Tejakula District have a growth mindset with some elements of a fixed mindset, while only a small number have a strong growth mindset. The teacher's mindset is proven to have a strong and unidirectional relationship with the character of cooperation of students, as indicated by a correlation coefficient of 0.769. Approximately 59.2% of the variation in the character of cooperation of students can be explained by the teacher's growth mindset, while other factors influence the rest. This study also confirms that increasing the growth mindset of teachers can be achieved through intensive training and mentoring programs, such as those carried out in the school mover program. Although this study is limited to one sub-district, these findings provide important insights for developing more effective education policies and teacher training programs. Strengthening the growth mindset of teachers is hoped to improve the quality of education and strengthen the character of cooperation among students. The results of this study can be a reference for policymakers in designing interventions that support teacher professional development and encourage the creation of an innovative and collaborative learning environment.

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