The Relationship between Mindset and Reading Literacy Ability of Elementary School Students

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A B S T R A K

Kebiasaan membaca pada masyarakat Indonesia belum berkembang dengan baik. Selain itu pembelajaran yang dilaksanakan saat ini juga belum mampu mengembangkan kemampuan membaca secara efektif dan efisien. Tujuan penelitian ini yaitu menganalisis Hubungan Mindset terhadap Literasi Membaca pada Peserta Didik Kelas V SD. Jenis penelitian ini yaitu korelasi. Rancangan penelitian ini yaitu kuantitatif dengan metode penelitian korelasional. Populasi dalam penelitian ini adalah seluruh siswa kelas V SD yang keseluruhannya berjumlah 79 siswa. Sampel penelitian berjumlah 55 siswa. Metode pengumpulan data yang digunakan yaitu metode nontes dan tes. Instrument yang digunakan dalam mengumpulkan data yaitu angket dan tes literasi membaca. Teknik analisis data yang digunakan yaitu deskriptif kuantitatif dan statistic inferensial. Hasil penelitian yaitu hasil pengujian hipotesis I, diperoleh rhitung 0,757 > rtabel 0,266 maka H0 ditolak yang berarti signifikan. Hasil pengujian Hipotesis II, rhitung 0,434 > rtabel 0,266 maka H0 ditolak yang berarti signifikan. Hasil pengujian Hipotesis III rhitung 0,789 > rtabel 0,266 maka H0 ditolak yang berarti signifikan. Sehingga Growth mindset memiliki hubungan dengan literasi membaca peserta didik kelas V SD. Fixed mindset juga memiliki hubungan yang positif terhadap literasi membaca peserta didik. Disimpulkan bahwa terdapat hubungan yang cukup signifikan secara bersama-sama antara mindset dengan literasi membaca.

A B S T R A C T

Reading habits in Indonesian society have not developed well. In addition, the learning is carried out at this time has not been able to develop reading skills effectively and efficiently. This study aimed to analyze the mindset relationship to reading literacy ability in fifth grade elementary school students. This type of research is a correlation. The design of this research is quantitative with correlational research methods. The population in this study were all fifth-grade elementary school students, totaling 79 students. The research sample amounted to 55 students. Data collection methods used are non-test and test methods. The instrument used in collecting data are a questionnaire and reading literacy test. Data analysis techniques used are descriptive quantitative, and statistical inferential. The study results are the results of the testing hypothesis I, obtained rcount 0.757 > rtable 0.266 then H0 is rejected, which means it is significant. Hypothesis II test results, rcount 0.434 > rtable 0.266 then H0 is rejected, which means it is significant. So that the Growth mindset has a relationship with the reading literacy ability of fifth-grade elementary school students. A fixed mindset also positively impacts students' reading literacy skills. It was concluded that there was a significant correlation between mindset and reading literacy ability.

1. INTRODUCTION

Education is an indicator that must be considered carefully because it is a process of transforming knowledge and skills when attending education. Education is the sector that will improve the quality of human resources for national development (Antari et al., 2019; Ediyanto et al., 2020; Sahagun et al., 2021; Xiong et al., 2020). The existence of quality human resources makes a country advanced in various fields and can compete with the global. Education has a goal and a role in preparing competent human resources and being able to compete in the revolutionary era (de Wit & Altbach, 2020; Flores, 2018). In developing

quality human resources, it is necessary to improve the quality of education from various aspects. One aspect that has an important role as a benchmark for education is literacy skills (McDougall et al., 2018; Tomczyk, 2020). Literacy can be interpreted as literacy skills and the ability to read and write (Milenkova & Lendzhova, 2021). Literacy is the ability to use language and various images to write, read, listen, see, speak, present, and think critically (Klomsri & Tedre, 2016; Shao & Purpur, 2016). Literacy is also said to be a real skill, which is necessary because it is a basic ability that students must have. Mastery of literacy in various fields of science is needed (Majid et al., 2020; Ross et al., 2016; Rubini et al., 2018). Literacy can be said as an activity of interpreting a form of knowledge that will build humans to have broad knowledge. There are 6 basic literacy that must be mastered but one of the initial literacy that must be mastered by students is reading and writing literacy. Literacy is the knowledge of reading, searching, writing, processing, tracing and understanding information, responding to analyzing and using written texts in developing an understanding and participating in the social environment (Hasanah, 2018; Sari, 2020). Reading literacy can be interpreted as a process of interpreting what is conveyed by the author so as to bring experience to students in reading a text so as to create something meaningful in learning (Mutji & Suoth, 2021; Suandewi et al., 2019). Literacy to read and write is one of the 21st century skills that students must master at every level of education. Reading is an initial skill that students must have because through reading students will find new knowledge (Rou & Yunus, 2020; Segundo Marcos et al., 2020). Students can gain new knowledge or experience through reading activities, so a reading culture must be developed from an early age (Aziz, 2019; Zarić et al., 2021). This reading ability allows students to acquire the knowledge and skills needed in life that will support student success in school (Aydoğan & Akbarov, 2014).

However, reading habits in Indonesian society have not been well developed. In addition, the current learning has not been able to develop reading skills effectively and efficiently (Apriliani & Radia, 2020; Balan et al., 2019; Herlinda, 2014). Many students think that reading is an activity that makes students bored and bored, which in turn makes them lazy to understand what they read (Herliana & Anugraheni, 2020; Ika Febriandari, 2019). The tendency of students to obtain information through speech is still the main thing rather than through reading. Based on the results of international research, it was also found that the literacy skills of Indonesian students are still relatively low (Jayanti et al., 2017; Pertiwi et al., 2018). The findings of research conducted by PIRLS also state that the ability of elementary school students to read, Indonesia ranks 45th out of 48 countries (Hidayat, et al., 2018). In addition, based on the results of observations made at SD Negeri 1, 2 and 3 Sambangan regarding the obstacles to reading literacy during Covid-19, it was found that during the Covid 19 pandemic reading literacy activities could not be carried out optimally because learning was carried out online, so teachers could not monitor overall student literacy activities. This causes the reading literacy skills of grade 5 to be still low and some students are not even fluent in reading. This can be seen after the face-to-face learning activities show that the implementation of some students is not fluent in reading. Reading skill is a receptive written language skill that must be possessed by elementary school students in order to be able to communicate in writing. This skill must be mastered by all students because it can support student success during the learning process (Fitri & Afnita, 2020; Halawa et al., 2020). The purpose of reading activities is to know the contents of the reading and understand it so as to gain new knowledge (Widyowati et al., 2020; Windrawati et al., 2020). Reading comprehension is a type of intensive reading. Reading comprehension is the process of understanding the message conveyed by the author to the reader. Reading comprehension will reveal the existing schemes in his memory and let new information enter and become part of knowledge (Amil et al., 2021; Gogahu & Prasetyo, 2020). Reading is not an easy learning activity.

There are several factors that will influence a child's success in reading. These factors can be identified because students, teachers, environmental conditions, learning materials, and techniques in learning a lesson (Apriliani & Radia, 2020; Astuti & Istiarini, 2020). Among these factors, one of the factors that plays an important role in supporting the success of children reading is the mindset of students. When students face a difficult transition, students perceive it as a threat. The transition will threaten and reveal student deficiencies so that students think of themselves as losers (Kwok & Fang, 2022; Sahagun et al., 2021). This is what makes students try or try to get what they learn at school. Some people also still think that intelligence is innate. However, previous research stated that brain capacity can still be developed and one of the factors that influence a person's thinking is mindset (Kim et al., 2022; Zhao et al., 2021). There are two types of mindset that can affect the mindset of students. The fixed mindset is the belief that human nature is permanent and cannot be changed, while the growth mindset is the belief that human nature can be shaped and changed (Lewis et al., 2020; Neupokoeva et al., 2021). Previous findings state that a person with a fixed mindset will be busy proving and validating himself that their intelligence is fixed so that they tend to be negative towards failure (Buenconsejo & Datu, 2020; Kismiantini et al., 2021). Other findings state that someone with a growth mindset will display

more adaptive behavior to a challenge and assume that intelligence can be increased through effort (Burnette et al., 2020; Muenks et al., 2021). Other research also states that reading ability is an ability that can be honed and can be improved through fun learning activities and according to student characteristics (Öztürk et al., 2020; Syakur & Azis, 2020). There is no study regarding the Relationship between Mindset and Reading Literacy in Class V Elementary School Students. The purpose of this research is to analyze the Relationship between Mindset and Reading Literacy in Class V Elementary School Students in Sambangan Village. It is hoped that the good mindset possessed by students can influence reading literacy in students.

2. METHOD

This type of research is correlation. The design of this research is quantitative with correlational research methods. This research was conducted in class V of SD in Sambangan Village, Sukasada District, for the 2021/2022 academic year. The number of schools in Sambangan Village consists of 3 schools, including SD Negeri 1 Sambangan, SD Negeri 2 Sambangan, and SD Negeri 3 Sambangan. The population in this study were all fifth grade elementary school students, totaling 79 students. After knowing the population in class V SD in Sambangan Village, the next step is to determine the research sample using the census method. A total of 24 students were used as instruments trial objects and the remaining 55 students were used as research samples. The data collection method used in class V SD in Sambangan Village, Sukasada District, namely the non-test and test methods. The non-tes method used is in the form of a mindset questionnaire while the test method used is a reading literacy test. The instruments used in collecting data were questionnaires and test sheets, the grids are presented in Table 1 and Table 2.

Table 1. Reading Literacy Test Grid

No	Aspect	Indicators	Number Items
1	Focus on explicit information	1. Looking for specific ideas	2
		2. Identify the setting of a story, place, time	1
		3. Finding information on images (Infographics)	2
2	Make direct inferences	1. Identify generalizations in the text	1
		2. Summarize the attitude of the characters in the story	2
		3. Determine the character referred to in the pronoun	1
		4. Determine the character's feelings	1
3	Interpretation and integration of ideas and information	1. Determine the overall theme or message	1
		2. Contrast or compare the information in the text	1
4	Examine and evaluate content, language, and textual elements	1. Assess the completeness or clarity of information in the text	1

Table 2. Student Mindset Questionnaire Grids

Dimension	Indicators	Number Item
Beliefs about intelligence, talents, and traits	1. Able to respond positively in all situations.	2
	2. Having confidence that self-ability can develop.	1
Beliefs about the impact of business on self-development	3. Determination and hard work will provide a very broad opportunity for self-development.	3
Confidence in criticism and input received from others	4. Able to accept criticism and input from others.	4
	5. Show mutual respect for criticism and input given by others.	5
Belief in challenges, difficulties and failures	1. Have the courage to accept challenges.	6
	2. Enthusiasm and always enthusiastic in learning.	7
	3. Have a high curiosity and do not easily give up when encountering difficulties.	8
	4. Have fear when given a challenge.	9
Beliefs about intelligence, talent, and character	1. Having the belief that everyone is born with their own talents.	10

Dimension	Indicators	Number Item
Belief in challenges, difficulties, and failures	2. Have an avoidant attitude when faced with difficulties.	11
Beliefs about the impact of effort on self-development.	3. Responding to the determination and effort that is done will not be able to bring success.	12
Beliefs about intelligence, talents, and traits	1. Have the belief that one's abilities and character are limited.	13
Confidence in criticism and input received from others	2. Criticism and input given by others will not help to cross the limits of one's abilities.	14
	3. Having the belief that criticism and other people's input is not needed in self-development.	15

Content validity was carried out to several experts/judgment experts to validate the instruments that had been made and field validity was carried out to students who were not research samples. The results of the opinions of these experts were processed using the content validity index (CVI). In processing field validity data, the help of the Microsoft Excel 2019 application is used to make it easier to find out the feasibility of the instrument. The data analysis technique used is descriptive quantitative and inferential statistics. Quantitative descriptive analysis was used to describe and describe the mindset data and students' reading literacy skills based on the score/average value. Inferential statistics are used to analyze the relationship between mindset and reading literacy.

3. RESULT AND DISCUSSION
Result

In this study, a descriptive analysis test was carried out in order to get an overview of the characteristics of the distribution of each variable, in this case the researcher presented a data description of the X1 growth mindset variable, the X2 fixed mindset variable, and the Y variable the reading literacy of students with the average distribution, standard deviation, variance, lowest score, highest score, and range. The number of respondents in this study amounted to 55 respondents. In this study, students' reading literacy was obtained by distributing reading literacy tests to respondents. The results of data analysis are presented in Figure 1.
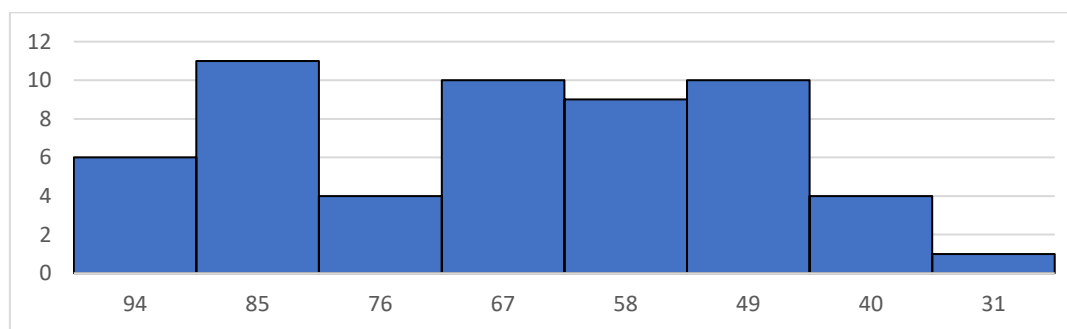

Figure 1. Reading Literacy Histogram Graph

Based on Figure 1, it shows that the reading literacy skills of students have a minimum score of 33, and a maximum score of 92 so that a range value is obtained, which is 60. It is known that the scores for reading literacy skills are mostly in the interval 81 – 89. The score categories for students' reading literacy abilities are presented in Table 3.

Table 3. Categories of Students' Reading Literacy Ability Scores

Students' Reading Literacy Ability			
Interval	Category	Fo	Percentage (%)
$77.24 < X \leq 91.99$	Very good	17	30.92%
$67.41 < X \leq 77.24$	Good	14	25.45%
$57.59 < X \leq 67.41$	Medium	9	16.36%
$47.76 < X \leq 57.59$	Poor	10	18.18%
$33.01 < X \leq 47.76$	Very Poor	5	9.09%

Based on the results of the data analysis shown in Table 3, the students' reading literacy score of 30.92% is in the very good category, 25.45% is in the good category, 16.36% is in the sufficient category, 18, 18% are in the poor category, and as much as 9.09% are in the very poor category. The growth mindset data description presents the average, standard deviation, variance, maximum score, minimum score, and range. This data description was made with the help of the SPSS 20.0 For Windows program. The results are presented in Figure 2.
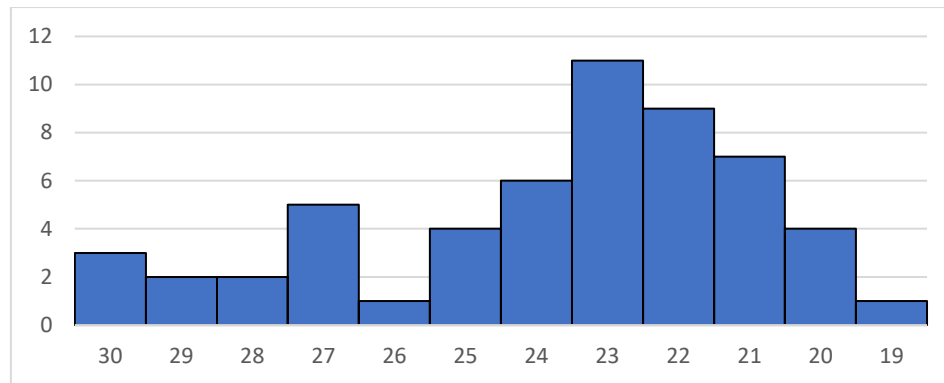

Figure 2. Growth Mindset Histogram Graph

Based on Figure 2, the results of data analysis show that the growth mindset score has a minimum score of 19, and a maximum score of 30, so that the range of data above the score is 12. The growth mindset ability score categories of students are presented in Table 4.

Table 4. Categories of Students' Growth Mindset Ability Scores

Category Score Growth Mindset of Learners			
Growth mindset			
Interval	Category	Fo	Percentage (%)
27.24 < X ≤ 29.99	Very Good	7	12.73%
25.41 < X ≤ 27.24	Good	6	10.91%
23.59 < X ≤ 25.41	Medium	21	38.18%
21.76 < X ≤ 23.59	Poor	16	29.09%
19.01 < X ≤ 21.76	Very Poor	5	9.09%

Based on Table 4, the results of data analysis found that the growth mindset score of students was 12.73% in the very good category, 10.91% in the good category, 38.18% in the moderate category, 29.09% in the lacking, and as much as 9.09% are in the very poor category, results.
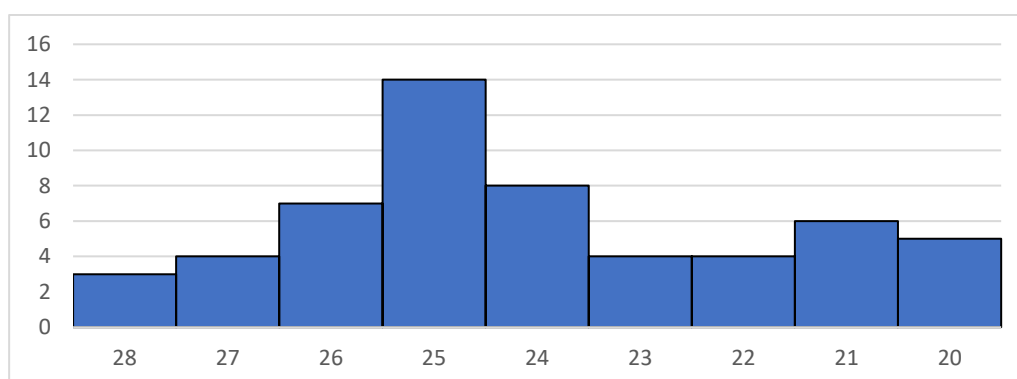

Figure 3. Fixed Mindset Histogram Graph

The description of the fixed mindset data presents the average, standard deviation, variance, maximum score, minimum score, and range. The description of this data was made with the help of the Microsoft Excel 2019 program. The results of the data analysis show that the fixed mindset score has a

minimum score of 20, and a maximum score of 28, so that the range of data above the score is 9. The results of the analysis of the fixed mindset percentage score, namely Fr 100%, are presented in Figure 3.

The results of the data analysis in Figure 3 show that the students' fixed mindset score of 12.73% is in the very good category, 12.73% is in the good category, 40% is in the sufficient category, 14.54% is in the poor category, and as many as 20% are in the very poor category. Next, a prerequisite analysis test was carried out. Based on the results of data analysis, a significance level of 5% in the table with dk = 55 – 1 = 54, the table Chi-Square is 72.15 and the calculated Chi-Square is 32.55 so it can be concluded that 2count (32.55) < 2table (72.15). Based on this, it can be concluded that students' reading literacy is normally distributed. The results of data analysis, a significance level of 5% in the table with dk = 55 – 1 = 54, obtained a table Chi-Square of 72.15 and a calculated Chi-Square of 14.85 so it can be concluded that 2count (14.85) < 2table (72.15). Based on this, it can be concluded that the growth mindset is normally distributed. The results of data analysis, a significance level of 5% in the table with dk = 55 – 1 = 54, obtained a table Chi-Square of 72.15 and a calculated Chi-Square of 12.86 so it can be concluded that 2count (12.86) < 2table (72.15). Based on this, it can be concluded that the fixed mindset is normally distributed.

The linearity test is the second prerequisite test which aims to determine the form of the relationship between the independent variable and the dependent variable. The data linearity test was analyzed using the statistical technique Test of Linearity. Based on the results of data analysis, a deviation from linearity significance value of 0.905 was obtained. The significance value is greater than 0.05. This shows that the relationship between Y and X1 is linear. The results of data analysis, obtained a significance value of deviation from linearity of 0.487. The significance value is greater than 0.05. This shows that the relationship between Y and X2 is linear. After the prerequisite analysis test was carried out and the data were normally and linearly distributed, then it was continued with the hypothesis test.

The results of testing hypothesis I, obtained a correlation coefficient value of 0.757 with a significance of 0.000, which means the significance value is less than 0.05, which means the correlation value is significant. Thus the hypothesis which states that there is a relationship between growth mindset and reading literacy of fifth grade elementary school students in Sambangan Village is accepted. The results of the analysis of the correlation coefficient X1 * Y, namely the calculated F value = 71.028 with a significance level of 0.000 <0.05, then the regression model can be used to predict the participation variable or in other words there is an effect of the growth mindset variable (X1) on students' reading literacy (Y). Based on this, it can be concluded that the regression line is significant. The results of the analysis of the correlation coefficient X1 * Y, namely the growth mindset contribution to reading literacy of class V students in Sambangan Village, (r) is 0.757 when compared to the rtable price at a significance level of 5%, namely 0.266, so it can be concluded that rcount 0.757 > rtable 0.266 then H0 is rejected which means it is significant. While the coefficient of determination (r2) = 0.573 so 0.573 × 100% = 57.3%. So the coefficient of determination is 57.3%.

The results of testing Hypothesis II, the correlation coefficient value is 0.434 with a significance of 0.001, which means that the significance value is less than 0.05, this also means that the correlation value is significant. Thus the hypothesis which states that there is a significant relationship between fixed mindset and reading literacy of fifth grade elementary school students in Sambangan Village is accepted. The results of the analysis of the correlation coefficient X2 * Y, namely the price of Fcount 12,311 with a significance level of 0.001 <0.05, then the regression model can be used to predict the participation variable or in other words there is an effect of the fixed mindset variable (X2) on students' reading literacy skills (Y). Based on this, it can be concluded that the regression line is significant. The results of the correlation coefficient X2 * Y, namely the contribution of the fixed mindset to students' reading literacy, (r) is 0.434. When compared with the rtable price at a significance level of 5%, namely 0.266, it can be concluded that rcount 0.434 > rtable 0.266 then H0 is rejected which means it is significant. While the coefficient of determination (r2) = 0.189 so 0.189 × 100% = 18.9%. So the coefficient of determination is 18.9%. The results of testing Hypothesis III, namely the regression line equation obtained from growth mindset and fixed mindset variables on reading literacy skills, namely Y = 66,087 + 3,906 + 1,665, where Y is students' reading literacy, X1 growth mindset, and X2 fixed mindset. This means that the growth mindset and fixed mindset regression coefficients show a positive relationship. The results of the Large Analysis of the Multiple Regression Coefficients X1X2 * Y, namely the price Fcount 42,982 with a significance level of 0.000 <0.05, the regression model can be used to predict the participation variable and this means that the research results are significant. Thus hypothesis III which states that there is a relationship between mindset and reading literacy of fifth grade elementary school students in Sambangan Village, is accepted. The results of the Large Regression Coefficient Analysis of X1X2 * Y show that the coefficient of contribution jointly between growth mindset and fixed mindset on reading literacy of fifth grade elementary school students in Sambangan Village (r) is 0.789, when compared to the rtable

price at a significance level of 5% namely 0.266 so it can be concluded that rcount 0.789 > rtable 0.266 then H0 is rejected which means it is significant. While the coefficient of determination (r2) = 0.623 so 0.623 × 100% = 62.3%. So the coefficient of determination is 62.3%. From the results of the analysis above, the hypothesis test is briefly presented in Table 5.

Table 5. Summary of Data Analysis Results in Hypothesis Testing

Variable	R_{count}	r_{table}	The coefficient of determination	Hypothesis	
				H_1	H_0
r_{x1y}	0.757	0.266	57.3%	Accepted	Rejected
r_{x2y}	0.434	0.266	18.9%	Accepted	Rejected
r_{x1x2y}	0.789	0.266	62.3%	Accepted	Rejected

To find out what percentage (%) of the effective contribution (SE) and the relative expected contribution (SR) given the independent variables growth mindset (X1) and fixed mindset (X2) to the dependent variable reading literacy (Y) are calculated, to make it easier to calculate the effective contribution (SE) and relative contribution (SR) it is necessary to summarize the results of the correlation table. A summary of the correlation analysis of the regression data is shown in Table 6.

Table 6. Summary of Regression Data Correlation Analysis

No.	Variable	Regression coefficient (Beta)	Correlation coefficient (r)	R^2
1	X1	0.689	0.757	0.623
2	X2	0.235	0.434	

Discussion

Based on the results of the data analysis that has been carried out, the results show that the growth mindset has a relationship with the reading literacy of fifth grade elementary school students. This shows that the greater the mindset possessed by the students, the better the students' reading literacy skills will also be. First, the growth mindset has a positive relationship with students' reading literacy. Based on the results of the study it was concluded that the growth mindset is able to foster a positive attitude in students in learning (Kismiantini et al., 2021; Muenks et al., 2021). In carrying out the reading literacy test required a mastery of the material, focus, reading comprehension, and enthusiasm in students (Sari, 2020; Wijayanti et al., 2020). Students' reading literacy in this study uses four aspects with ten indicators. The first is the mindset of students who have a growth mindset, namely the ability of students to convey back the contents of the topics they have read. Students who have a growth mindset are able to convey back topics that have been read by students. In addition, students are also able to explain the topic of the problem and discussion which is processed with different conclusions and gives meaning and purpose that has been read briefly (Sahagun et al., 2021; Zhao et al., 2021). In addition, students who have growth mindset abilities can also provide responses and new ideas discussed by previous authors in a simple way. Students can also express their respective opinions regarding unsolved problems in the topic of the problem. Fifth grade elementary school students in Sambangan village have a mindset that forms positive character. The application of a growth mindset can also realize the goal of achieving good and correct reading comprehension as evidenced by students' understanding through conveying back and drawing appropriate conclusions on the topics discussed. It was concluded that there was a significant relationship between growth mindset and students' reading literacy skills. This is supported by previous research which stated that students who have a growth mindset will have greater persistence when compared to students who have a fixed mindset (Buenconsejo & Datu, 2020; Neupokoeva et al., 2021). This mindset can help students change their way of thinking, so that students have better intelligence and will improve students' abilities in the long term (Kismiantini et al., 2021; Muenks et al., 2021). Second, the fixed mindset also has a positive relationship to students' reading literacy. This happens because some students who have a fixed mindset have high literacy test scores. This proves that students' reading literacy is not only influenced by growth mindset but also fixed mindset is quite influential in reading literacy. Even though the fixed mindset tends to be watching and has a less developed effect, from a positive perspective, a fixed mindset can make it easier for students to avoid stress or the burden of being too obsessed with achieving something (Kim et al., 2022; Lewis et al., 2020). When compared to learning literacy, students who have a fixed mindset tend to understand less reading but do not rule out students already having natural talents such as innate or genes that can help students

understand a text (Sahagun et al., 2021; Zhao et al., 2021). The results of the data analysis also stated that mindset has a positive relationship to students' reading literacy. This also proves that students who have a fixed mindset will be calmer and don't think about ambition because they enjoy the meaning of the learning process well (Burnette et al., 2020; Kwok & Fang, 2022). Previous research has shown that students who have a high level of thought will experience disappointment in themselves if not achieved (Buenconsejo & Datu, 2020). It can be concluded that the positive and negative sides of the growth mindset and fixed mindset are very much related, so it is necessary to carry out appropriate character formation so that the goals of literacy can be achieved properly.

Third, there is a significant relationship between mindset and reading literacy. Students who have a growth mindset are likely to perform better in school and enjoy better emotional and physical health and have more positive social relationships (Muenks et al., 2021; Neupokoeva et al., 2021). Students who have a fixed mindset in themselves when faced with challenges that hinder them, students will feel an extraordinary burden (Kismiantini et al., 2021; Lewis et al., 2020). Students who have a growth mindset will be able to survive and have a positive attitude towards challenges that will increase their potential to be better and will certainly affect reading literacy in students. Previous findings also state that mindset has a significant effect on student learning outcomes (Kim et al., 2022; Sahagun et al., 2021). When viewed from several aspects that make the growth mindset and fixed mindset intertwined, there are 4 aspects that create a relationship to reading literacy. If reading literacy is viewed from a growth mindset, the beliefs and characters that can be developed will change the mindset of students in their learning abilities, especially reading literacy which will indirectly affect the mindset of students in the future because students believe in their potential. Vice versa when viewed from students who have a fixed mindset will be more monotonous and reluctant to think about change. If it is associated with reading literacy students become reluctant to read and understand the reading to the fullest. In a fixed mindset, students choose to accept a situation rather than re-sharpen their abilities (Sahagun et al., 2021; Zhao et al., 2021). In terms of beliefs or challenges, when viewed from a growth mindset, the development of children's reading literacy will grow or instill aspects of facing difficult challenges and this can be done by training and familiarizing children to compete positively in the environment (Sari, 2020; Wijayanti et al., 2020). Students will be able to retell the contents of the reading so they can solve the problem. However, when viewed from a fixed mindset, students prefer to live what is in front of them and do not really care about experience and do not really care about the lessons learned (Sahagun et al., 2021; Zhao et al., 2021). Students who have a fixed mindset will choose to remain silent and not seek new challenges. If it is related to reading literacy, fixed mindset students are only able to understand reading according to their abilities and feel satisfied with their achievements.

Previous research findings state that there is a relationship between growth mindset and students' thinking skills (Buenconsejo & Datu, 2020; Kismiantini et al., 2021). Other findings state that someone with a growth mindset will display more adaptive behavior to a challenge and assume that intelligence can be increased through effort (Burnette et al., 2020; Muenks et al., 2021). Other research also states that reading ability is an ability that can be honed and can be improved through fun learning activities and according to student characteristics (Öztürk et al., 2020; Syakur & Azis, 2020). It was concluded that there was a significant relationship between mindset and reading literacy. The implication of this research is that growth mindset and fixed mindset have a positive and significant relationship in influencing students' reading literacy. This has implications for the future, namely that teachers must be able to recognize the mindset of students in class. In addition, teachers can also grow and develop a growth mindset in each student by giving praise and positive stimulus so that students have enthusiasm and confidence in learning so that students' reading literacy can increase.

4. CONCLUSION

The results of the study, namely the results of testing hypothesis I, obtained that growth mindset has a positive relationship with reading literacy of fifth grade elementary school students. The results of hypothesis II obtained that the fixed mindset also has a positive relationship to students' reading literacy. It was concluded that there is a significant relationship between mindset and reading literacy.

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