



Growth Mindset Profile of Elementary School Teachers in Denpasar City Reviewed from Length of Service

Putu Prema Jaya Santhi^{1*}, Putu Nanci Riastini², Basilius Redan Werang³ 

^{1,2,3}Jurusan Pendidikan Dasar, Universitas Pendidikan Ganesha, Singaraja, Indonesia

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ABSTRAK

Program sekolah penggerak khususnya program penguatan SDM sekolah yang sudah diikuti oleh guru diharapkan memberikan dampak pada growth mindset guru. Namun, kenyataannya growth mindset belum secara maksimal dimiliki guru, sehingga perlu ditingkatkan dengan melakukan suatu kegiatan yang secara khusus membahas topik growth mindset. Selain itu, masa kerja guru juga memiliki dampak pada kinerja guru (dalam hal ini growth mindset guru). Tujuan penelitian ini adalah mendeskripsikan profil growth mindset guru sekolah penggerak di Kota Denpasar ditinjau dari masa kerja. Jenis penelitian ini adalah penelitian deskriptif kuantitatif, Sampel penelitian sebanyak 46 guru sekolah penggerak jenjang SD mewakili lima kelompok masa kerja (< 5 tahun, 5-10 tahun, 11-15 tahun, 16-20 tahun, > 20 tahun). Data penelitian dikumpulkan dengan teknik non-tes berupa angket. Instrumen penelitian mengadopsi dari instrumen mindset quiz oleh Carol Dweck, yang terdiri dari 20 pernyataan dengan 4 pilihan jawaban. Data yang terkumpul dianalisis menggunakan statistik deskriptif. Hasil penelitian ini ditemukan, profil growth mindset guru sekolah penggerak di Kota Denpasar secara umum didominasi oleh pola pikir tumbuh dengan beberapa ide tetap (growth mindset with some fixed ideas), dan profil growth mindset guru sekolah penggerak di Kota Denpasar ditinjau dari masa kerja didominasi oleh pola pikir tumbuh dengan beberapa ide tetap (growth mindset with some fixed ideas). Hasil penelitian ini akan berimplikasi pada pemilihan/pelaksanaan program-program pemberdayaan kualitas guru khususnya program peningkatan growth mindset guru.

ABSTRACT

The mover school program, especially the school human resource strengthening program that has been followed by teachers, is expected to have an impact on the growth mindset of teachers. However, in reality, teachers have not yet maximally possessed growth mindset, so it needs to be improved by carrying out an activity that specifically discusses the topic of growth mindset. In addition, the length of service of teachers also has an impact on teacher performance (in this case the growth mindset of teachers). The purpose of this study was to describe the growth mindset profile of teachers of school drivers in Denpasar City in terms of length of service. This type of research is quantitative descriptive research. The research sample was 46 elementary school teachers representing five groups of length of service (<5 years, 5-10 years, 11-15 years, 16-20 years, >20 years). Research data were collected using non-test techniques in the form of questionnaires. The research instrument adopted the mindset quiz instrument by Carol Dweck, which consisted of 20 statements with 4 answer choices. The collected data were analyzed using descriptive statistics. The results of this study found that the growth mindset profile of teachers at mover schools in Denpasar City is generally dominated by a growth mindset with some fixed ideas, and the growth mindset profile of teachers at mover schools in Denpasar City reviewed from the length of service is dominated by a growth mindset with some fixed ideas. The results of this study will have implications for the selection/implementation of teacher quality empowerment programs, especially programs to improve teacher growth mindset.

1. INTRODUCTION

One of the programs in the implementation of Merdeka Belajar is the school mover program. This program aims to ensure equal distribution of education quality throughout Indonesia by increasing the capacity of Human Resources (HR) in schools, including principals and teachers. The advantages of this

school mover program lie in its role as a catalyst, acting as a good example, and receiving intensive mentoring (Mariana, 2021; Patilima, 2022). One aspect of this program is strengthening school human resources. It is hoped that through the implementation of the school human resource strengthening program, teachers will have a growth mindset. A person's length of service is believed to influence the development of their growth mindset. The existence of a growth mindset encourages teachers to focus on improving their abilities. However, several studies have shown that teachers' growth mindset is still relatively low and needs to be improved (Sugiarto et al., 2022; Wahidah et al., 2022). Based on the results of interviews with several elementary school teachers in Denpasar City, it is clear that the condition of teachers' growth mindset still requires improvement, and research on the profile of growth mindset of teachers in elementary school, especially in terms of length of service, has never been conducted (Sumandya et al., 2022; Umar & Widodo, 2022; Yudha, 2022).

According to previous research, mindset refers to a person's belief in their abilities, which can be divided into two types: growth mindset and fixed mindset (Chrisantiana & Sembiring, 2017). Growth mindset is the belief that abilities can be improved through effort and action, while fixed mindset is the belief that abilities are fixed and cannot be changed. Mindset is a form of belief about the permanence or flexibility of personal qualities, such as intelligence or extroversion (Mrazek et al., 2018; Wahyuni et al., 2023). In other words, mindset reflects internal beliefs that influence how a person views things. Previous research identified two types of mindsets, namely fixed mindset and growth mindset (Khuzzaeva, 2014). Individuals with a fixed mindset believe that intelligence and other traits tend to be stable or fixed, whereas individuals with a growth mindset believe that abilities, intelligence, and traits can develop through effort (Dweck, 2014; Sahagun et al., 2021). The difference between teachers with a fixed mindset and teachers with a growth mindset in how they view their students has been discussed by previous research where teachers with a fixed mindset will attribute student achievement to their innate intelligence, give credit to students for the achievements or abilities they show, and judge student behavior as consistent with their previous actions (Dweck, 2014; Mesler et al., 2021). Meanwhile, teachers with a growth mindset will see student achievement as an opportunity for teachers to improve their teaching skills, give awards to students for their efforts and developments, and assess student behavior as something that can change and observe the development of student behavior over time. Factors that shape a person's mindset include aspects of culture, social status, personal tendencies, level of knowledge, how they are praised, experience, motivation, and activeness (Limeri et al., 2020; Mutazam et al., 2023).

Measuring or to find out the type of mindset of a person can be done by using a mindset measurement instrument. The instrument used in this study adopted the mindset measurement instrument compiled by Carol S. Dweck. In her research in 2006, Dweck designed a measuring instrument known as the Mindset Quiz. According to previous research, the measuring instrument consists of 20 statements derived from 4 indicators, with answer choices arranged on a Likert scale (strongly agree, agree, disagree, strongly disagree) (Sembiring, 2017). The result of the Mindset Quiz is the categorization of a person's mindset type into four groups, namely strong growth mindset, growth mindset with some fixed ideas, fixed mindset with some growth ideas, and strong fixed mindset. The categorization of the mindset type is in line with the explanation from the study which explains that many individuals have a combination of both types of mindset (growth mindset and fixed mindset) (Dweck, 2014). For example, a person may have a fixed personality but have developing creative abilities.

Growth mindset closely related to the programs of the driving school, especially through the School Human Resource Strengthening Program. This is because the program is expected to be able to produce school human resources who have a growth mindset. According to previous research, the driving school program plays a role as a form of educational reform that focuses on cultural transformation (Sumarsih et al., 2022). According to another study, the School Mover Program includes five interventions that are part of the program, namely consultative and asymmetric mentoring, strengthening school Human Resources (HR), learning with a new paradigm, data-based planning, and school digitalization. The advantages of this school mover program lie in its role as a catalyst, being a positive example, and receiving intensive mentoring (Patilima, 2022).

Another study found that teachers' tenure had a significant influence on their performance (Hasan, 2015). The length of service for a teacher is the length of time a teacher devotes himself to an educational institution. The length of service creates various experiences and knowledge/perspectives for teachers, which in turn determines their quality. The length of service provides insight that plays a role in developing teachers' teaching abilities. This insight is the core of the growth mindset in teachers, where the experience of the length of service shapes the teacher's perspective regarding the development of their abilities. Hasan's opinion is in line with the view that states that experience influences a person's thinking system (growth mindset) (Lena, 2014; Prastowo, 2015). Growth mindset itself has been proven to have a positive effect on a person's level of self-empowerment, as found by previous research, individuals with a growth

mindset tend to have a high level of self-empowerment, influencing their efforts to be independent, increasing self-confidence, and continuously trying to develop themselves (Wahyuni et al., 2023). Thus, it can be concluded that growth mindset has an effect on a person's performance, and the length of service of teachers can form or strengthen their growth mindset, which will also have a positive effect on teacher performance (Umar & Widodo, 2022; Yudha, 2022).

Based on the explanation above, from the school movement program that has been implemented, it is expected that teachers will have a growth mindset. However, in reality, several studies show that the growth mindset of teachers is still relatively low and needs to be improved, which is shown from the results of the pre-test and the explanation of the teacher's mindset related to changes in learning models/systems that still tend to be rigid (Sugiarto et al., 2022; Wahidah et al., 2022). In addition, the interview results showed that the growth mindset of teachers still needs to be improved, because the growth mindset of teachers is still mixed with a fixed mindset, and research/measurement of teacher growth mindset has not been carried out in elementary school driving schools in Denpasar City, especially those reviewed from the length of service. Regarding the condition of teacher growth mindset that still needs improvement, the solution to overcome this problem is to carry out activities that specifically discuss the topic of growth mindset. Therefore, this study aims to describe the growth mindset profile of teachers in driving schools in Denpasar City reviewed from the length of service. The novelty of this study is

2. METHOD

This study adopts a descriptive research method with a quantitative approach. Descriptive research aims to collect information about the status of an ongoing symptom. The symptoms that are the focus of the study are the symptoms observed during the research period (Zellatifanny & Mudjiyanto, 2018). Previous research explains that a quantitative approach is used in this study, which involves the use of numbers throughout the process of data collection, data interpretation, and presentation of research results (Jayusman & Shavab, 2020).

The population of this study included elementary school teachers of the driving schools in Denpasar City, batches 1 and 2, totaling 202 teachers from 11 elementary school driving schools. According to previous research in research with a large population, sampling can be done around 10%-15% or 20%-25%, or adjusted to the ability of the research implementer (Kurniawati & Suwito, 2019). In this study, considering the large population, two stages of sampling were carried out. The first stage involved calculations according to Arikunto's theory, amounting to 60% of the population as a sample. Thus, 6 elementary schools were selected as research samples, with the number of teachers who were sampled as many as 46 people, representing 5 groups of work periods (< 5 years, 5-10 years, 11-15 years, 16-20 years, > 20 years). The second stage used the simple random sampling method, where each member has an equal chance of being a sample, using a random system. The random system can be done by drawing lots (Arieska & Herdiani, 2018).

This study utilizes non-test data collection techniques, namely through the use of closed questionnaires with a Likert scale model. Non-test data collection techniques are methods for collecting information other than through tests, generally through observation, self-assessment, peer assessment, journals, questionnaires, and scales (Magdalena et al, 2021). In the context of this study, the questionnaire instrument used was adopted from the Mindset Quiz designed by Carol Dweck. The questionnaire consists of 20 statements with 4 answer options, which will be filled in by the respondents. The use of this questionnaire aims to measure the growth mindset of teachers in the driving school. The indicators and statements of the growth mindset questionnaire instrument adopted from the mindset quiz instrument by Carol Dweck are listed in Table 1.

Table 1. The Indicators and Statements of the Growth Mindset Questionnaire Instrument

Indicator	Statements in the Questionnaire
Mindset ability - STAY	Your intelligence is a very important thing fundamental about you, it can't be much changed. Only a few people are truly experts in it sports – you have to be “born with it”. Mathematics is easier to learn if you are a man or maybe it comes from a culture that values Mathematics. Trying new things stresses me out and I avoid it. I often get angry when I get feedback about my performance. You can learn new things, but you can't really change how smart you are

Indicator	Statements in the Questionnaire
Mindset ability - DEVELOP	No matter how much intelligence you have, you can always change it a little. You can always make substantial changes regarding how smart you are. Musical talent can be learned by anyone. The harder you work on something, the better you will be. will get better and better. I appreciate it when parents, coaches, teachers give me feedback on my performance. All humans without brain injury or birth defects able to have the same amount of learning. Important reasons why I do assignments school is because I like to learn things new.
Personality/character mindset - STAY	You are a certain type of person, and there are not many that can be done to really change it. Some people are good people, some are bad people. no, it's not uncommon for people to change. You can do things differently, but an important part of who you are cannot be completely changed. Really smart people don't need to try hard.
Personality/character mindset - DEVELOPING	You can always change the basic things about what kind of person are you. No matter what kind of person you are, you always changed substantially. Humans are basically good, but sometimes make bad decisions.

Carol Dweck's Mindset Quiz instrument was translated into Indonesian by translating, namely by translating the instrument which was originally in English into Indonesian. After the instrument was translated, an instrument test was conducted using the back-translation technique. Back translation is a common method used in survey research to verify the accuracy of the translation (Hidayat et al, 2020). Back translation in this instrument aims to check changes in sentence structure in the translation results that refer to standard Indonesian grammar. The results of the instrument test indicate that the instrument is suitable for use in research. In this study, the analysis technique applied to the data collected from the questionnaire results is to use descriptive statistics (Sholikhah, 2016).

3. RESULT AND DISCUSSION

Result

The growth mindset profile of teachers at the school of movement in Denpasar City is generally dominated by a growth mindset with some fixed ideas. The growth mindset profile of teachers at the school of movement in Denpasar City, reviewed from the length of service, is dominated by a growth mindset with some fixed ideas. The detailed research results are listed in Table 2.

Table 2. The Growth Mindset Profile Research Results

	Growth Mindset With Some Ideas Remain	Fixed Mindset With Some Ideas Grow
School teacher growth mindset profile movers in Denpasar City	71.7%	28.3%
School teacher growth mindset profile movers in Denpasar City working period < 5 years	55%	45%
School teacher growth mindset profile movers in Denpasar City 5-10 years working period	83.33%	16.67%
School teacher growth mindset profile movers in Denpasar City working period 11-15 years	66.67%	33.33%
School teacher growth mindset profile movers in Denpasar City working period 16-20 years	100%	0%

	Growth Mindset With Some Ideas Remain	Fixed Mindset With Some Ideas Grow
School teacher growth mindset profile movers in Denpasar City work period > 20 years	100%	0%

Table 2 shows that the growth mindset profile of teachers at moving schools in Denpasar City in general, as well as the growth mindset profile of teachers at moving schools in Denpasar City when viewed from the length of service, is dominated by a growth mindset with some fixed ideas.

Discussion

The growth mindset profile of teachers of driving schools in Denpasar City generally shows that the growth mindset with some fixed ideas is 71.7% and the fixed mindset with some growing ideas is 28.3%. This means that the growth mindset profile of teachers of driving schools in Denpasar City is generally dominated by the growth mindset with some fixed ideas. This condition occurs because it is very likely that the driving school program that has been followed has an impact on the growth mindset of teachers. The basis for this is the argument that one of the programs of the driving school is the school Human Resources (HR) strengthening program. School HR is involved in intensive personal training and mentoring programs (coaching) with expert trainers provided by the Ministry of Education and Culture (Kemdikbud), as explained by previous research, this training includes aspects of learning implementation by applying new paradigms and learning leadership training (Sumandya et al., 2022). As explained by other researchers as a result of this training, teachers have been trained to develop a mindset that is focused on the process and growth, including the growth of the education system, students, and their performance (growth mindset) (Patilima, 2022).

Principals and teachers from the driving schools make positive contributions to the world of education and become examples for other schools. As an example, to follow, teachers of the driving schools are faced with the challenge of continuing to develop themselves, both internally (growth mindset) and externally (teacher professional practice), so that they are able to play a role as a model for other schools. The findings in this study are in line with the results of research stating that the driving school program has a positive impact (Ritonga et al., 2022). Teachers in the driving schools experienced growth in creativity and independence, as evidenced by their innovation in creating and compiling learning tools that are in accordance with the learning objectives set by the government. Therefore, it can be concluded that the driving school program plays an important role in shaping the growth mindset of teachers, allowing them to continue to develop and improve their performance.

The growth mindset profile of teachers in the driving school in Denpasar City reviewed from the length of service shows that in the period of service <5 years, the growth mindset with some fixed ideas is 55% and the fixed mindset with some growing ideas is 45%. In the period of service 5-10 years, the growth mindset with some fixed ideas is 83.33% and the fixed mindset with some growing ideas is 16.67%. In the period of service 11-15 years, the growth mindset with some fixed ideas is 66.67% and the fixed mindset with some growing ideas is 33.33%. In the period of service 16-20 years, the growth mindset with some fixed ideas is 100%. In the period of service > 20 years, the growth mindset with some fixed ideas is 100%. This means that the growth mindset profile of teachers in the driving school in Denpasar City reviewed from the length of service is dominated by the growth mindset with some fixed ideas. This condition occurs because the experience gained by teachers during their work period, coupled with the school driving program they participated in, has an impact on the teacher's growth mindset.

The basis of this statement is the argument that the longer someone works, the abilities and skills they have in their field of work will increase. This view is in accordance with previous research which suggests that increasing teachers' abilities and skills will also increase their growth mindset (Pujiyanto et al., 2020). In addition, other studies also confirm that longer teacher tenure brings more experience (Hasan, 2015). This experience becomes an added value when teachers are faced with problems in their profession, allowing them to easily and quickly find solutions. Teaching experience gained during the teacher's work period is one of the factors that forms the teacher's growth mindset, as described by other studies which state that experience has a significant impact on a person's thinking system, including in the context of a growth mindset (Prastowo, 2015; Sumandya et al., 2022). The growth mindset profile of teachers at the moving schools in Denpasar City, in terms of length of service, shows a dominant growth mindset with some fixed ideas. This finding is in line with research conducted by previous studies which found that the condition of the growth mindset of teachers in the pre-test showed a fairly good category, but still needed improvement (Sugiarto et al., 2022). This is in line with the results of this study where the growth mindset of teachers is quite good, which is indicated by the type of teacher mindset dominated by a growth mindset

with some fixed ideas, but still needs to be improved towards a strong growth mindset with further research.

The results of this study will have implications for the selection/implementation of teacher quality empowerment programs, especially teacher growth mindset improvement programs. This is based on the argument that the growth mindset profile which is the result of this study will display the condition of teacher growth mindset, so that both schools, education offices, and other parties who want to implement teacher quality empowerment programs can use the results of this study as a basis for choosing the type of program that is in accordance with the condition of teacher growth mindset. The limitation of this study is that it only uses a questionnaire instrument, so the data is limited to the results of the questionnaire only. Other researchers are advised to expand the types of instruments used to broaden the perspective of research data. At the same time, it is also recommended for other researchers who want to conduct growth mindset research in Denpasar City to use the results of this study as a basis for developing further research.

4. CONCLUSION

The results of the study on the growth mindset profile of teachers in the city of Denpasar indicate that, in general, the mindset types of teachers in the city of Denpasar only refer to two types of mindset, namely growth mindset with some fixed ideas and fixed mindset with some growth ideas. The growth mindset profile of teachers in the city of Denpasar in general is dominated by a growth mindset with some fixed ideas. The growth mindset profile of teachers in the city of Denpasar in terms of work period consisting of a work period group of <5 years, a work period group of 5-10 years, a work period group of 11-15 years, a work period group of 16-20 years, and a work period group of > 20 years, is dominated by a growth mindset with some fixed ideas. Further research on topics related to teacher growth mindset, for other researchers it is recommended to expand the types of instruments used to expand the perspective of research data. At the same time, it is also suggested that other researchers who want to conduct research on teacher growth mindset in Denpasar City can use the results of this study as a basis for developing further research.

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