



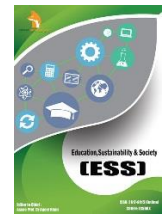
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REVIEW ARTICLE

THE ROLE OF A GROWTH MINDSET ON GRIT AMONG TEACHERS OF SENIOR HIGH SCHOOL IN PURWOKERTO

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ABSTRACT

The quality of students is reflected in the quality of education. As a result, teachers must be persistent in achieving good and appropriate educational goals. This study aimed to determine the role of a growth mindset on grit in high school teachers in Purwokerto, Indonesia. This research is a quantitative study using a simple random sample sampling technique, which obtained 174 samples of high school teachers in Purwokerto. Data collection in this study used a growth mindset and a grit scale with a reliability coefficient of 0.895 for a growth mindset and 0.913 for grit. The analysis technique in this study uses simple linear analysis. The results showed that the value of F-test = 162.434 and T-test = 12.745 with a significance value (p) = 0.000 ($p < 0.05$). The hypothesis in the study was accepted, namely that there was an influence between the growth mindset variable on grit. This study obtained a determinant coefficient or R_{square} of 0.486, implying that the influence of the growth mindset variable on the grit variable has an effective contribution of 48.6%. It can interpret as this influence that the perspective or belief held by the teacher will affect the persistence of effort and the consistency of interest held by the teacher. Further research can replicate the model on different populations of subjects with similar subject characteristics, such as kindergarten, elementary, junior high, or special education teachers who handle students.

KEYWORDS

Grit, Growth Mindset, High School Teacher.

1. INTRODUCTION

Education is a process of developing one's potential to create the goal of making an adult and qualified human (Wardani et al., 2014). Activities to develop student potential require many processes and are developed in a planned, directed, and systematic way to lead to positive student change. There are internal and external influences in developing this potential as one of the educational goals. One of them is the teaching and learning process. Some components are fulfilled in the teaching and learning process, one of which is a teacher as a teacher. Teachers plan their learning activities systematically and utilize everything to benefit teaching (Pane and Dasopang, 2017). Teachers can monitor learning activities as educators who go into the field to meet their students.

The teacher is the main factor determining the quality of education (Srinalia, 2015). Teachers have a significant role because they are directly dealing with students. Students and teachers have more time than in other environments. So that in the hands of the teacher will produce quality students. Students have good academic quality, social maturity, skills, morals, and spirituality (Srinalia, 2015). Teachers play an essential role needed in a nation (Sopian, 2016). Teachers are one of the professions that are always required to be creative and constantly innovate (Purnomo, 2019). The responsibilities of the teacher are, of course, varied. Likewise, the challenges faced by teachers are also not small. As through the researchers' observations, some teachers still lack classroom management in dealing with diverse student characters, mastery of technology, and teacher conditioning towards students in increasing enthusiasm for learning.

Furthermore, the researcher found the problems or challenges of teachers in a preliminary study conducted by researchers at Senior High School Purwokerto. A preliminary study using the interview method with five teachers in October 2021 found that some teachers felt like giving up on the challenge of being a teacher. The teacher's challenge was the learning model that had to be adjusted every year due to updates from the central government. Currently, the challenges of teachers are different from the past. For example, teaching teachers focus on helping children learn independently, not teacher-centered. Teachers must be more patient because they must think about making children happy to learn independently and guide. According to one respondent, the feeling of wanting to give up when the child is difficult to tell or when the child is less focused, so the respondent states whether the use of learning methods is inappropriate. In addition, another challenge faced by teachers is when they get additional assignments outside of teaching. One respondent stated that the other task besides teaching is being responsible for school core operators, such as taking care of student data and boss funds. Respondents stated that the desire to give up was when the teacher was at the point of exhaustion with the role of the teacher, who had to be flexible with the school's needs.

According to Supriyadi, with many demands, teachers do not only struggle with the needs of skills and competencies to become ideal teachers (Purnomo, 2019). But the teacher must have maturity and a persistent personality. Teachers are expected to deal with workloads and negative stimuli to continue to perform well (Muhibbin and Suryanto, 2020). According to Ibrahim & Mohamad, the potential that tends to last for years so that individuals can master individual interests is grit (Muhibbin and Suryanto, 2020). Grit is a consistent interest and persistence in achieving

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long-term goals (Duckworth et al., 2007). Resilient individuals pursue long-term goals and ambitions by not giving up easily from challenges and setbacks (Duckworth et al., 2007). Teaching is a demanding career that requires a vision of passion (Fabelico and Afalla, 2020). Grit is essential for overcoming the challenges teachers face in the workplace (Baraquia, 2020).

Research by states that research on novice teachers shows that grit's contribution causes novice teachers to outperform others and remain committed to the profession that novice teachers have chosen (Robertson-Kraft and Duckworth, 2014). According to a higher level of grit allows teachers to develop every day and in the long term (Baraquia, 2020). Grit is an essential component needed to face the challenges of today's teachers. Previous research conducted by showed that grit predicts effectiveness among novice teachers (Duckworth et al., 2009). Grit can also provide further explanation of the psychological framework for why some teachers are more successful than other teachers in meeting the demands of teaching strictly (Robertson-Kraft and Duckworth, 2014).

Several research results prove that grit is influenced by several variables, self-control, the contribution of job expectations, optimism, prosocial behavior, growth mindset (Oktarina and Adelina, 2020; Oriol et al., 2017; Gustia and Aviani, 2019; Fitaloka et al., 2020; Dirgantara and Polii, 2020; Chrisantiana and Sembiring, 2017; Hochanadel and Finamore, 2015; SRI International, 2018; Wahidah and Royanto, 2019). Researchers are interested in examining the effect of a growth mindset on grit compared to other variables. The subject set conducted in each study related to the growth mindset is not far in the context of education, such as for students or college students. Researchers rarely find growth mindset research in the context of education related to teachers. Meanwhile, the development of growth mindset and grit is continuously updated, namely speaking from the context of the teacher as a teacher as in the grit research on novice teachers or growth mindset research on local teachers (Robertson-Kraft and Duckworth, 2014; Seaton, 2018).

The growth mindset is a perspective that innate intelligence, character, intelligence, and potential are dynamic and can be changed (Dweck, 2006). Dweck states that even low-achieving students will be overcome and more developed with teachers with a growth mindset (Dweck, 2015). The research mentioned in article states that teachers with a growth mindset value learning more (Dweck's, 2015). There are many benefits to teachers with a growth mindset, especially those that can impact teachers and students. Teachers with a growth mindset tend to get professional development by working hard, focusing on improvement, and accepting failure as a learning opportunity (Smith, 2018). Optimal grit requires a good growth mindset. A growth mindset and grit can provide future educators with essential dispositions to increase their teaching effectiveness and students' success (Keesey et al., 2018). This research aims to determine whether the growth mindset affects grit in high school teachers in Purwokerto. The hypothesis in this study is: There is an influence of a growth mindset on grit in high school teachers in Purwokerto

2. LITERATURE REVIEW

The idea that continuous effort with a focus on interest makes an important contribution to success was discussed in the psychology literature by Galton in 1892 for more than a century (Wahidah and Herdian, 2021). With the development of science, the term grit is one of the personality traits that helps a person maintain motivation (Sudarji and Juniarti, 2020). Grit is a new variable in positive psychology introduced by Duckworth, a psychology professor at the University of Pennsylvania. Grit was described by Duckworth in 2007 through research with his friend introducing grit to have similarities with one of the five major traits (traits) known as conscientiousness (Muhibbin and Suryanto, 2020). Grit is a non-cognitive factor that has received increasing attention recently, as research shows that grit plays an important role in success in many fields, especially in education (Christopoulou et al., 2018).

The basic theory of grit was put forward, which states that grit is a trait-level personality construct consisting of persistence of effort and consistency of interest (Duckworth et al., 2007). In the book *Grit: The Power Of Passion And The Perseverance*, states that no matter the domain, highly successful individuals can be found in two ways, the first is individuals who are hardworking and very diligent or diligent with their work and the second is are individuals who know what goals they want to achieve by having a clear direction, not just having a strong will (Duckworth, 2016).

A group researchers introduced the term 'Grit', a non-cognitive trait defined as enthusiasm and persistence towards long-term goals

(Duckworth et al., 2007). It is operationally conceptualized as consistency of interest and persistence of effort (Duckworth and Quinn, 2009). Fledman mentions grit is the ability to stick to things important to individuals who see obstacles as challenges to overcome rather than reasons to quit (Fledman, 2017). In short, grit is the ability to achieve long-term goals that are important to the individual in the face of setbacks or challenges. The grit aspects are perseverance of effort, and consistency of interest (Duckworth, 2016). Perseverance of efforts can be defined as all earnest efforts of individuals in trying something to achieve goals. It can survive with the ability to maintain its business in the long term, while the consistency of interest can be defined as the consistency of each individual's efforts to achieve or toward certain goals (Izaach, 2017). One of the factors that can affect grit, according to the literature, is the growth mindset (Chrisantiana and Sembiring, 2017; SRI International, 2018; Wahidah and Royanto, 2019).

The origin of the word growth mindset itself comes from the concept of mindset, which can be interpreted as a belief that directs individuals in overcoming situations, sorting out what is happening, and what to do (Kaparang and Gahauna, 2020). Dweck defines mindset as a frame of mind or individual perspective used to view and understand the world (Dweck, 2006). Mindset is a person's belief that can be classified in terms of growth mindset and fixed mindset (Dweck, 2009; Dweck, 2006). The growth mindset is based on the belief that basic qualities possessed by individuals are things that can be developed through individual efforts, individual strategies, and help from others (Dweck, 2006). The growth mindset, also known as implicit theory, is defined as a core assumption about the flexibility of personal qualities (Yeager and Dweck, 2012).

One of them is intelligence with a growth mindset, this mindset believes that intelligence can be built over time with improvement. Everyone will be different in terms of talents, interests, or temperament with a growth mindset that believes they can change and grow (Dweck, 2006). Aspects possessed by the growth mindset include: 1) Belief that intelligence, talent, and character can be developed, namely individuals believe that one's potential can be developed with great effort (Dweck, 2006). 2) The belief that challenge is one of the components of self-development. 3) Confidence effort, and hard work will contribute to success. 4) belief that criticism or input from others is feedback on success.

3. METHOD

This study uses a quantitative method with growth mindset as the independent variable and grit as the dependent variable. The method used by researchers in sampling is non-probability sampling with cluster random sampling technique. The cluster sampling technique is a technique in which the determination of the sample is based on the regional group of members of the population. This technique aims to determine a more homogeneous population and to determine the sample if the subject to be studied or the data source is very broad (Sugiyono, 2013).

3.1 Participant

The participants in this study were high school teachers in Purwokerto, with 174 respondents as subjects. The participants are high school teachers in Purwokerto, Central Java, from public and private schools. Subjects are educators who directly meet with students. This study uses sample calculations using tables of Stephen Isaac and William B. Michael with an error of 5%.

3.2 Measuring Instrument

The measuring instrument is the result of a modification of the grit scale developed by which has two aspects, namely consistency of interest and perseverance of effort with 25 items, using a Likert scale with four categories of "very appropriate", "appropriate", "not appropriate", and "strongly inappropriate" (Duckworth et al., 2007). The growth mindset measuring instrument used is the mindset scale which refers to theory developed by which refers to the scale maker of the mindset scale development by which has four aspects with a total of 23 items, using Likert scale with four categories "very appropriate", "appropriate", "not suitable", and "strongly disagree" (Dweck's, 2006; Wahidah and Royanto, 2019; Sembiring, 2017). Then, both scales were carried out by professional judgment. The reliability coefficient with the Cronbach alpha method is in the range of 0.895 for the growth mindset variable and 0.913 for the grit variable. Data analysis in this study used simple linear regression analysis.

4. RESULT

Participants in this study had demographic data with gender criteria as

61.5% were women, and 38.5% were men. The majority age criteria were 20 years to 30 years, and 51 to 60 both had 31.6%. The most recent education is undergraduate, with a percentage of 79.3%. Based on the demographic data presented in the form of table 1 as follows:

No	Criteria	N	Percentage
1.	Gender		
	a. Male	67	38,5 %
	b. Female	107	61,5 %
2.	Age		
	a. 20 - 30	55	31,6 %
	b. 31 - 40	34	19,5 %
	c. 41 - 50	30	17,2 %
	d. 51 - 60	55	31,6 %
3.	Last Education		
	a. High School	2	1,1 %
	b. D2	1	0,6 %
	c. D3	2	1,1 %
	d. S1	138	79,3 %
	e. S2/S3	31	17,8 %

The regression test carried out in the following table (Table 2) found that there was a significant effect of a growth mindset on grit in high school teachers in Purwokerto with the proof of the simple regression test results $F_{count} = 162.434$ with a significance value $(p) = 0.000$ ($p < 0.05$) and $t = 12.745$ with a significance value $(p) = 0.000$ ($p < 0.05$). So the results of acquiring these values indicate that the hypothesis in this study is accepted.

	T	F	P	Description	Rsquare
X > Y	12,745	162,434	.000	Significant	0,486

These results are in line with and reinforced by the regression line equation ($Y = a + bX$) namely $Y = 15.922 + 0.882X$. It can be concluded that the growth mindset value will increase by 0.882 for every change in grit value. So the higher or lower the growth mindset of high school teachers will affect the grit of high school teachers. Thus, based on the research analysis results, the determinant coefficient R_{square} is 0.486, which means 48.6% of the effective contribution of a growth mindset to grit, while other factors influence 51.4%. This is in line with previous research, which states that there is an influence of growth mindset on grit, namely, the higher the growth mindset, the higher the grit (Chrisantiana and Sembiring, 2017; Wahidah and Royanto, 2019). Likewise, this study found that the persistence of effort and the consistency of teacher interest were influenced by beliefs or perspectives on the potential that could be developed towards long-term goals.

5. DISCUSSION

The results of the hypothesis testing that has been done show that the hypothesis is accepted. So it shows that the growth mindset affects grit. The effective contribution of the growth mindset given is 48.6%. This study found that the persistence of effort and the consistency of teacher interest were influenced by beliefs or perspectives on the potential that could be developed towards long-term goals. Grit can be defined as a contributor to individual success in every aspect of life and throughout each individual's development (Sudarji and Juniarti, 2020). Grit sees how a person can achieve long-term goals with obstacles or challenges, especially in education (Hochanadel and Finamore, 2015). With a high degree of grit, grit can see the teacher achieving long-term goals despite the obstacles and challenges accompanying them.

Consistency of interest refers to sticking to the same goals and interests in a particular domain, whereas persistence of effort is the tendency to work hard despite road setbacks (Credé et al., 2016). From the explanation above, it can be illustrated that teachers with high grit tend to maintain consistency of interest because they hold fast to the goal of being a facilitator while providing learning models that change every year. In addition, individuals who have a low degree of grit indicate that the efforts made individuals in achieve important goals in life are not the main thing

(Izaach, 2017).

Teachers have various roles and challenges and will continue to struggle with dynamic renewal or development, as well as challenging problems that require grit, which in this study will be achieved with a growth mindset. According to some researchers having a growth mindset can develop grit (Duckworth, 2016). Teachers who have a growth mindset can face and overcome teaching problems by learning from them (Dweck, 2015). Teachers with a growth mindset tend to get professional development by working hard, focusing on improvement, and accepting failure as a learning opportunity (Smith, 2018). Teachers with a high growth mindset can be seen from the point that teaching abilities can be developed daily. In addition, moderate or low growth mindset teachers assume that their basic qualities cannot be changed or are permanent (Dweck, 2015). Teachers with a growth mindset will be responsible for improving their teaching practice, see setbacks and feedback as opportunities to learn, actively seek new learning opportunities and challenges, and have high and positive expectations of their students (Smith, 2018).

This study found a positive influence of growth mindset on grit. This study proves that the teacher's perspective will affect their persistence in facing challenges as teachers. A growing perspective or growth mindset on intelligence, abilities, challenges, and criticism of teachers towards themselves and the environment, especially students, will affect the teacher's persistence during teaching to achieve the teacher's goals. The perspective on intelligence will affect the teacher's persistence to continue developing the intellectual self to provide knowledge that continues to innovate, as well as the teacher's perspective on challenges, when teachers with a growth mindset can see a challenge in teaching as a development, which will affect his persistence and interest in the profession as a teacher.

6. CONCLUSION

Based on the results of the analysis and discussion of the research on the influence of growth mindset on grit in high school teachers in Purwokerto described in the previous chapter, the research concludes that there is an influence of growth mindset on grit in high school teachers in Purwokerto. In this study, the growth mindset effectively contributes to grit as much as 48.6%, namely, the higher the growth mindset for high school teachers, the higher the grit for high school teachers, and vice versa. The limitation of this research is that the data analysis is only looking for influence, so it is recommended for further research to add different tests such as the relationship between gender and grit.

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