



The Application of Growth Mindset Training-based Classical Guidance to Improve Psychological Well-Being of High School Students

Lia Purwaningsih^{1*}, Feida Noorlaila Isti'adah², Gian Sugiana Sugara³

Universitas Muhammadiyah Tasikmalaya, Indonesia

ARTICLE INFO

Received: January 10, 2025; **Revised:** January 28, 2025; **Accepted:** January 30, 2025

KEYWORDS

Classical Guidance;
Growth mindset;
Psychological Well-being;
High School Students

ABSTRACT

This study aims to determine the effectiveness of growth mindset training in improving psychological well-being. The research utilized a quasi-experimental approach with a Non-Equivalent Control Group Design involving experimental and control groups. The sample consisted of students with low levels of psychological well-being. The analysis results indicated that the independent t-test showed a significance value (Sig(2-tailed)) of 0.000, which is statistically significant, indicating the effectiveness of the intervention. A difference was found in the psychological well-being post-test scores between the control group (M=86.82, SD=9.71) and the experimental group (M=97.47, SD=8.89). Additionally, an improvement was observed in the experimental group's scores from the pre-test (M=85, SD=11) to the post-test (M=97.5, SD=9). The study concluded that growth mindset training effectively enhances students' psychological well-being. This training encourages students to believe in change, fosters perseverance and resilience in facing challenges or problems, and serves as a factor in discovering life's meaning. The study contributes to the scientific literature on the effectiveness of growth mindset training in improving students' psychological well-being. It provides empirical evidence that a growth mindset can be a strategic approach to supporting student's mental and emotional development.

KATA KUNCI

Bimbingan Klasikal;
Pola pikir
berkemabng;
Kesejahteraan
psikologis;
Siswa SMA

ABSTRAK

Tujuan penelitian ini untuk mengetahui efektifitas pelatihan growth mindset untuk meningkatkan kesejahteraan psikologis. Pendekatan penelitian ini menggunakan desain quasi eksperimen Non-Equivalent Control Group Design kelompok eksperimen dan kelompok kontrol. Sampel penelitian ini adalah siswa yang memiliki kesejahteraan psikologisnya rendah. Hasil analisis menunjukkan nilai indendent t test signifikansi menunjukan p (Sig(2-tailed)) sebesar 0,000 yaitu signifikan atau efektif. Diperoleh perbedaan skor kesejahteraan psikologis post-test kelompok kontrol (M= 86,82, SD=9,71) dan skor post-test kelompok eksperimen (M=97,47, SD=8,89). Serta diperoleh peningkatan skor pre-test sebesar (M=85, SD=11) dan skor post-test kelompok eksperimen (M=97,5, SD=9). Kesimpulan penelitian mengungkap bahwa pelatihan growth mindset efektif untuk meningkatkan kesejahteraan psikologis siswa. Pelatihan growth mindset mendorong siswa percaya terhadap perubahan, mendorong ketekunan dan ketahanan dalam menghadapi tantangan atau permasalahan serta menjadi salah satu faktor menemukan makna hidup. Penelitian ini berkontribusi dalam menambah kajian ilmiah tentang efektivitas pelatihan growth mindset dalam meningkatkan kesejahteraan psikologis siswa. Hal ini memberikan bukti empiris bahwa growth mindset dapat menjadi pendekatan strategis untuk mendukung perkembangan siswa secara mental dan emosional.

1. INTRODUCTION

Academic and non-academic activities are obligations and demands for students as activities that support their development. However, many students struggle to adjust and cope with pressure. The inability of students to

* **Corresponding Author:** Lia Purwaningsih; ✉ liapurwaningsih59@gmail.com

Department of Guidance and Counseling, Universitas Muhammadiyah Tasikmalaya, Indonesia

Address: Jl. Tamansari No.KM 2,5, Mulyasari, Kec. Tamansari, Kab. Tasikmalaya, Jawa Barat 46196, Indonesia

DOI: <https://doi.org/10.22460/quanta.v9i1.5665>



understand problems and make proper adjustments in the face of numerous academic demands leads to stress in the school environment (Rahmawati, 2016). Academic stress is when students cannot meet academic demands and perceive these demands as threats (Barseli et al., 2017). Stress can result in feelings of burnout and affect students' activities, such as procrastination in completing tasks or engaging in harmful behaviors (Dinata et al., 2023). This impacts their psychological well-being. Unpleasant conditions can affect academic activities at school, and if not properly addressed, they can lead to psychological issues such as stress, depression, anxiety, and feelings of hopelessness (Zulfikar, 2020). Low psychological well-being affects life quality and satisfaction.

Research by Sugara (2018) shows that a person's quality of life is related to self-achievement, social function, personal growth, and social involvement, which are associated with life satisfaction. Furthermore, life satisfaction predicts quality of life and well-being (Sugara, 2018). Psychological well-being refers to an individual's ability to accept oneself unconditionally (self-acceptance), build warm relationships with others (positive relations with others), be independent in facing social pressure (autonomy), manage their environment (environmental mastery), have a clear purpose in life (purpose in life), and realize their potential continuously (personal growth) (Ryff, 1989). Psychological well-being is a condition or representation of self-well-being, including happiness and an individual's ability to follow life's direction and purpose (Pahlevi et al., 2021). Psychologically, individuals are considered mature, with an expanded sense of self, positive relationships with others, self-acceptance, a realistic view of reality, a deep understanding, and a clear perspective on life goals (Pedhu, 2022). Aulia & Panjaitan (2019) found a significant negative relationship between psychological well-being and academic stress, where higher levels of psychological well-being corresponded with lower levels of academic stress, and vice versa, lower levels of psychological well-being led to higher levels of academic stress.

One way to address these issues is by improving psychological well-being, as Aulia & Panjaitan (2019) suggested. Students facing problems can be assisted through guidance and counseling services. Efforts to develop these services are carried out through classical guidance. Classical guidance is a fundamental service strategy provided to all students, including individual development, prevention, and maintenance (Sholihah & Handayani, 2020). According to Nugroho et al. (2019), classical guidance aims to help students optimally fulfill developmental tasks in personal, social, learning, and career aspects. Classical guidance with growth mindset training can help manage stress, enabling students to enhance their learning activities (Ayers, 2015).

Furthermore, classical guidance services based on growth mindset training are implemented based on the growth mindset theory, which encourages individuals to believe in their ability to continuously improve, seek strategies when faced with challenges, and not give up easily (Chauwito & Prasetyo, 2021). Zeng et al. (2016) found a positive relationship between growth mindset and psychological well-being in elementary and middle school students. This means that the higher the level of growth mindset in students, the higher their psychological well-being.

A growth mindset has a long-term positive impact on mental health (Lai et al., 2022). Moreover, a growth mindset is one of the essential factors in helping adolescents find meaning in life (Zhao et al., 2021). Additionally, a growth mindset encourages students to be willing to complete tasks and face challenges as new experiences (Zander et al., 2018). Classical guidance services to enhance psychological well-being can be achieved by developing a growth mindset. A mindset is an individual's ability to perceive and understand the world (Dweck, 2015). Mindset significantly influences an individual's life. Research by Fardani et al. (2021) explains that mindset is the most dominant factor affecting academic stress. Individuals with a growth mindset consistently have confidence and motivation and strive to achieve change. According to Rhew et al. (2018), a growth mindset influences the enhancement of individual motivation. Individuals with a growth mindset show perseverance, which drives consistency in facing challenges, obstacles, and failures (Chen et al., 2021). Consistent with the findings of Yeager & Dweck (2020), individuals with a growth mindset tend to grow and strive even when faced with difficulties continuously.

This study aims to determine the effectiveness of classical guidance services based on growth mindset training in improving students' psychological well-being. It is hoped that the findings of this research will serve as a reference in academic studies, particularly in the field of guidance and counseling, and contribute to daily life.

2. METHOD

2.1 Research Design

This quantitative study uses a quasi-experimental design, specifically a Non-Equivalent Control Group Design. The Non-Equivalent Control Group Design is a research design with one experimental and one control group. At

the beginning, a pre-test is conducted, followed by subject observation. Afterward, a treatment is administered, and a post-test is given at the end of the treatment (Creswell, 2015). This design involves pre-test and post-test measures for the experimental and control groups. The goal of this study is to determine whether there is a significant difference in psychological well-being between the experimental and control groups and to examine whether there is a significant difference in psychological well-being before and after classical guidance services based on training to improve psychological well-being. The research design is illustrated in the table below:

Table 1. Non-Equivalent Control Group Design

Groups	Pre-test	Treatment	Post-test
Experiment Group	O1	X	O2
Control Group	O3	Y	O4

2.2 Research Object

This study was conducted at SMAN 3 Tasikmalaya, located at Kolonel Basyir Surya Street No. 89, Sukanagara Village, Purbaratu District, Tasikmalaya City, West Java 46196, during the odd semester of the 2024/2025 academic year.

The population in this study consists of second-year students at SMAN 3 Tasikmalaya. The sampling technique used in this study is Probability Sampling. Probability Sampling is a sampling technique in which subjects are selected randomly to represent the population (Etikan & Bala, 2017). The Probability Sampling technique used is Simple Random Sampling. Simple Random Sampling involves selecting individuals randomly, giving each individual an equal chance to be chosen as a sample representing the population (Etikan & Bala, 2017). In this study, the researcher selected two classes as research subjects based on the lowest average psychological well-being scores.

2.3 Data Collection

Data was collected using a psychological well-being instrument (Ryff, 1989) consisting of 18 items and a youth mindset instrument developed by Ariani (2024) comprising 12 items. Data was collected through pre-tests before the classical guidance intervention and post-tests after the intervention. The researcher compared the difference between the post-test scores of the experimental and control groups. Next, the researcher assessed the significance by comparing the pre-test and post-test scores of the experimental group.

2.4 Data Analysis

Data analysis in this study was conducted using Excel and Winsteps software to provide an overview of the data. Normality testing was performed using the Shapiro-Wilk test, followed by homogeneity testing and an Independent Sample T-Test using IBM SPSS Statistics 24.

2.6 Research Procedure

This study was conducted over 1 month. At the beginning of the study, the researcher administered a pre-test. The procedure used in the intervention sessions was based on a design created by the researcher based on the dimensions of a growth mindset developed by Ariani (2024). The intervention was carried out face-to-face over six sessions, consisting of "The Power of Growth Mindset: Key to Success for Development," "Courage to Learn New Things," "Bouncing Back: Turning Failure into Learning," "Turning Challenges into Sources of Motivation," "Persistence: Building Perseverance to Achieve Goals," and "Resilience: The Attitude to Achieve Success." At the end of each session, an evaluation was conducted to assess the activities and improve understanding. Additionally, the control group received three conventional sessions on psychological well-being. The post-test was administered one week after the intervention to measure the students' condition after participating in the classical guidance service.

3. RESULTS AND DISCUSSION

3.1 Results

The results of this study show that classical guidance services based on growth mindset training are effective in improving psychological well-being, as can be seen in the table below:

Table 2. Data normality test

Tests of Normality	Shapiro-Wilk		
	Statistic	df	Sig.
Pretest Experimen	0,965	34	0,340
Posttest Eksperimen	0,949	34	0,111
Pretest Kontrol	0,957	34	0,201
Posttest Kontrol	0,948	34	0,108

The normality test in this study was conducted using the Shapiro-Wilk test, with calculations performed using IBM SPSS Statistics 24. The results of the normality test are determined based on the value of ($p > 0.05$), which indicates that the data is normally distributed, and ($p < 0.05$), which indicates that the data is not normally distributed. The normality test results showed that the pre-test for the experimental group was 0.340, the post-test for the experimental group was 0.111, the pre-test for the control group was 0.201, and the post-test for the control group was 0.108. Since the significance values are > 0.05 , the data for both the experimental and control groups in the pre-test and post-test scores are normally distributed.

Table 3. Homogeneity Test Results

Test of Homogeneity of Variance				
	Levene Statistic	df1	df2	Sig.
PWB Based on Mean	0,965	3	132	0,692
Based on Median	0,949	3	132	0,710
Based on Median and with adjusted df	0,957	3	115,453	0,710
Based on trimmed mean	0,948	3	132	0,688

The homogeneity test in this study was conducted using calculations with IBM SPSS Statistics 24. The results were determined based on the value of ($p > 0.05$), indicating that the data is homogeneous, and ($p < 0.05$), indicating that the data is not homogeneous. The results of the homogeneity test for the pre-test and post-test data of the experimental and control groups showed a significance value of 0.692 for the pre-test of the experimental group, 0.710 for the post-test of the experimental group, 0.710 for the pre-test of the control group, and 0.688 for the post-test of the control group. Based on these results, the data for both the experimental and control groups in the pre-test and post-test scores are homogeneous.

Table 4. T-Test Results

Independent Sample T-Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
PWB	Equal variances assumed	0,914	0,342	4,712	66	0,000	10,64706	2,25935	6,13613	15,15799
	Equal variances not assumed			4,712	65,496	0,000	10,64706	2,25935	6,13548	15,15864

Decision-making is based on the significance level p (Sig(2-tailed)). If $p > 0.05$, then the classical guidance service based on growth mindset training is ineffective in improving students' psychological well-being. If $p < 0.05$,

the classical guidance service based on growth mindset training effectively improves students' psychological well-being. The significance level p (Sig (2-tailed)) was found to be $p < 0.05$, specifically 0.000, indicating that the classical guidance service based on growth mindset training is effective in improving psychological well-being.

Table 5. Improvement in Psychological Well-Being Scores after Intervention

Scale	Groups	Pre-test		Post-test		Gain	T	Sig	d effect
		M	SD	M	SD				
Total Psychological Wellbeing	Experiment	84,88	11,02	97,47	8,89	12,59	4,712	0,000	1,143
	Control	86,41	8,75	86,82	9,71	0,41			
Self-Acceptance	Experiment	14	3,21	16,65	2,20	2,65	2,901	0,005	0,704
	Control	14,85	2,62	14,88	2,78	0,03			
Positive Relationships with Others	Experiment	13,56	3,24	15,65	2,41	2,09	3,290	0,002	0,798
	Control	12,85	2,86	13,41	3,14	0,56			
Independence	Experiment	13,09	2,45	15,91	1,88	2,82	3,995	0,000	0,969
	Control	14,06	2,45	14,18	1,70	0,12			
Environmental Mastery	Experiment	13,62	2,34	15,76	2,51	2,14	2,113	0,038	0,513
	Control	14,68	1,95	14,68	1,63	0			
Life Purpose	Experiment	13,88	2,53	15,82	2,85	2,85	3,420	0,001	0,830
	Control	13,65	2,59	13,59	2,52	0,06			
Personal Growth	Experiment	16,74	2,12	17,68	2,20	2,20	3,091	0,003	0,750
	Control	16,32	1,89	16,09	2,04	0,23			
Total Mindset	Experiment	39,32	4,92	48,85	4,70	2,19	7,393	0,000	1,793
	Control	39,5	4,39	39,88	5,28	0,10			

The t-test results showed a significant difference between the post-test psychological well-being scores of the experimental group ($M = 97.47$, $SD = 8.89$) and the post-test scores of the control group ($M = 86.82$, $SD = 9.71$). This difference indicates that the psychological well-being scores in the experimental group improved more significantly than the control group's. Additionally, there was an increase in the psychological well-being scores from before the classical guidance service ($M = 84.89$) to after the intervention with the growth mindset-based classical guidance service ($M = 97.47$) in the experimental group. Meanwhile, the control group did not show a significant increase, with pre-test scores of ($M = 86.41$) and post-test scores of ($M = 86.82$).

The data analysis showed that, overall, in the experimental group, using the Reliability Change Index (RCI), seven students experienced a significant increase due to the growth mindset-based classical guidance intervention to improve psychological well-being. Additionally, 27 students did not experience a significant increase but did show an improvement in scores from the pre-test to the post-test. The student with the highest increase was PAK, with a pre-test score of 51 and a post-test score of 87, showing an increase of 36 points. The student with the lowest increase was ANI, with a pre-test score of 88 and an increase of 4 points, reaching a post-test score of 92. Furthermore, the student with the highest post-test score was EP, with a pre-test score of 95 and a post-test score of 119, while the student with the lowest post-test score was MA, with a pre-test score of 76 and a post-test score of 85.

3.2. Discussion

This study aimed to examine the effectiveness of the growth mindset-based classical guidance service in improving students' psychological well-being. The intervention results indicated that the classical guidance service based on a growth mindset significantly improved students' psychological well-being scores. This intervention helped students believe in change, that intelligence and success can evolve and develop, encouraged students to have a high level of curiosity, and enabled them to increase their capacity with perseverance, which allowed them to achieve psychological well-being. There is a positive relationship between a growth mindset and psychological well-being, meaning that the higher the level of a growth mindset, the higher the level of psychological well-being. This aligns with the findings of Rahma & Izza (2024), which indicated that a growth mindset influences students' psychological well-being.

Psychological well-being reflects health related to fulfilling psychological functions (Ryff, 1989). Psychological well-being encourages individuals to manage themselves well, interact socially, and maintain emotional balance, enabling them to meet their psychological needs optimally. This aligns with Atikasari (2021), who stated that

psychological well-being is not only about knowledge and academics but also involves healthy emotions, good social interaction abilities, and psychological balance. Psychological balance encourages individuals to feel that their life has meaning and they are satisfied with their lives. Deviana et al. (2023) argued that psychological well-being is an important element that must be nurtured as a foundation in developmental stages, fostering life satisfaction and reducing negative behaviors and depression.

This study is similar to previous research, such as Fitri et al. (2022), which showed the results of a growth mindset training model to enhance grit using a pre-test and post-test group design. However, the difference in this study is the focus on improving students' psychological well-being. Additionally, this study used a non-equivalent control group design. The limitation of this study was that data collection was conducted using Google Forms, meaning the researcher could not fully supervise the full filling of the questionnaire. Moreover, the intervention had a limited time of 40 minutes per session, so the execution of the service was less comprehensive, which influenced the students' worksheets.

The main finding of this study shows that the intervention of growth mindset-based classical guidance services significantly improved students' psychological well-being. The improvement was observed in the increase in students' scores after the intervention. A growth mindset encourages individuals to believe in change, have the drive to continuously improve their self-capacity, and develop perseverance, which enhances their psychological well-being. This aligns with the findings of Edwina & Sembiring (2022), which found that students with a growth mindset feel confident in their ability to solve problems, have hope for the future, and believe that every challenge carries positive meaning. A growth mindset also impacts academic performance, as individuals with a growth mindset focus on the process and self-development, continuously employing various strategies to adapt (Supriyadi et al., 2023). Furthermore, a growth mindset facilitates individuals in achieving self-development, which has been associated with resilience (Noskeu et al., 2021).

The results of this study align with expectations and previous literature, which shows that growth mindset training can improve persistence (Fitri et al., 2022). Additionally, research by Wahidah & Royanto (2019) indicates that the higher the students' persistence, the higher their well-being. This study reinforces those findings by implementing growth mindset-based classical guidance services and developing a service design based on the growth mindset dimensions proposed by Ariani (2024), such as belief in change, curiosity, and perseverance.

4. RESEARCH IMPLICATIONS

The implications of this research serve as a foundation for guidance counselors and future researchers regarding the implementation of growth mindset-based classical guidance services. These services have proven effective in improving students' psychological well-being, and the development of growth mindset training can be a reference for guidance counselors or future researchers.

5. CONCLUSIONS

Growth mindset-based classical guidance to improve students' psychological well-being effectively increases their psychological well-being. Recommendations for future research include applying a similar service with a broader range of subjects, not limited to high school students, and expanding to other levels, such as elementary, middle school, or college students.

This research demonstrates that growth mindset-based classical guidance effectively improves students' psychological well-being at SMAN 3 Tasikmalaya. The intervention helped students develop a positive mindset that supported their psychological well-being, emotionally, mentally, and socially. The improved psychological well-being included increased self-confidence, the ability to face challenges, emotional regulation skills, and better interpersonal relationships. Students who participated in the training showed better abilities to cope with academic and social pressures.

Growth mindset training equips students to believe their abilities can continuously develop through effort and learning. This encourages students to be more optimistic and resilient in facing challenges, which directly impacts the improvement of their psychological well-being. Applying growth mindset-based classical guidance at SMAN 3 Tasikmalaya is an effective and relevant approach to enhancing students' psychological well-being. This method can be adopted as part of the school's counseling program to support students' holistic development.

Recommendations: Future research should involve subjects from different education levels, such as elementary, middle school, or university students. This aims to test whether the growth mindset approach yields similar results across different age groups. With these suggestions and recommendations, research and practice on

growth mindset-based counseling will be further optimized to improve students' psychological well-being at SMAN 3 Tasikmalaya and other educational institutions.

ACKNOWLEDGMENTS

Thanks are extended to FNI and GSS, the supervising lecturers, who assisted in the completion of this research, and to UWP and YNT, the guidance counselors at SMAN 3 Tasikmalaya, for providing opportunities and guidance in conducting this research at SMAN 3 Tasikmalaya.

AUTHOR CONTRIBUTION STATEMENT

In the completion of this article, the first author contributed to data collection and the preparation of the research report, while the second and third authors contributed to finalizing the framework of this article.

REFERENCES

- Atikasari, F. (2021). Religiusitas dan kesejahteraan psikologis dimediasi oleh kebahagiaan siswa. *Jurnal Ilmiah Psikomuda (JIPM) Connectedness*, 1(1), 15-27. <https://download.garuda.kemdikbud.go.id/article.php?article=2632872>
- Aulia, S., & Panjaitan, R. U. (2019). Kesejahteraan psikologis dan tingkat stres pada mahasiswa tingkat akhir. *Jurnal keperawatan jiwa*, 7(2), 127. <https://doi.org/10.26714/jkj/7.2.2019>
- Ayers, J. C. (2015). *Encouraging a growth mindset* (Doctoral dissertation, Evergreen State College).
- Barseli, M., Ifdil, I., & Nikmarijal, N. (2017). Konsep stres akademik siswa. *Jurnal konseling dan pendidikan*, 5(3), 143-148. <https://doi.org/10.29210/119800>
- Chauwito, V. A., & Prasetyo, E. (2021). Perbedaan tingkat self-efficacy pada anak disleksia dengan pelatihan berkonsep growth mindset. *EXPERIENTIA: Jurnal Psikologi Indonesia*, 8(2), 112-121. <https://journal.wima.ac.id/index.php/EXPERIENTIA/article/view/2765>
- Chen, S., Ding, Y., & Liu, X. (2021). Development of the growth mindset scale: evidence of structural validity, measurement model, direct and indirect effects in Chinese samples. *Current Psychology*, 42(3), 1712-1726. <https://doi.org/10.1007/s12144-021-01532-x>
- Creswell, J. W. (2015). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. Pearson.
- Dea Ariani, - (2024). *Pengembangan Alat Ukur Mindset Pada Remaja (Pada Remaja SMP/SMA Sederajat di Kota Tasikmalaya)*. Skripsi thesis, Universitas Muhammadiyah Tasikmalaya. <https://repository.umtas.ac.id/2140/>
- Deviana, M., Umari, T., & Khadijah, K. (2023). Kesejahteraan Psikologis (Psychological Well-Being) Remaja. *Jurnal Pendidikan dan Konseling (JPDK)*, 5 (1), 3463-3468. <https://doi.org/10.31004/jpdk.v5i1.11563>
- Dinata, W., Wahyudi, W., & Fikry, Z. (2023). Hubungan antara Prokrastinasi Akademik dengan Burnout Akademik pada Peserta Didik. *Jurnal Pendidikan Tambusai*, 7(1), 1438-1445. <https://doi.org/10.31004/jptam.v7i1.5439>
- Dweck, C. (2015). Carol Dweck revisits the growth mindset. *Education week*, 35(5), 20-24. <https://www.edweek.org/leadership/opinion-carol-dweck-revisits-the-growth-mindset/2015/09>
- Edwina, O. I. P., & Sembiring, T. (2021). Peran mindset terhadap resiliensi keluarga pada dewasa awal. *Psymphatic: Jurnal Ilmiah Psikologi*, 8(2), 183-194. <https://doi.org/10.15575/psy.v8i2.9572>
- Etikan, I., & Bala, K. (2017). Combination of probability random sampling method with non probability sampling method (sampling versus sampling methods). *Biometrics & biostatistics international Journal*, 5 (6), 210-213. <https://doi.org/10.15406/bbij.2017.05.00148>
- Fardani, A., Jumhur, A., & Ayuningtyas. (2021). Faktor-Faktor yang Mempengaruhi Stres Akademik Mahasiswa Pendidikan Tata Rias Universitas Negeri Jakarta. *Jurnal Pendidikan*, 22(2), 134-140. <https://doi.org/10.33830/jp.v22i2.1099.2021>
- Fitri, G. S., Sugara, G. S., Sulistiana, & D., Bariyyah, K.(2022). Model Pelatihan Growth Mindset Untuk Meningkatkan Kegigihan (Grit). *Jurnal Konseling Indonesia*, 8(1), 8-17. <https://ejournal.unikama.ac.id/index.php/JKI/article/view/8406>
- Lai, X., Nie, C., Huang, S., Li, Y., Xin, T., Zhang, C., & Wang, Y. (2022). Effect of growth mindset on mental health two years later: The role of smartphone use. *International journal of environmental research and public health*, 19(6), 3355. <https://doi.org/10.3390/ijerph19063355>

- Noskeau, R., Santos, A., & Wang, W. (2021). Connecting the dots between mindset and impostor phenomenon, via fear of failure and goal orientation, in working adults. *Frontiers in psychology*, 12, 588438. <https://doi.org/10.3389/fpsyg.2021.588438>
- Nugroho, A A, Suhendri, S., & Ajie, G. R. (2019). Model Pengembangan Pemahaman Kesehatan Reproduksi Melalui Layanan Bimbingan Klasikal Metode Jigsaw. *Jurnal Bimbingan dan Konseling Indonesia*, 3(2), 49-55. https://ejournal-pasca.undiksha.ac.id/index.php/jurnal_bk/article/view/3049
- Pahlevi, R., Utomo, P., & Zubaidah, Z. (2021). Kesejahteraan Psikologis Anak Autis Ditinjau dari Layanan Bimbingan dan Konseling Berkebutuhan Khusus di Sekolah. *Jurnal Hawa: Studi Pengarus Utamaan Gender dan Anak*, 3(1). <http://dx.doi.org/10.29300/hawapsga.v3i1.4799>
- Pedhu, Y. (2022). Kesejahteraan psikologis dalam hidup membiara. *Jurnal Konseling dan Pendidikan*, 10(1), 65-78. <https://doi.org/10.29210/162200>
- Rahma, A. A., & Izza, S. A. (2024). Pengaruh Growth Mindset terhadap Kesejahteraan Psikologis Siswa SMP di Era VUCA. In *Prosiding Seminar Nasional Bimbingan dan Konseling (SMILING) (Vol. 2, pp. 37-45)*. <https://conference.upgris.ac.id/index.php/snbk/article/view/5497>
- Rahmawati, W. K. (2016). Efektivitas teknik restrukturisasi kognitif untuk menangani stres akademik siswa. *JKI (Jurnal Konseling Indonesia)*, 2(1), 15-21. <https://ejournal.unikama.ac.id/index.php/JKI/article/view/1636>
- Rhew, E., Piro, J. S., Goolkasian, P., & Cosentino, P. (2018). The effects of a growth mindset on self-efficacy and motivation. *Cogent Education*, 5(1), 1492337. <https://doi.org/10.1080/2331186x.2018.1492337>
- Ryff, C. D. (1989). Happiness is everything, or is it? exploration on the meaning of psychological well-being. *Journal American Psychological Association*, 57(6), 1069-1081. <https://doi.org/10.1037//0022-3514.57.6.1069>
- Sholihah, I. N. M., & Handayani, T. (2020). Pemanfaatan Powtoon Sebagai Media Bimbingan Klasikal Pada Pembelajaran Jarak Jauh (Pjj). *PD ABKIN JATIM Open Journal System*, 1(2), 50-58. <https://doi.org/10.1234/pdabkin.v1i2.84>
- Sugara, G. S. (2018). Kualitas Hidup Mahasiswa Dalam Perspektif Budaya Akademik. *Journal of Multicultural Studies in Guidance and Counseling*, 2(1), 47-60. <https://www.researchgate.net/publication/335763735>
- Supriyadi, A. J. K., Indira, F. K. M., Sulistiyono, Y., Amalia, D., & Sutanti, N. (2023). Pengaruh growth mindset terhadap stres akademik mahasiswa. *edukasi: jurnal pendidikan*, 21(2), 287-300. <https://doi.org/10.31571/edukasi.v21i2.6072>
- Wahidah, F. R., & Royanto, L. R. (2019). Peran kegigihan dalam hubungan growth mindset dan school well-being siswa sekolah menengah. *Jurnal Psikologi TALENTA*, 4(2), 133-144. <https://doi.org/10.26858/talenta.v4i2.7618>
- Yeager, D. S., & Dweck, C. S. (2020). What Can be Learned from Growth Mindset controversies? *The American Psychologist*, 75(9), 1269-1284 <https://doi.org/10.1037/amp0000794>
- Zander, L., Brouwer, J., Jansen, E., Crayen, C., & Hannover, B. (2018). Academic self-efficacy, growth mindsets, and university students' integration in academic and social support networks. *Learning and Individual Differences*, 62, 98-107. <https://doi.org/10.1016/j.lindif.2018.01.012>
- Zeng, G., Hou, H., & Peng, K. (2016). Effect of growth mindset on school engagement and psycho well-being of Chinese primary and middle school students: The mediating rolr of resilience. *Frontiers in Psychology*, 7,1-8. <https://doi.org/10.3389/fpsyg.2016.01873>
- Zhao, S., Chen, L., King, R. B., Nie, Y., Du, H., & Chi, P. (2021). When adolescents believe that SES can be changed, they achieve more: The role of growth mindset of SES. *Personality and Individual Differences*, 183, 111104. <https://doi.org/10.1016/j.paid.2021.111104>

Copyright holder:

© Purwaningsih, L., Isti'adah, F. F., & Sugara, G. S. (2025)

First Publication Right:

© Quanta Journal (Kajian Bimbingan dan Konseling dalam Pendidikan)

This Article is licensed under:

CC-BY-SA (Creative Commons Attribution-ShareAlike 4.0 International License)