

Improving elementary school students' self-regulated learning through growth mindset psychoeducation

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Abstract: *This study examines the effectiveness of growth mindset psychoeducation using a quasi-experimental one-group pretest-posttest design involving 18 sixth-grade students at "X" elementary school, Bandung. Results showed significant improvement in self-regulated learning (SRL) forethought ($Z = -2,74$ $p < 0,05$) and a significant influence of growth mindset on SRL ($R^2 = 0,636$ $F = 27,97$ $p < 0,01$). This study provides insight that growth mindset can enhance forethought phase, helping students facing transition. Elementary school students should apply growth mindset strategies, such as setting SMART goals, while schools should support these efforts. Future research should include control groups and parental perspectives.*

Keywords: *self-regulated learning; growth mindset; psychoeducation; elementary students.*

Abstrak: Penelitian ini menguji efektivitas psikoedukasi growth mindset dengan metode kuasi-eksperimental one-group pretest-posttest, melibatkan 18 siswa kelas 6 SD "X" Bandung. Hasil penelitian menunjukkan peningkatan signifikan pada SRL fase forethought ($Z = -2,74$, $p < 0,05$) dan pengaruh signifikan growth mindset terhadap SRL ($R^2 = 0,636$, $F = 27,97$, $p < 0,01$). Hasil penelitian ini menunjukkan bahwa growth mindset dapat meningkatkan SRL fase forethought, yang membantu siswa menghadapi masa transisi. Siswa SD disarankan menerapkan strategi growth mindset, seperti membuat SMART goals, sementara sekolah perlu mendukung upaya ini. Penelitian selanjutnya perlu melibatkan kelompok kontrol dan perspektif orang tua.

Kata Kunci: pembelajaran pengelolaan diri; pola pikir berkembang; psikoedukasi; siswa sekolah dasar.

INTRODUCTION

Education involves several processes from early childhood education to higher education, including a transition from elementary school to junior high school which commonly takes place during early teenage years (Santrock, 2019). This transition serves as a crucial period for teenagers' academic and psychological development.

Transition to secondary school comprises significant changes within learning process (Arofah, 2024; Jindal-Snape et al., 2021). Referring to previous studies and interviews to teachers, it was revealed that secondary school students were expected to be more independent, different from their elementary school era in which the learning process was dominated by teachers' lectures (Anisa et al., 2020; Jindal-Snape et al., 2021; Liu et al., 2022). Students of secondary school are more actively engaged in activities like presentation and more learning assignments. Besides, secondary schools come with more complicated subjects, bigger responsibility, and higher independence. This transition may become a challenge for students (Anisa et al., 2020; Jindal-Snape et al., 2021; Liu et al., 2022).

The 2013 curriculum is based on pedagogical approach underlining teachers' main roles in designing, teaching, and evaluating students' learning (Ministry of Education, 2014). Within this process, students have limited control, with teachers directing all learning processes. Structured and centered instruction depicts how massive teachers' control in 2013 curriculum is.

On the other hand, transition to secondary schools implementing *Merdeka* curriculum brings significant changes, in which students are expected to adopt a more independent learning method. *Merdeka* curriculum, based on andragogical approach, focuses on real problem-solving skills to issues relevant to students, independence, and bigger control for their own learning, including determining their own learning objectives (Lumayan et al., 2022; Romdani, 2023). This requires a more active and independent learning (Rahmadhani et al., 2022).

Uka and Uka (2020) highlighted that skills of proactive learning, organization, management, and evaluation played a crucial role during the transition period to secondary schools. Matitaputty and Kurniawati (2020) added that time management, realistic goal,

persistence, and effective learning strategies helped students to adapt, which is a part of self-regulated learning (SRL) at forethought phase.

That being said, SRL becomes important in secondary school level, especially with the implementation of *Merdeka* curriculum. SRL not only helps students during the transition period but also poses positive impact on decision making, adaptation, ethical attitude, confidence, independence, and better learning understanding and outcome (Imani et al., 2021; Nugraha & Wulandari, 2020; Putra et al., 2019; Putri & Sudana, 2020; Wang & Sperling, 2020; Yumna & Gusniarti, 2020).

SRL is promoted by students' mindset, especially growth mindset- a belief that intelligence, talent, and character can develop with effort and learning. Studies by Bai and Jiang et al. (2023), Karlen et al. (2021) Santoso and Dwiastuti (2023), Wang and Sperling (2020), and Widyastuti (2022), showed that growth mindset affected SRL phases.

Previous studies indicated that growth mindset at forethought phase improves self motivation, in which students believe that their intelligence, talent, and attitude can grow better. This positive perspective helps them face challenges and failures as parts of their progress. Their belief that effort contributes to self development encourages them to determine academic goals and learning strategies, and increase assignment analysis and self motivation at forethought SRL phase (Bai & Wang, 2020; Widyastuti, 2022; Jiang et al., 2023; Karlen et al., 2021; Inzlicht et al., 2021; Cherewick et al., 2023; Santoso & Dwiastuti, 2023)

However, previous studies focus more on the correlation between growth mindset and SRL in general, without considering specific challenges during the transition from 2013 to *Merdeka* curriculum. There has not yet been research in Indonesia investigating growth mindset intervention to improve SRL forethought phase of sixth-grade students who are going on transition period. The difference of pedagogical and andragogical approaches in these two curriculums create a meaningful gap in students' ability to learn independently and proactively. This particular study aims at exploring the effectiveness of growth mindset psychoeducation in improving SRL and assisting sixth-grade students during their transition to secondary schools which implements *Merdeka* curriculum. The program

implemented during this study is psychoeducation serving as a preventive step.

Referring to the above description and the gap among previous studies, this study aims at determining the effectiveness of growth mindset psychoeducation to improve SRL forethought phase of sixth-grade students. The question that this study attempts to answer is “Is growth mindset psychoeducation able to improve sixth-grade students’ SRL forethought phase?”

METHOD

This study applied quasi-experimental design with one-group pretest-posttest approach. Research participants were selected by non-probability purposive sampling with the criterion of sixth-grade students learning based on curriculum 2013. Research process started with pretest (Waruwu, 2023). Participants were 18 sixth-grade students at “X” elementary school in Bandung. Prior to intervention, participants handed the informed consent and supporting data. Afterwards, they filled in the pretest which measured the SRL forethought phase and growth mindset seven days before the intervention.

Intervention of grow the mindset psychoeducation was conducted in two sessions with 135 minutes for each session. There was a gap of one week to practice the skill in the first session. This program was based on Dweck theory (2006). Seven days after the intervention, posttest was carried out, and comparison between pretest and posttest was done to determine the improvement of SRL forethought phase after the growth mindset psychoeducation.

The tool used in this study to measure SRL was developed by Vandavelde et al, (2013) based on Zimmerman’s theory (2002). This tool consisted of 36 items with two indicators. The study by Vandavelde et al, (2013) showed that the tool was valid and reliable for grade 5 and 6 of elementary school students with the match indicator CFI (0,90-0,99), TLI (0,87-0,98), RMSEA (0,04-0,08), and SRMR (0,02-0,05). Operational SRL is defined as individuals’ active process to start, monitor, and control their learning to achieve the academic goals. SRL forethought phase covers the determination of academic goals, strategic planning, recognizing the significance of learning, and self-belief in learning ability.

Growth mindset was measured using Likert scale developed by Sembiring (2017) based on Dweck’s theory (2006) consisting of 15 items. This instrument is proven valid with its corrected item correlation coefficient of 0,311-0,687 and reliable with Cronbach’s Alpha of 0,837. Growth mindset is defined as the belief that intelligence, talent, and attitude can be developed. Challenges and failures are considered important for self development, effort to reach success, and feedback for progress. Data in this study were analyzed using paired t-test (wilcoxon) using IBM SPSS version 27.

RESULTS AND DISCUSSION

As many as 18 students participated in this study.

Table 1. Participants’ Demographic Data

Demographic Data	Characteristic	F	%
Age	11 years old	12	66,7%
	12 years old	6	33,3%
Gender	Female	7	38,9%
	Male	11	61,1%
Supporting Resources	Complete	7	38,9%
	Incomplete	11	61,1%
Learning Environment at Home	Comfortable	10	44,5%
	Uncomfortable	8	55,5%
Family’s Support	All members	6	33,3%
	Some members/ Alone	12	66,7%

In ‘supporting resources’, most students (61,1%) do not receive complete resources. However, majority of students

(44,5%) has a comfortable learning environment at home. Regarding learning process at home,

most of students (66,7%) are assisted by family members, while others learn by themselves.

Table 2. SRL at Forethought Phase (FP) and Growth Mindset (GM)

Variable	N	Min	Max	Mean	SD
Pretest SRL FP	18	76	143	117,9	19,7
Posttest SRL FP	18	91	160	128	16,8
Pretest GM	18	39	81	67,2	12,7
Posttest GM	18	52	88	78,3	10,9

*GM: Growth Mindset; FP: Forethought Phase

Table 2 indicates an increase on average, minimum, and maximum score of SRL at forethought phase and growth mindset.

Table 3. Results of Simple Linear Regression Test

Variable	R ²	ΔR ²	F	Sig.
GM – SRL FS	0,636	0,613	27,97	< 01

GM: Growth Mindset; FP: Forethought Phase

Before conducting paired t-test, researchers completed simple linear regression test to check whether the observed increase was caused by independent variables. The results

shown in table 3 indicate that growth mindset variable poses a significant impact on SRL at forethought phase ($R^2 = 0,636$ $F(1,16) = 27,97$ $p < 01$), explaining 61,3% of varians

Table 4. Result of Paired T-Test (Wilcoxon)

SRL at Forethought Phase	z	p-value	ES
Pretest – Posttest	-2,744	0,006*	0,73

* ES: Effect Size

The pretest and posttest scores of SRL at forethought phase in Table 4 signify that after growth mindset psychoeducation is given, there is a difference of intervention impact as much as 0,73 falling within the category of “big impact” (Corder & Foreman, 2014). It shows that growth mindset psychoeducation poses a big impact on SRL at forethought phase.

Further analysis was done to check the differences on participants before and after the

intervention. The result showed a significant change after the growth mindset psychoeducation, with 88,8% participants demonstrate higher SRL score at forethought phase. However, two participants (11,2%) experience decreasing score. Three participants (16,6%) shift from “low” category to “medium”, and the other three (16,6%) shift from “medium” to “high

Table 5. Students’ Demographic Data Tes

Demographic Data	Information	N	Mean	p-value
Supporting Resources	Complete	7	131,8	0,011
	Incomplete	11	109,1	
Learning Environment at Home	Comfortable	10	122,8	0,197
	Uncomfortable	8	111,8	
Family’s Support	All members	6	133,3	0,010
	Some members/ Alone	12	110,2	

Researchers also analyzed external factors (demographic data) related to SRL at forethought phase shown in Table 5. First of all, a significant difference is found between students receiving complete resources (M=131,8) and those who do not (M=109,1). Other

than that, a significant difference ($p = 0,010$ $p < 0,005$) between students with support from all family members (M =133,3) and those supported by some members or none (M = 110,2). This indicates that full resources and family support result in higher SRL at forethought phase.

However, there is no significant difference in SRL score ($p = 0,197$ $p > 0,05$) based on home learning environment whether it is comfortable ($M = 122,8$) or uncomfortable ($M = 111,8$).

Participants of growth mindset psychoeducation filled in the evaluation form to assess their reaction and attitude. Most of them chose “agree” or “strongly agree” that they understood growth mindset theory, found that it is interesting and useful, and felt that the speaker delivered the materials clearly and interestingly. Most students also agreed that the media used were effective, and the duration was appropriate.

It can be concluded that growth mindset psychoeducation could effectively improve SRL at forethought phase of sixth-grade students with a massive impact. This denotes a significant impact of growth mindset psychoeducation on the improvement of SRL especially at forethought phase. Based on the score comparison, 16 participants (88,88%) showed a score increase at SRL forethought phase. Besides, the manipulative checking result indicates that growth mindset significantly influences SRL forethought phase.

This finding agrees with previous studies demonstrating the role of growth mindset in SRL (Bai & Wang, 2020; Cai et al., 2020; Karlen et al., 2021; Widyastuti, 2022). Growth mindset helps students to determine goals, make plan, motivate themselves, regulate their attention, use flexible strategies, do self evaluation, seek for help, and monitor their own learning. All of these are key indicators of SRL forethought phase (Widyastuti, 2022).

Psychoeducation intervention implements four growth mindset indicators, which help to increase the three SRL indicators at forethought phase. In session 1 and 2, the first indicator of growth mindset was introduced. The result of evaluation shows that 17 students (99,45%) in session 1 and 18 students (100%) in session 2 understood and believed that intelligence, talent, and characters could grow better with effort. These indicators are strengthened by teaching growth mindset through the ability of brain to form new neuron connection instead of fixed mindset (Dweck, 2006; *Mindset Works*, 2019).

Understanding the concept of control over intelligence development increases the curiosity and positive perception towards learning process. Growth mindset is proven to increase students' interest and involvement (Fatimah & Saptandari, 2022; Saptandari, 2021). During the study, students filled in the worksheet about the

subjects that they were interested in, such as physical education, art, and science, showing that growth mindset indicators can enhance the intrinsic interest linked to self motivation, the key aspect of SRL forethought phase.

In addition, students learn that to develop intelligence, talent, and characters, they have to grow the desire to learn and activate the neurons in their brain (Dweck, 2006; *Mindset Works*, 2019). By forming new neuron pathways, students can store more information, strengthen their understanding, and improve their problem-solving skills. These allow students to keep growing because their brains become more efficient in integrating new and existing knowledge (Dweck, 2006). This process sharpens their ability and highlight the benefits of growth mindset.

In their worksheets, students mentioned that learning subjects like music, mathematics, and science would help them in their secondary school, increase their score, and reduce their confusion while doing practice or exam. This finding goes along with previous studies by Matitaputty and Kurniawati (2020), Outes-León et al. (2020), and Stohlmann (2022) showing that growth mindset promoted learning motivation. The understanding towards these benefits improves students' intrinsic motivation and encourages them to determine meaningful goals, which affect the indicators of self motivation in SRL forethought phase.

The second indicator of growth mindset, which is belief that effort contributes to self development, was introduced in session 1 and 2. After psychoeducation, 17 students in session 1 (99,45%) and 18 students in session 2 (100%) agreed that effort led to self development. This fact is explained through the second stage of neuron development in which neurons form connection when effort is made during the learning process (*Mindset Works*, 2019). During the intervention, students wrote SMART (Specific, Measurable, Achievable, Relevant, and Time-constructed) goals and strategies to reach them. This finding is consistent with previous studies stating that growth mindset assisted students to determine realistic goals, focus on process, and promote persistence (Matitaputty & Kurniawati, 2020; Outes-León et al, 2020; Widyastuti, 2022). The implementation of these indicators poses positive influence on goal determination, strategic planning, and expected outcome, the key elements of SRL forethought phase.

The third indicator, belief that input and assistance from other people contribute to success, was also discussed during the intervention. After psychoeducation, 17 students (99,45%) in session 1 and 18 students (100%) in session 2 were convinced about this. Students were asked to identify factors that assisted or hindered their learning like persistence, asking for help, and avoiding disturbance. Writing down these factors help students to understand what supports and hinders their learning, and this improves their confidence to reach their goals. The improvement of self efficacy affects the analysis of assignment in SRL forethought phase, like what has been found by Bai and Wang (2020).

The final indicator, belief that challenges and failures are important for growth, was highlighted in session 1 and 2. Most students (99,45%) in session 1 and 100% students in session 2 agreed that challenges and failures had a significant role during the growth process. Students then shared the challenges they found in the past, like their difficulties to understand materials or getting low scores, and learned that challenges could exercise their curiosity and assist them to develop their intelligence (Mindset Works, 2019). Recognizing challenges and failures as opportunities instead of threats boosts self efficacy in analysis of assignment and intrinsic interest in self motivation, which is important for SRL. This finding goes along with studies by Matitaputty and Kurniawati (2020), Outes-León et al. (2020) and Stohlmann (2022) which stated that growth mindset encouraged persistence and problem-solving skill.

The demographic data in this study reveal that students' SRL forethought phase is also affected by external factors like family support and resources. There is a significant difference between students receiving full assistance and those who do not. A significant difference is also spotted between students assisted by all family members and those who were assisted by some or none of them. According to Schunk dan Greene (2018), a supporting environment and access to resources could increase SRL. Therefore, this study proves that both internal factor (growth mindset) and external factor (family support and resources) significantly influence SRL forethought phase.

CONCLUSION AND SUGGESTION

Psychoeducation with growth mindset intervention is proven effective to improve SRL forethought phase of sixth-grade students. Manipulative checking shows that growth mindset significantly impacts SRL forethought phase. Furthermore, family support and access towards resources are some crucial factors influencing SRL.

Both internal and external factors are proven significant in influencing SRL forethought phase. Elementary school students are suggested to develop growth mindset through some steps like creating SMART goals, planning achievement strategies, and noting hindering and supporting factors during the learning process. These strategies can help students to sharpen their ability to regulate themselves and prepare them to face challenges in the next education level. Schools can encourage the implementation of growth mindset in their instruction process by giving feedback focusing on not only outcome but also the process. Schools are also suggested to provide resources like books, internet access, and study groups to promote the optimum development of SRL.

Nevertheless, there are some limitations in this study. This study did not employ control group, and the data on home environment were obtained from teachers and students, not parents. This study was conducted for two weeks without considering the daily activities outside the study process. These limitations can be dealt with in the next studies. Future studies should consider controlling other factors influencing SRL forethought phase by providing questions and check-list to monitor the variables that the researchers do not have control over in order to give a deeper understanding of the development of SRL forethought phase.

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