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Growth Mindset: The Effectiveness of Growth Mindset Training for Karang Taruna

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Abstract

This study examines the impact of growth mindset training on Karang Taruna Taruna Bhakti members in Dusun Banyunganti Lor. The training aimed to enhance participants' understanding of growth mindset principles, distinguish between growth and fixed mindsets, recognize the benefits of a growth mindset in an organization, and develop strategies to nurture a growth mindset. A pretest-posttest design was employed, and results showed significant improvements across all key indicators, demonstrating the effectiveness of the training. Participants exhibited high engagement, which contributed to the positive outcomes. However, the study faced limitations, including potential bias from non-standardized surveys and individual differences in responses. These limitations suggest that while the training was effective, the observed improvements may not be uniformly applicable to all members. To address these issues, future training sessions should incorporate standardized survey instruments to reduce bias and consider individual differences.

Additionally, logistical challenges, such as the co-trainer shortage and limited access to multimedia tools, should be addressed to enhance the learning

experience. Future research could explore the long-term effects of growth mindset training on organizational performance and the impact of integrating interactive, technology-driven methods. Despite the challenges, the training fostered a growth mindset, equipping members with the resilience and adaptability needed for their roles, thereby contributing positively to the community.

Abstrak

Penelitian ini mengkaji dampak pelatihan growth mindset terhadap anggota Karang Taruna "Taruna Bhakti" di Dusun Banyunganti Lor. Pelatihan ini bertujuan untuk meningkatkan pemahaman peserta mengenai prinsip-prinsip growth mindset, membedakan antara growth mindset dan fixed mindset, mengenali manfaat growth mindset dalam suatu organisasi, serta mengembangkan strategi untuk menumbuhkan pola pikir berkembang. Desain penelitian yang digunakan adalah pretest-posttest, dan hasil menunjukkan peningkatan signifikan pada seluruh indikator utama, yang menandakan efektivitas pelatihan. Tingginya keterlibatan peserta turut berkontribusi terhadap hasil positif ini. Namun, penelitian ini memiliki keterbatasan, termasuk potensi bias dari penggunaan instrumen survei yang belum terstandarisasi serta perbedaan individu dalam merespons. Keterbatasan ini menunjukkan bahwa meskipun pelatihan efektif, peningkatan yang diamati belum tentu berlaku secara merata pada seluruh anggota. Untuk mengatasi hal ini, pelatihan di masa depan disarankan menggunakan instrumen survei yang terstandarisasi guna mengurangi bias, serta mempertimbangkan perbedaan individu. Selain itu, tantangan logistik seperti keterbatasan jumlah fasilitator dan akses terhadap alat multimedia juga perlu ditangani untuk meningkatkan pengalaman belajar. Penelitian selanjutnya dapat mengeksplorasi dampak jangka panjang dari pelatihan growth mindset terhadap kinerja organisasi serta pengaruh integrasi metode pembelajaran interaktif berbasis teknologi. Meskipun menghadapi sejumlah tantangan, pelatihan ini berhasil menumbuhkan growth mindset dan membekali anggota dengan ketangguhan serta kemampuan adaptasi yang dibutuhkan dalam menjalankan peran mereka, sehingga memberikan kontribusi positif bagi masyarakat.

Keywords: Growth mindset, psychological training, youth organization, organizational development, participant engagement, interactive learning approach

Introduction

Karang Taruna is a social organization composed of young people aimed at developing the potential and skills of the youth in social, economic, and cultural areas (Kemenpora, 2018). In the context of Dusun Banyunganti Lor, Karang Taruna Taruna Bhakti serves

several crucial functions, including providing support during village events in the Dusun area, particularly during major events organized by Kaliagung village. Additionally, they organize the 17th August Independence Day competitions, assist in wedding receptions, and support cultural events. Karang Taruna also provides its members opportunities to learn organizational skills, teamwork, and active participation in community activities.

However, based on field observations and interviews with the head of Karang Taruna, several challenges have been identified. One of the main issues is that most members of Karang Taruna are recruits, the majority of whom are young and require specific training to develop the skills and mentality needed in this organization (Head of Karang Taruna, interview, 2024). Current members of Karang Taruna frequently demonstrate a fixed mindset, where they perceive their abilities as static and avoid challenges that require skill development (Dweck, 2006). This tendency aligns with findings in educational psychology, which show that individuals with fixed mindsets are more likely to disengage when faced with difficulties, fearing failure or judgment (Blackwell et al., 2007). To address these issues, understanding and implementing the concept of a growth mindset is crucial. As introduced by Dweck (2006), a growth mindset is the belief that abilities and intelligence can be developed through effort, learning, and perseverance. Further research has shown that individuals with a growth mindset can better adapt, learn from failures, and improve their performance in various contexts, including within organizations (Yeager & Dweck, 2012). In organizational settings, a growth mindset can foster innovation, enhance teamwork, and improve overall organizational performance (Heslin & Keating, 2017).

Recent studies have empirically validated the effectiveness of mindset training in fostering a growth mindset. Interventions targeting growth mindset development strengthen individuals' self-efficacy and adaptability and contribute to organizational outcomes such as innovation and productivity (Yeager et al., 2019). For instance, a meta-analysis by Sisk et al. (2018) confirmed that growth mindset interventions significantly improve academic and professional performance, particularly in challenging contexts.

Further supporting this, a randomized controlled trial by Lazowski et al. (2023) demonstrated that structured growth mindset training in organizational settings enhanced employee resilience and reduced burnout, especially in high-stress industries. Similarly, research in non-Western contexts (Tarbetsky et al., 2022) found that

such training improved collaborative problem-solving skills among youth in collective cultures, akin to community organizations like Karang Taruna.

Cultivating a growth mindset among Karang Taruna members represents a critical intervention point for enhancing organizational effectiveness and community impact. Grounded in Dweck's (2006) foundational theory, this approach emphasizes five core dimensions relevant to youth development in community settings. First, the belief in neuroplasticity and capacity for change (Yeager et al., 2019) establishes the scientific basis for skill development through deliberate practice. Second, reframing challenges as growth opportunities builds upon Schroder et al. (2017) findings on stress reduction and perseverance in adolescent populations. Third, the constructive use of criticism aligns with meta-analytic evidence demonstrating its positive relationship with performance outcomes (Burnette et al., 2020). Furthermore, the organizational dimension of Karang Taruna presents a novel application of mindset theory, which has been predominantly studied in formal educational settings (Paunesku et al., 2015) rather than community-based youth organizations.

The current study addresses several critical gaps in the literature. First, it extends growth mindset research into understudied collectivist cultural contexts (Tarbetsky et al., 2022). Second, it examines implementation in informal community organizations, a departure from traditional school-based interventions. Third, it responds to the Indonesian Ministry of Social Affairs (2023) call for evidence-based approaches to youth leadership development. The potential contributions are threefold: (1) advancing theoretical understanding of mindset cultivation in non-Western contexts, (2) providing empirical evidence for community-based intervention models, and (3) informing national youth development policy through rigorous scientific investigation. This research, therefore, represents both a theoretical advancement and a practical solution to pressing developmental challenges in Indonesian civil society.

Method

The research is an experimental study using a pretest-posttest design. This design allows the researcher to measure the impact of the training by comparing participants' performance or mindset before and after the training.

a. Data Collection Methods

Data were collected through (1) Pre-test and Post-test Surveys/Questionnaires: These were administered before and after the training to assess changes in participants' growth mindset, knowledge, and skills (Dweck, 2006; Creswell & Creswell, 2017). (2) Observation: Participants were observed to monitor their engagement and behavior during the training sessions. (Angrosino, 2007; Patton, 2015) (3) Focus Group Discussions: These were conducted to gain deeper insights into participants' experiences and perceptions of the training (Krueger & Casey, 2014; Morgan, 1997).

b. Tools and Materials

The training utilized various tools and materials to ensure the effectiveness of the intervention. Visual aids were employed to present key growth mindset concepts, adjusted to fit the participants' cultural context and learning preferences. Additionally, a brainstorming board was used during focus group discussions (FGDs) to facilitate collaboration, allowing participants to share ideas and work through scenarios that resonated with their communal learning style. Participants of Karang Taruna "Taruna Bhakti" actively engage in a brainstorming session using a brainstorming board. The board is divided into "Fixed Mindset" and "Growth Mindset," where participants categorize different statements and discuss their implications. This activity is designed to help members distinguish between the two types of mindsets and encourage the adoption of a growth mindset in their daily lives and organizational roles.

To further encourage engagement and participation, rewards were provided for the most active participants and the best-performing groups, recognizing and appreciating the efforts made during the training sessions. Software tools like Excel were utilized for data analysis, helping to assess the impact of the training by comparing pre-test and post-test results.



Figure 1. Brainstorm Board Activity

c. Work procedures

The research was carried out in a structured sequence to ensure the effectiveness and accuracy of the study. Initially, the preparation phase involved developing and pilot testing the pre-test and post-test questionnaires and preparing the training materials to align with the study's objectives. Participants were then recruited, and the single training session was scheduled accordingly. In the pre-test phase, participants were administered the pre-test survey to establish baseline data, which was securely stored for later analysis.

The training phase consisted of a single session, where the growth mindset training was implemented. During this session, observations were made to monitor participant engagement, responses to activities, and any notable behaviors. After the training, participants were given the post-test survey in the post-test phase, and their responses were collected for comparison with the pre-test results.

Finally, the data analysis phase involved using Excel to analyze the data and comparing pre-test and post-test scores to evaluate the effectiveness of the training. The findings were then interpreted in the context of the study's objectives, with implications for future training programs and organizational practices discussed in the final report.



Figure 2. Research Implementation Flow

Result and Discussion

This study employed a pretest-posttest design to evaluate the impact of growth mindset training on Karang Taruna "Taruna Bhakti" members in Dusun Banyunganti Lor. Participants' knowledge and application of growth mindset principles before and after the training were assessed.

Table 1. Respondents' Demographic Data

No.	Indicator	Before Training	After Training
1.	Knowledge of the Definition of Growth Mindset	1.35	3.35
2.	Differences Between Growth vs Fixed Mindset	1.3	3.3
3.	Benefits of Growth Mindset in Organization	1.45	3.2
4.	Strategies for Developing a Growth Mindset	1.3	3.05
Total Score		5.4	12.9

The study's findings are presented in Table 1, which shows the assessment scores before and after the training. The table includes four key indicators: knowledge of the growth mindset definition, understanding the difference between growth and fixed mindsets, the benefits of a growth mindset in an organization, and strategies for fostering a growth mindset. Table 1 shows a significant increase in all indicators after the training. The first indicator, knowledge of the growth mindset definition, improved from 1.35 to 3.35, indicating that the training effectively enhanced participants' understanding of the basic concept of a growth mindset. The second indicator, understanding the difference between growth and fixed mindsets, also improved from 1.3 to 3.3. This increase suggests that participants are better equipped to distinguish between the two concepts, crucial for applying the growth mindset in their daily lives.

The third indicator, the benefits of a growth mindset in an organization, increased from 1.45 to 3.2. This reflects the participants' growing awareness of the importance of adopting a growth mindset within an organization to improve performance and achieve goals. Finally, the fourth indicator, strategies for fostering a growth mindset, showed a significant increase from 1.3 to 3.05. This indicates that participants are now more capable of formulating strategies to nurture a growth mindset in their environment. Overall, the total score increased from 5.4 before the training to 12.9 after, demonstrating that the growth mindset training effectively enhanced participants' knowledge and skills in applying the growth mindset.

During the training session, the members of Karang Taruna "Taruna Bhakti" exhibited high enthusiasm and engagement. They actively participated and were able to follow the material presented with keen interest. This positive response indicates that the training was well-received and that the concept of a growth mindset resonated with the participants.



Figure 3.

Participants Engage in A Growth Mindset Exercise Through an Interactive Game

However, several challenges were encountered during the training. One of the main issues was the shortage of co-trainers, which limited the participants' ability to provide more personalized guidance and support. Additionally, there was a lack of essential materials, such as projectors and multimedia equipment, which could have enhanced the training delivery. These limitations somewhat hindered the overall effectiveness of the session, as the use of visual aids and interactive content is crucial in ensuring a comprehensive understanding of the concepts being taught.

Despite these challenges, the training successfully achieved its objectives, as evidenced by the significant improvements in the participants' knowledge and skills related to a growth mindset. Future training sessions could benefit from addressing these logistical issues to further enhance the learning experience and outcomes for the participants. These findings suggest that such training can be a valuable approach to improving the capacity of Karang Taruna members to think more positively and proactively in the face of challenges, thereby contributing more effectively to community development.

Conclusion

The growth mindset training provided to Karang Taruna "Taruna Bhakti" members in Dusun Banyunganti Lor enhanced participants' knowledge and skills. Significant improvements were observed across all key indicators, including understanding growth mindset principles, distinguishing between growth and fixed mindsets, recognizing the

benefits of a growth mindset in an organization, and developing strategies to nurture a growth mindset. These findings align with prior research that emphasizes the role of growth mindset interventions in promoting cognitive and behavioral change (Dweck, 2006; Yeager & Dweck, 2012).

However, it is important to acknowledge certain limitations within this study. One significant limitation was the potential bias introduced during the survey process. The surveys used to assess participants' progress were not standardized, which might have influenced the reliability and validity of the responses. Participants may have interpreted the questions differently, or their responses may have been swayed by social desirability bias, where they provided answers they believed were expected rather than reflecting their true opinions and experiences. Moreover, individual differences such as prior experience, educational background, and personal motivation could have led to varying responses to the training. These factors suggest that the observed improvements may not be uniformly applicable across all members, and further research is needed to account for these variations.

The training successfully addressed the initial challenges faced by the organization, particularly the need to shift from a fixed to a growth mindset among new members. By fostering a growth mindset, the training has equipped members with the resilience and adaptability required to fulfill their organizational roles more effectively, thereby contributing positively to the broader community. These outcomes are consistent with research suggesting that a growth mindset can enhance resilience and a greater organizational learning capacity (Keating et al., 2019; Claro et al., 2016).

To further enhance the impact of future training sessions, it is recommended that logistical challenges be addressed, such as the need for additional co-trainers and improved access to multimedia tools. Additionally, future studies should utilize more standardized and validated survey instruments to reduce potential biases and improve the accuracy of the data collected. Research could also explore the long-term effects of growth mindset training on organizational performance within Karang Taruna and similar community organizations. Further investigation into incorporating more interactive and technology-driven training methods is also suggested to deepen participants' engagement and learning outcomes, as supported by recent studies on the effectiveness of digital learning tools in mindset interventions (Paunesku et al., 2015).

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