The Effect Of Growth Mindset And Peer Social Support On Self-Regulated Learning

Asina Christina Rosito[1], Ronald Panaehan Pasaribu[2], Pia Xtepia[3]
Fakultas Psikologi Universitas HKBP Nommensen
asina.christina@uhn.ac.id, ronald.pasaribu@uhn.ac.id, piaxtefia@gmail.com

Abstract

This study aims to determine 1) whether there is an influence of growth mindset on self-regulated learning among university students, 2) whether there is an influence of peer social support on self-regulated learning among university students, and 3) whether there is a combined influence of growth mindset and peer social support on self-regulated learning among university students. The participants of this study consisted of 138 university students from various universities in Medan. The research instruments used were the growth mindset scale, peer social support scale, and self-regulated learning scale. The data analysis technique employed was multiple regression analysis. The results of the study indicate the following: 1) there is no influence of growth mindset on self-regulated learning, 2) there is no influence of peer social support on self-regulated learning, and 3) there is no positive influence of growth mindset and peer social support on psychological well-being. A further discussion of these findings is presented in the discussion section.

Keywords : Growth Mindset, Peer Social Support, Self-Regulated Learning

INTRODUCTION

Education is planned business For increase quality life man Where expected through education quality life individual the more maximum with thus individual develop become man completely. Education is not only concerning formal efforts from A agency education, through a series curriculum structured learning, for change from the beginning No know become know something, from nothing Can do something become Can do it (called with hard skills s) but also education aim develop soft skills individual said. Become individuals who have mentality a learners is principle from frequent education called as long-life learner, which refers to transforming individual become capable person develop self, have continuous curiosity For develop insight, understanding and competence even when Already finished complete education formally (Permatasari, Mulyadi, & Samlawi, 2022). Higher education is level highest education. Individuals who can taste education tall called with calling special that is students. Through learning at the level This, it is hoped that students in the future become agent of change in various community public through field the science he is pursuing. Therefore that, the process or dynamics experienced by students

in the world of campus become key important in prepare them so that in the future can give contribution positive in the future in public (Saraswaty, Abdurrahmat, & Novianti, 2020). Dynamics learning at college tall become the most aspects confiscate energy from students. How they manage and organize his learning is factor significant determinant achievement academics. Various study previously try explore factors What only that affects achievement academic from a learners, diverse the results were obtained with conclusion general that ability cognitive (eg : intelligence) no ensure achievement academic or performance learning. Achievement learners No can in a way comprehensive explained by skills and capacities individual, but rather there is also a role factor regulations self and motivation (Oktariani, Munir, & Aziz, 2020). Regulation in context learning called as self-regulatory learning is looked at as mechanisms that can explain existence difference in achievement learning among learners and also can seen as tool For increase achievement learn. Therefore that, a learners need develop self-regulated learning. According to Pintrich (Nor Afifah Humaira & Dyta Setiawati Hariyono, 2024) self-regulated learning is a constructive and active process Where learners set objective study and try For monitor, manage and control cognition, motivation, and behavior, with refers to the goals set and conditions environment. Santrock (Fret & Geeraerts, 2021)states that s elf-regulated learning is Study arrange self themselves, including is self-generation and monitoring self - monitoring in thoughts, feelings and behaviors For reach objective (VERONICA, 2019).

According to Zimmerman, learners with high self -regulated learning is those who are active direct energy, cognitive, and behavior in the learning process. They endure when face difficulty or challenge in study. They also try various strategy different learning For optimize results study. Research about self-regulated learning appear as development from various study about self-control in adults (Bai, Wang, & Nie, 2021) Research beginning about self-regulated learning aim as therapy in overcome behavior dysfunctional like aggression, addiction, and behavior problematic others. Nowadays, the principle self-regulatory many implemented in context academic and various form Study others (Bai et al., 2021).

Growth mindset and self-regulated learning

Various study in psychology study try understand various aspect related cognitive with motivation in learn. one of aspect That is mindset, which refers to beliefs individual about possibility will the change ability and intelligence. Carol Dweck (2006) stated There is two type mindset, namely growth mindset and fixed mindset. Carol Dweck stated There is two type mindset. Growth mindset is pattern thinking that believes that ability and intelligence can grow, or can improved as well as strengthened. Mindset This also known as theory incremental (Kannangara et al., 2018). Individual think that when business improved, then will more Lots things learned, and the ability is also greater Good. Fixed mindset is pattern think that believes that individual born with a number of ability and intelligence certain, which is not can changed Again along with time. Often also known as theory entity. When individuals have many intelligence, then will Okay the situation. If only have intelligence limited, then No there is something that can done related condition the (Nor Afifah Humaira & Dyta Setiawati Hariyono, 2024).

Based on the theory he developed, mindset influence motivation achieve someone. Student with fixed mindset tend avoid challenges and bait negative feedback. Besides that, students with pattern think This tend easy For give up, think negative about learning and things related learn, so that efforts made lack and strategy study not enough effective. With thus,

fixed mindset This impact on low achievement. Meanwhile that, students with growth mindset will accept challenge, survive when experience difficulties, and learning from criticism received (Bai & Guo, 2021). Different mindsets This related with objective in learning. Individual with growth mindset will tend Study with objective temporary mastery goals individual with fixed mindset tend Study with objective performance goals (Bai & Wang, 2023).

Mindset This influence How individual respond various chance For Study or For increase self. Study by Hong et al. (Bai et al., 2021) on college students level first at Hong Kong University to show existence difference in respond chance For follow remedial classes. For students level First, many do n't fluent in speaking English temporary ability speaking English very much important For success studying on campus said. When offered For follow remedial English class, individual with fixed mindset tend refuse offer That Because according to they ability speaking they nature stable, no can increase whatever efforts made. Meanwhile that, individual with growth mindset realize lack himself in the aspect Language However, they take step For overcome matter the with willing follow remedial class. They understand that with adequate and appropriate efforts, skills speaking they will increased. From the research This can concluded that individual with fixed mindset limit himself For Finally can learn and develop. While individual with growth mindset, will take adequate measures For increase ability himself (Bai & Guo, 2021).

Various study previously try examine How role from mindset This in influence the learning process and results learning. There is a number of similarities in results study previously, but inconsistencies were also found. In his studies about growth mindset and academic burnout in students in Korea, Kim (Fret & Geeraerts, 2021) found existence influence negative from growth mindset to academic burnout. According to results study said, growth mindset play a role prevent or minimize potential occurrence academic burnout.

Nieuwenhuis, Van der Mee, Janssen, Verstraete, Meeter and Atteveldt (Bai et al., 2021) found existence strong influence from growth mindset to indication academic burnout in adolescents in the Netherlands. Bai & Wang (Yulianti, Takiuddin, Ukhro, & Hamzanwadi, 2023) obtained results study where growth mindset is more predictors strong against SRL compared with self-efficacy and intrinsic value (Agustian, Putro, & Putranto, 2018).

Zhang, Qi, Wang, Wang & Zhang (Panelewen & Tiatri, 2024) in his studies to teenagers in China find existence influence from growth mindset to mental health with strategy coping against stress as a mediator. In addition that, Shalini (Polirstok, 2017) in his studies find existence negative correlation between academic stress and growth mindset in students. In study by Nazari & Far (Fatimah & Saptandari, 2022) found existence role mediation from growth mindset in connection between academic stress and emotions negative to performance academic. Growth mindset Can play a role as one of the form strategy coping in reduce the academic stress experienced. Aditomo (El Syam & Suwondo, 2023) in his studies find existence role from growth mindset as protector to emotion negative inside situation difficult learning, so that reduce the occurrence of stress in students.

Remember the importance of this mindset in context life students, then researchers interested For research influence from growth mindset to self-regulated learning.

Support social Friend peer and self-regulated learning

Pintrich & Zusho (Khajavy, MacIntyre, & Hariri, 2021) that self- regulated learning does not only obtained from motivation and cognitive personal but also developed or weakened by factors contextual.

In life students, no off from the world of relationships social with Friend peers. Space scope more socializing wide allows student weave relation with various community fellow student. researcher interested see How influence from support social Friend peers to self-regulated learning.

In a way overall, research This aim For know whether growth mindset and support social Friend peers can play a role as predictors that influence self-regulated learning ?

RESEARCH METHODS

Sample

Sample in study This there are 138 students active in various universities in Medan city.

Instrument Study

Study This use instrument study in the form of psychological scale including scale growth mindset, scale support social Friend peers, and scale self-regulated learning. The scale used in measure growth mindset is The Growth Mindset Scale developed by Dweck, which has been adapted to in Indonesian version. Growth mindset scale consists of of 3 items. Support scale social developed based on 4 dimensions support social as proposed by Sarafino (2002), namely support emotions, support appreciation, instrumental support, and support information (Wang & Chen, 2020). The scale used For measuring self-regulated learning is psychological scale of adaptation results to self-report questionnaire Motivated Strategies for Learning Questionnaire (MSLQ) developed by Pintrich, et al. (Zhao, Zhang, Li, & Wang, 2023). Questionnaire which was developed by Pintrich divided on two scale that is scale motivation learning and self-regulation learning scales. For the specific purposes of this study, the researcher only used the scale for self-regulation learning (Wahyuni, Safira, & Pramesti, 2023).

Data analysis

Testing hypothesis in study This using multiple linear regression test, to test influence between variable X, namely variables growth mindset, support social Friend peers to self-regulated learning.

RESULTS AND DISCUSSION

Growth Mindset and Self-regulated Learning

Hypothesis First in study is a in There is influence positive *growth mindset* towards *self-regulated learning.* Analysis of the data used For test hypothesis

This is with use analysis simple linear regression. Hypothesis test results as following :

Table 1. Analysis Role *Growth Mindset* To *Self-regulated Learning*

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	479,771	1	479,771	1,008	.317 [b]
	Residual	64711.533	136	475,820		
	Total	65191.304	137			

Note. Df = value *degree of freedom* ; F = ANOVA test value ; Sig. = value significance

Table 1 shows that calculated F value of 1.008 with p =.317 (p>.05), p This show that the regression model stated No fulfil *goodness of fit.* So that can concluded that No There is influence *growth mindset* to *self-regulated learning.* Next data analysis for see big donation effective *growth mindset* to *self-regulated learning*

Table 2. Analysis of the Effective Contribution *of Growth Mindset* **to** *Self-regulated Learning*

Model	R	R Square	Adjusted R Square	Standard Error of the Estimate
1	.086 ᵃ	.007	.000	21,813

Note : R = coefficient correlation ; R *square* = coefficient determination

Table 2 above show correlation (R) of.086 and the value coefficient determinant (R ^{2}) of.007. The results show that *growth mindset* No give influence to *self-regulated learning* in students.

Support Social Friend Peers and Self-regulated Learning

Hypothesis second in study This is There is influence positive support social Friend peers to *self-regulated learning* Analysis of the data used For test hypothesis This is with use analysis regression simple. Hypothesis test results as following :

Table 3. Analysis of the influence of support social Friend peers towards *Self-regulated learning*

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1650,701	1	1650,701	3,533	.062 ᵇ
	Residual	63540.603	136	467,210		
	Total	65191.304	137			

Note. Df = value *degree of freedom* ; F = ANOVA test value ; Sig. = value significance

Based on Table 3 above, obtained calculated F value of 3,533 with p =.062 (p<.05), p This show that the regression model stated No fulfil *goodness of fit.* So that can concluded that No There is influence support social Friend peers to *self-regulated learning.* Next data analysis for see big donation effective support social Friend peers to *self-regulated learning.*

Table 4. Analysis Donation Effective Support social Friend peers to *self-regulated learning*

Model	R	R Square	Adjusted R Square	Standard Error of the Estimate

1	.159 a .025	.018	21,615	

Note : R = coefficient correlation ; R *square* = coefficient determination

Table 3 shows correlation (R) of.159 and the value coefficient determinant (R ^{2}) of.025. The results show that support social Friend peers No give influence to *self-regulated learning* in students.

Growth Mindset and Support Social Friend Peers towards Self-regulated Learning

Hypothesis third in research This is There is influence positive *growth mindset* and support social Friend peers to *Self-regulated learning* in college students. Hypothesis testing This done with use analysis regression multiple with help application *SPSS for windows version 22.*

Table 5. Analysis of the Influence *of Growth Mindset* and Support Social Friend Peers towards Self- Regulated *Learning*

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2402.401	2	1201.201	2,583	.079 b
	Residual	62788.903	135	465,103		
	Total					

a. Dependent Variable: SRL
b. Predictors: (Constant): GM, DS

Based on Table 5, it can be seen that the $_{calculated}$ F value = 2.583 with a significance value of p = 0.079 (p > 0.05) so it can be concluded that *growth mindset* and support social Friend peers together not has a significant impact on *self-regulated learning* students. Next done data analysis for see big donation effective *growth mindset* and support social Friend peers to *self-regulated learning* (Bai et al., 2021).

Table 6. Analysis of the Effective Contribution *of Growth Mindset* and Peer Social Support on Self- Regulated *Learning*

Model	R	R Square	Adjusted R Square	Standard Error of the Estimate
1	.192 a	.037	.023	21,566

Note : R = coefficient correlation ; Rsquare = coefficient determination

The table above show correlation (R) of.192 and the value coefficient determinant (R ^{2}) of.037. This value show that role *growth mindset* and support social Friend peers to *self-regulated learning* only by 3.7%, while the remainder (96.3%) is caused by other factors that

are not investigated in study this. In other words, the role from *growth mindset* and support social Friend peers to *self-regulated learning* very much small, even almost No There is. Further analysis will see equality line regression between *growth mindset* and support social Friend peers to *self-regulated learning* that can seen in the table following This :

Table 7. *Growth Mindset* **Regression Equation Analysis and Peer Social Support on Self- Regulated** *Learning*

		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	128,920	13,964		9,232	.000
	GM	.895	.704	.108	1,271	.206
	DS	.327	.161	.173	2,033	.044

a. Dependent Variable: SRL

Equality regression depicted with formula $Y' = B_0 + B_1 X_1 + B_2 X_2$, where Y is *self-regulated learning* temporary That *growth mindset* symbolized with X_1 and support social Friend peers symbolized with X_2. Based on the table above, then equality regression between *growth mindset* and support social Friend peers with *self-regulated learning* is $Y' = 128.920 + 0.895 X_1 + 0.327 X_2$. The constant value amounting to 128,920 shows that If student No own *growth mindset* and support social Friend peers, then mark consistency *self-regulated learning* of 128,920. The coefficient regression show figures 0.895 and 0.327, p This means If *growth mindset* increased by 1 unit just so *self-regulated learning* will experience improvement of 0.895 and if support social Friend peers increased by 1 unit just so *self-regulated learning* will increase of 0.327.

The above equation also shows that direction the role given support social Friend peers to *self-regulated learning* is positive with significance of.044 (p <.05). However, the direction of role *growth mindset* to *self-regulated learning* No significant (p>.05). Based on analysis regression This can concluded that H_3 study This No accepted. This means only support social Friend peers who give influence positive to *self-regulated learning* in students.

Discussion

Research result This show No there is influence from *growth mindset* towards *self-regulated learning (SRL).* Study previously show different results Where *growth mindset* own influence positive to *self-regulated learning.* For example study by Bai, & Wang (2023) which found that *growth mindset* become strong predictor create SRL for student level school basis in Hong Kong. Likewise, a study by Bai, Wang, & Nie (WINARNI, SUSANTO, & APRIYANI, 2024) found that *self-efficacy* and *growth mindset* found as predictor use strategy learning that almost The same importance for students level school base in Hong Kong.

Following a number of explanation about results study this. First, there is inconsistency in apply *growth mindset* in various domains of knowledge studied. Students at universities tall confronted with various eye studying in field the science he chose Where each eye studying varies in cargo content, level difficulty, method learning and in matter others. Students Can very consistent apply *growth mindset* in One eye studying certain, but tend *fixed mindset* in eye studying other (Mayshita, Anggarani, & Agustina, 2023).

Second, **the lack** of skills or knowledge in apply *growth mindset* in a way practical in the learning process. In other words, having *growth mindset* just No enough. Individual need learn How use the right strategies and skills For arrange learning they in a way effective. SRL is skills individual in set objective learning, monitoring, managing and controlling cognition, motivation, and behavior, with referring to the goal learning that has been set previously. SRL involved skills cognitive specific like planning, monitoring, and reflection to progress learn. With thus, *growth mindset* more related to the level motivation and not in a way direct facilitate SRL, because SRL demands skills and strategies learning that can trained in a way separated from only depend on motivation or pattern think just (Mawati & Primanita, 2024).

Third, the environment lack of learning support. Various **f** actor external like method teaching, support from lecturers, and access to source Power can influence to what extent is *the growth mindset* contribute to *self-regulated learning.* Students at the level college tall experience variation in matter support from lecturer, support from Friend peers, access to source Power in learning, and things external others that can affect the learning process.

Research result This find No There is influence from support social Friend peer and *self-regulated learning* (Nor Afifah Humaira & Dyta Setiawati Hariyono, 2024). This result different with study previously by O ktariani, Munir, & Aziz, (2020) who found existence connection positive between support social Friend peer and *self-regulated learning* in one of the students campus private sector in Medan. Likewise, the results study This show conflicting results with study by Permatasari, Mulyadi & Samlawi (2022) which shows that support social Friend peers is one of the predictor positive towards SRL in vocational high school students in Bandung (Hamidah, 2022).

However, there is another study found same result with study This. Humaira & Hariyono (2024) showed that No there is connection significant between support social with SRL in adolescents one of orphanage foster care in South Kalimantan. Can concluded existence varying results related connection between support social Friend peers with SRL. The variety results study This can explained as following. First, there is variation in shape and quality from support social Friend peers perceived by individuals. Various form support social varies in its quality and its impact on the individual who experiences it also varies. It can So form support social certain not enough give impact constructive for one student, but give positive impact for student others. This is can also connected with explanation second, namely existence individual variations in his personality that can give impact to effectiveness from support social Friend peers (Fadlilah & Aryanto, 2020). Share individual with level high independence, support social Friend peers not enough give impact significant (Girindani & Elisa, 2022). Third, support social from Friend peers often not covers aspects specifically supporting SRL, such as objective personal in learning, strategy Study independent, or motivation intrinsic For learn. Even though support Friend can provide a sense of acceptance or help emotional, SRL requires skills more cognitive and motivational in. Research results This show that although support social can provide a sense of comfort, things This No automatic strengthen ability individual in organize the learning process in a way independent.

CONCLUSION

Research result This conclude that No there is influence from growth mindset and support social Friend peers to Self-regulated learning. Implications from study This among others still openness various opportunity study in examine relatedness between various aspect

internal and external psychology external contributing in increase ability learners in manage his learning in a way independent research furthermore can consider existence mediator variables that mediate between growth mindset and self-regulated learning, as well as between support social Friend peers with self-regulated learning. Study next can also consider characteristics participants research so as not to too heterogeneous, considering various major in university own achievements learning, learning models, and facilities varied infrastructure One each other.

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