



NNOVATIVE: Journal Of Social Science Research
Volume 4 Nomor 6 Tahun 2024 Page 4593-4599
E-ISSN 2807-4238 and P-ISSN 2807-4246
Website: <https://j-innovative.org/index.php/Innovative>

The Correlation Between Students' Growth Mindset and Students' GPA Achievement in The English Department of STKIP Yayasan Abdi Pendidikan Payakumbuh

Ridianto^{1✉}, Dwi Settya Mahaputr², Anisa Uul Khoiria³
STKIP Abdi Pendidikan Payakumbuh
Email: ridianto1@gmail.com^{1✉}

Abstrak

Mahasiswa yang mengalami kesulitan dalam pembelajaran dan tidak berusaha untuk menyelesaikannya akan memiliki nilai Indeks Prestasi Kumulatif (IPK) yang rendah. Di sisi lain, mahasiswa yang mengikuti kuliah dengan baik akan memiliki IPK yang tinggi. Tujuan penelitian ini adalah untuk mengetahui apakah ada korelasi positif antara perkembangan pola pikir mahasiswa dan pencapaian IPK mereka. Penelitian ini mencakup seluruh mahasiswa kelas Bahasa Inggris STKIP Yayasan Abdi Pendidikan Payakumbuh, dengan total 52 siswa. Sebagai alat, penelitian ini menggunakan kuesioner dan dokumen resmi. Data untuk dokumen resmi adalah daftar nilai IPK mahasiswa, sedangkan data untuk kuesioner adalah lembar jawaban mahasiswa pada kuesioner tentang pola pikir berkembang. Setelah melakukan analisis kuesioner dengan *skala likert*, peneliti menggunakan rumus *spearman rank order* untuk menganalisis korelasi. Hasilnya menunjukkan bahwa r_{xy} lebih besar dari r_{table} ($0,37 > 0,301$). Berdasarkan hasil analisis, dapat disimpulkan bahwa terdapat hubungan positif yang sedang antara pola pikir berkembang mahasiswa dengan pencapaian IPK mahasiswa di departemen bahasa Inggris di STKIP Yayasan Abdi Pendidikan Payakumbuh. Artinya pola pikir berkembang memiliki pengaruh yang sedang terhadap IPK pencapaian IPK mahasiswa.

Kata Kunci: *Pola Pikir Berkembang, Indeks Prestasi Kumulatif (IPK)*

Abstract

Students who experience difficulties in learning and do not try to solve them will have a low Grade Point Average (GPA). On the other hand, students who attend lectures well will have a high GPA. The aim of this research is to find out whether there is a positive correlation between the development of students' mindsets and their GPA achievement. This research includes all students English class in the STKIP Yayasan Abdi Pendidikan, with a total of 52 students. As tools, this research uses questionnaires and official documents. The data for the official document is a list of students' GPA scores, while the data for the questionnaire is the student answer sheet on the questionnaire about growth mindset. After analyzing the questionnaire with a *Likert scale*, the researcher used the *Spearman rank order* formula to analyze the correlation. The results show that r_{xy} is greater than r_{table} ($0.37 > 0.301$). Based on the results of the analysis, it can be concluded that there is a moderate positive relationship between students' growth mindset and students' GPA achievement in the English department at STKIP Yayasan Abdi Pendidikan Payakumbuh. This means that a growth mindset has a moderate influence on students' GPA achievement.

Keywords: *Growth Mindset, Grade Point Average (GPA)*

INTRODUCTION

Learning achievement is very important for a student because learning achievement is a picture of the success rate of learning activities carried out by students. Rahmawati et al., (2021) state that the success of a student can be seen and assessed from his or her learning achievement. Student learning achievement can be influenced by several factors. These factors come from within the student and from outside the student. Factors from within the student such as mindset, knowledge and others, while factors from outside the student such as the student's environment. Deck in Srihastuti & Wulandari (2021) said that one of the important factors from within students that affects student achievement is their mindset.

Mindset can be divided into two types: growth mindset and fixed mindset (Putri et al., 2023). They state that a growth mindset is a mindset that has the belief that one's abilities and intelligence can develop through effort, perseverance, and the right learning techniques. On the other hand, fixed is the opposite of a growth mindset. A fixed mindset is a mindset that assumes that a person's abilities and intelligence are fixed and caused by innate talents and factors so that they cannot develop. Pratiwi et al., (2020) identify the characteristics of people who have a growth mindset are that (1) They have the belief that knowledge, talents, and traits do not come from heredity (2) Accept challenges and take them seriously (3) Keep getting up from a failure (4) Have a positive view of a business (5)

Learn from criticism (6) Find lessons and make success from others as an inspiration. In the lecture world, the learning achievement of students can be seen from their GPA (Grade Point Average). According to Karyanus & Manurung in Husna & Jumino (2022) GPA is the final grade obtained in each semester which provides an overview of the success rate of each student's learning process in the form of numbers in one semester.

Based on the researcher's observations during study at STKIP Abdi Pendidikan Payakumbuh, The researcher saw a group of students who diligently tried to improve their grades until they finally managed to get a better grade point average. On the other hand, there was a group of students who choose not to try and accept the situation and accept low grades. From this problem, a question arised, namely what causes the different attitudes of the two groups of students in responding the difficulties and failures they face. Several researchers have researched growth mindset and students' English Achievement. Yin et al., (2022) conducted a study with the title " Relationship among self-determination, growth mindset and EFL students' language proficiency", they found that growth mindsets have a negative and weak relationship with students' achievement. On the other hand, Bai & Wang (2023) conducted a study with the title "The role of growth mindset, self-efficacy and intrinsic value in self-regulated learning and English language learning achievements" and found that students' growth mindset and student achievement have a relationship.

Related to the explanation above, the researcher was interested doing the research to determine whether students' growth mindset and their GPA achievement are positively correlated or not..

RESEARCH METHOD

The design of this research was correlation research. Gay et al. (2012) stated that correlation research is research designed to determine whether and how a set of variables are related or to test hypotheses regarding and how a set of variables are related or to test hypotheses regarding expected relationships. This research had two variables, there were dependent variable and an independent variable. The independent variable was growth mindset and the dependent variable was Students' GPA achievement. The researcher would research the correlation between students' growth mindset and students' GPA achievement.

The population of this research was all students of the English department at STKIP Abdi Pendidikan Payakumbuh for the 2023/2024 academic year. The researcher used total sampling technique. According to Sugiyono (2015) total sampling is a sampling technique

by selecting the entire population as the research sample. Thus, the number of samples was equal to the number of populations. The researcher conducted the study on 1st, 2nd, 3rd, 4th academic year English students. The number of sampling was 52 students.

The researcher used two instruments in doing this research, they were questionnaire and official documentation. To know about growth mindset, the researcher gave the questionnaire to the students. The researcher chose close ended questionnaire which consists of 36 statements. The questionnaire was divided into two forms, namely 13 negative statements and 13 positive statements. To check the validity of the questionnaire, the researcher was used expert judgement. The questionnaire was analyzed by using Likert Scale. In this study, the official documentation technique was used to collect data on the number of students and data on the Grade Point Average (GPA) of students of the English Education Department at STKIP Yayasan Abdi Pendidikan in the 2023-2024 academic year.

RESULT AND DISCUSSION

To got the data, the researcher used two instrumentations such as questionnaire and official documentation (list of students' GPA scores). The data of this research was analyzed by using some steps. First to analyze the questionnaire, the researcher used Likert Scale. After distributed the questionnaire by using Google Form, the researcher analyzed the questionnaire answer sheet. Then the researcher got the score of students' growth mindset.

Second, The researcher used list of students' GPA scores to know about students' GPA achievement. In analyzing GPA, the researcher sorted the data from the smallest to see the rank of the data before processing it using the Spearman Rank Order correlation formula.

Last step, The researcher used Spearman Rank Order to analyze the correlation between students' growth mindset and students' GPA achievement. First, the researcher compiled the questionnaire compiled the result of students' GPA questionnaire and students' GPA scores into a rank table. Then, the researcher calculated the correlation between students' growth mindset scores and students' GPA scores by using Spearman rank order formula. Based on the calculation results. The following results were obtained:

Score of Students' Growth Mindset (X)	Score of Students' GPA scores (Y)
$r_{xy} = 0,37$	

$$r_{\text{table}} = 0,301$$

From the calculating above, it can be seen that the correlation between students' growth mindset and students' GPA scores was $0,37 > 0,301$. It means there was a correlation between students' growth mindset and students' GPA achievement at English department of STKIP Yayasan Abdi Pendidikan Payakumbuh. The correlation coefficient value is 0.37 which means that students' growth mindset and students' GPA achievement are at a moderate positive correlation level.

From the result of data analysis above, it was found that $r_{xy} (0,37)$ was bigger than $r_{\text{table}} (0.301)$. It means H_0 was accepted. It can be concluded that there was a correlation between students' growth mindset and students' GPA achievement at English department of STKIP Yayasan Abdi Pendidikan Payakumbuh. Based on the correlation coefficient table suggested by Bungin (2014) the correlation coefficient from 0.30 – 0.49 means that the correlation between students' growth mindset and students' GPA achievement is moderate positive. It can be concluded that students' growth mindset has a moderate influence on the students' GPA achievement.

These results are relevant to research conducted by Bai & Wang (2023) found that students' growth mindset and student achievement have relationship. In line with that Srihastuti & Wulandari (2021) also found that growth mindset can influences students' academic achievement. These results support the results of this research, that students' growth mindset influences student achievement.

Students who have a growth mindset have an open mindset, dare to fight challenges and tend to have high motivation to learn. This is why students with a growth mindset tend to have higher learning achievement. This opinion is supported by N. A. Putri et al. (2023) explained that students with a growth mindset tend to have higher academic achievement because they are persistent, have high effort and like challenges.

The result of this research was interpreted that students' growth mindset and students' GPA achievement have moderate positive correlation. It was means that not all students who have high growth mindset' scores also have good GPA's score. It indicates that there are other factors that influence students' GPA scores. Rahmawati, Titisari, et al (2021) stated there are two factors that influence students' GPA scores namely internal factor and external factor.

First, internal factors were the factors that come from within the students themselves. The internal factors such as knowledge, students' motivation and students'

interest. It can be seen from there were many students only accept their learning problem without making an effort to improve and find the solution for the problem. Then, many of students submit the assignment pass the deadline.

Second, external factors were factors that come from students' environment such as lectures, friends, parents and learning environment. The researcher found that students were having a competitive learning environment will have good achievements.

This opinion is supported by Dewi et al. (2021) explained that there are two factors can affect student GPA scores namely Intellectual factors and non-intellectual factors. Intellectual factors are factors that come from the abilities that exist in students' personal and non-intellectual factors are factors that come from a person's ability both from within and from the environment that can affect the ability to think and act.

Based on the explanation above, it means that not all students who have high growth mindset' scores also have good GPA achievement in the English department of STKIP Yayasan Abdi Pendidikan Payakumbuh. The researcher concluded that there was a moderate positive correlation between students' growth mindset and students' GPA achievement at English department of STKIP Yayasan Abdi Pendidikan Payakumbuh.

CONCLUSION

Based on the results of data analysis that has been carried out in this study, the result is r_{xy} bigger than r_{table} ($0,37 > 0,301$), so H_0 is accepted. It can be concluded that there is a moderate positive correlation between students' growth mindset and students' GPA achievement at English department of STKIP Yayasan Abdi Pendidikan Payakumbuh. The result of this research was interpreted that students' growth mindset has a moderate influence on the students' GPA achievement. Students who have a growth mindset have an open mindset, dare to fight challenges and tend to have high motivation to learn. This is why students with a growth mindset tend to have higher learning achievement.

REFERENCES

- Bai, B., & Wang, J. (2023). The role of growth mindset, self-efficacy and intrinsic value in self-regulated learning and English language learning achievements. *Language Teaching Research*, 27(1), 207–228. <https://doi.org/10.1177/1362168820933190>
- Bungin, B. (2014). *Metodologi Penelitian Kuantitatif*. Jakarta: KENCANA
- Dewi, A. M., Dharmmika, S., & Kusmiati, M. (2021). Hubungan Persepsi Mahasiswa

- terhadap Proses Pembelajaran dengan Pencapaian IPK Mahasiswa FK Unisba Tahun Akademik 2019/2020. *Prosiding Kedokteran*, 7(1), 560–566.
- Gay, L. R., Mills, G. E., & Airasian, P. (2012). *Educational Research*.
- Husna, P. N., & Jumino, J. (2022). Pengaruh Indeks Prestasi Kumulatif Mahasiswa Program Studi S-1 Ilmu Perpustakaan, Fakultas Ilmu Budaya, Universitas Diponegoro Angkatan 2018 terhadap Kemampuan Literasi Informasi. *Anuva: Jurnal Kajian Budaya, Perpustakaan, Dan Informasi*, 6(4), 465–478. <https://doi.org/10.14710/anuva.6.4.465-478>
- Pratiwi, M., Anggraini, D., Mardhiyah, S. A., & Iswari, R. D. (2020). Mengembangkan growth mindset mahasiswa sebagai usaha mempersiapkan diri memasuki dunia kerja. *Psychology Journal of Mental Health*, 2(2), 24–34. https://pjmh.ejournal.unsri.ac.id/index.php/Psychology_of_Mental_Health/article/view/34
- Putri, N. A., Sukatin, & Wilman, A. T. (2023). Perbandingan Antara Growth Mindset Dan Fixed. *Muntazam*, 04(01), 58–67.
- Rahmawati, Titisari, K. H., & Pawenang, S. (2021). Learning Interest, Achievement Motivation, Learning Style, and Self-Reliance of Learning Effect on Student Achievement At Smp Batik Surakarta. *Business and Accounting Research (IJEBAR)*, 5(3), 1–11. <https://jurnal.stie-aas.ac.id/index.php/IJEBAR>
- Srihastuti, E., & Wulandari, F. (2021). Urgensi Growth Mindset Untuk Meningkatkan Prestasi Belajar Siswa Di Masa Pandemi Covid 19. *Widya Genitri: Jurnal Ilmiah Pendidikan, Agama Dan Kebudayaan Hindu*, 12(2), 157–165. <https://doi.org/10.36417/widyagenitri.v12i2.431>
- Sugiyono. (2013). *Metode Penelitian Kuantitatif Kuliitatif dan R&D*.
- _____. (2015). *Statistika untuk Penelitian*. Bandung: ALFABETA.
- Yin, X., Gurnam Kaur Sidhu, Arieff Shamida, & Huang Shuoteng. (2022). Relationship among Self-determination, Growth Mindset and EFL Students' Language Proficiency. *Environment-Behaviour Proceedings Journal*, 7(21), 73–78. <https://doi.org/10.21834/ebpj.v7i21.3723>.