



## Examining the Mindsets of Primary School Teachers and University Students from Literacy Volunteer Community

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Article Info	Abstract
<b>Article History</b> Received: 2023-10-12 Revised: 2023-11-23 Published: 2023-12-02  <b>Keywords:</b> <i>Growth Mindset;</i> <i>Fixed Mindset;</i> <i>Volunteer;</i> <i>Mindset Level;</i> <i>Learning.</i>	The importance of implementing a growth mindset in the education sector has called for all actors to develop growth mindset. This study investigated the mindsets of primary school teachers and university students from the Literacy Volunteer Community in Sumbawa Regency (West Nusa Tenggara, Indonesia) prior to the teaching of growth mindset. A descriptive quantitative approach was used, with an online survey to assess participants' familiarity with the concepts of growth and fixed mindsets, their mindset level, and their views regarding growth mindset and fixed mindset attributes. The findings showed that more than half of the volunteers (55%) were not well-familiarized with the mindsets' concepts and (52%) had a mixed mindset with a fixed mindset orientation. The mixed mindset results reveal a complex view of the volunteers on the mindsets' attributes. The implications of these findings suggest that there is a need for more training on growth mindset for actors across the education sector to promote better learning and academic achievement among students.
Artikel Info	Abstrak
<b>Sejarah Artikel</b> Diterima: 2023-10-12 Direvisi: 2023-11-23 Dipublikasi: 2023-12-02  <b>Kata kunci:</b> <i>Pola Pikir Berkembang;</i> <i>Pola Pikir Tetap;</i> <i>Relawan;</i> <i>Tingkat Pola Pikir;</i> <i>Pembelajaran.</i>	Pentingnya pola pikir berkembang untuk diimplementasi dalam bidang pendidikan menekankan pentingnya tiap aktor dalam bidang pendidikan untuk mengembangkan pola pikir berkembang. Penelitian ini mengkaji pola pikir guru sekolah dasar dan mahasiswa dari Komunitas Relawan Literasi Kabupaten Sumbawa (NTB, Indonesia) sebelum dilaksanakannya pengajaran pola pikir berkembang. Penelitian ini menggunakan pendekatan kuantitatif deskriptif dengan metode survei <i>online</i> untuk menilai keakraban peserta terhadap konsep pola pikir berkembang dan pola pikir tetap, tingkat pola pikir mereka, serta pandangan mereka tentang beberapa atribut dari kedua pola pikir tersebut. Temuan pada penelitian ini menunjukkan bahwa lebih dari separuh relawan (55%) masih belum mengenal konsep pola pikir dan (52%) memiliki pola pikir campuran ( <i>mixed mindset</i> ) yang berorientasi pada pola pikir tetap. Hasil dari <i>mixed mindset</i> mengungkapkan adanya kompleksitas dari pandangan para relawan tentang atribut pola pikir. Implikasi dari temuan ini menunjukkan bahwa diperlukan lebih banyak pelatihan tentang pola pikir berkembang bagi para pelaku di seluruh sektor pendidikan untuk mempromosikan pembelajaran dan prestasi akademik yang lebih baik di kalangan siswa.

### I. INTRODUCTION

The Indonesian government, through the Ministry of Education, Culture, Research, and Technology (MoECRT), has continued to develop curriculums and provide meaningful interventions to schools in the hope of improving students' learning. For example, MoECRT officially launched a new curriculum in 2022, *Kurikulum Merdeka Belajar* (Independent Curriculum). The concept was introduced with the intention of improving the quality of the education system in Indonesia, and therefore the quality of Indonesian students. Not only was the curriculum designed to improve students' learning, but the flexibility of the curriculum also allows teachers to be more innovative in their teaching strategies and practices (Kemdikbud

Indonesia, 2022). In other words, the curriculum ultimately encourages teachers to promote better learning for students in the classroom.

Several studies have reported that one significant way for teachers to promote better learning for students is to embody a growth mindset in the classroom (Nestor, 2017; Boylan et al., 2018). The importance of growth mindset embodiment has underlined the demand for teachers to develop a growth mindset themselves. In the context of Indonesian education, the concept of growth mindset is not new. For example, Johnson et al. (2020) and INOVASI (2020) have taught and encouraged teachers to develop a growth mindset throughout their projects in Indonesia. So then, what is growth mindset? What is the role of a growth mindset in

education? To answer these questions, we must first understand the theory of mindsets.

### **1. Mindsets**

As success has become one of the most important goals in people's lives, it is interesting to find out the factors that drive people to success. For instance, many people have relied on abilities such as natural intelligence and talents. Indeed, for decades, the impact of cognitive abilities such as intelligence and talents on academic achievement has been well-established. However, more recent studies on a wider range of age groups have found that cognitive abilities are not the only factors that contribute to academic achievement and success (Duckworth & Seligman, 2005; Dweck, 1999; Malanchini et al., 2020; Spengler et al., 2018). These studies have linked the role of non-cognitive factors in educational success. Notably, Dweck (1999) argued that one key non-cognitive factor is mindset. Dweck and Leggett (1988) defined mindset as the belief someone has about their abilities. They identified two beliefs about basic abilities: a belief that they are changeable and a belief that they are fixed (unchangeable).

In her research, Dweck (2006) developed the concepts of two mindsets determining people's motivation and success: fixed mindset and growth mindset. The former refers to a belief that basic talents and abilities are fixed and cannot be improved much, while the latter is a belief that basic abilities can be improved through hard work and effort. In a more recent study, Dweck (2014) highlighted that hard work needs to be combined with having good strategies and good mentoring to improve basic abilities. Furthermore, Dweck (2006) outlined that people with a fixed mindset rely only on basic abilities and talents to achieve success, and they avoid challenges and efforts, as they make them appear less capable. They also tend to ignore constructive criticism. Meanwhile, people with a growth mindset value challenge, feedback, and learning more than being afraid of making mistakes. Mofield and Peters (2018) added that people with a growth mindset also appreciate failure as a part of learning. Notably, they regard basic abilities as the beginning.

### **2. Mindsets in the Classroom**

Good quality early education is essential for children's future success. O'Connell et al. (2016) argued that improved quality of education in the early years can help children to develop the skills they need to be creative, entrepreneurial, resilient, and capable learners, regardless of their background. Therefore, parents, caregivers, and teachers play a critical role in helping children develop these characteristics. In addition to providing a stimulating and supportive environment, adults can also help children develop a growth mindset. As Gracia (2014, as cited in Boylan, et al., 2018) argued in her report, non-cognitive skills such as mindset are central to enabling children to unlock their full learning potential. In the classroom setting, teachers naturally lead their classrooms and have the capacity to prepare children for their better future. In this pursuit, teachers themselves need to foster a growth mindset in their teaching practices. Dweck (2016) explored that by understanding the mindsets theory, teachers can create a learning environment that promotes children's positive learning experience. This includes helping children to see themselves as active participants in their own learning, rather than passive recipients of knowledge. It has also been observed that students who are behind in their learning often grow when taught by teachers with a growth mindset (Dweck, 2014).

On the contrary, teachers with a fixed mindset may hold children back from reaching their full potential. Mofield and Peters (2018) asserted that students who are constantly praised for their basic abilities may not improve to their best capacity. This resonates with Dweck's (2012) argument that when students are praised for their abilities alone, they may not be motivated to try new things, as they are preoccupied with the idea that they are gifted and do not want to jeopardize that image. This case implies that having a fixed mindset can hinder continuous improvement for children. Additionally, Dweck (2014) found that teachers with a fixed mindset tend to be less interested in collaborative work and are afraid of receiving negative judgments from their colleagues.

In the context of Indonesian education, some projects have been conducted (Johnson et al., 2020; INOVASI, 2020) to teach and to support teachers to develop growth mindset

throughout their projects in Indonesia. For example, the intervention project by Johnson et al. (2020) reported that disadvantaged students who participated in their intervention program showed significant improvement in their academic performance. Additionally, it was reported that teachers developed a more positive view of students' academic potential and saw failure in a different light. The intervention project by INOVASI (2020) also reported that not only did students improve their academic achievement, but teachers also learned to develop a growth mindset and more open with changes in the pursuit of improvement.

The same spirit has also driven the project by Jazadi et al. (2023), which is the basis for this research, to take part in promoting the training of growth mindset to be delivered to their project participants. The project is titled "Creating a Literacy Volunteer Community to Address the Learning Needs of Low Socioeconomic Early Graders in Sumbawa Regency". Through this project, primary school teachers and university students in Sumbawa Regency were invited to join the Literacy Volunteers Community of Sumbawa Regency. Fifty selected volunteers were intended to assist literacy learning for early graders from low socio-economic backgrounds in Sumbawa for a period of two to three months. Before the literacy teaching commenced, the volunteers attended a week-long literacy volunteer training activity, in which growth mindset was part of the training material.

Because the implementation of growth mindset is crucial in education and training, it is equally important to first understand the mindsets of the volunteers before introducing them with the material about growth mindset. This is because the volunteers may already have a certain mindset, and this mindset may affect how they learn and grow.

## II. METHOD

### 1. Research Participants

A total of 29 literacy volunteers from the Literacy Volunteers Community of Sumbawa Regency agreed to participate in this study. The volunteers were 69% female (n=20) and 31% male (n=9), with ages ranging from 19 to 40 years old. The professions of the volunteers were limited to primary school teachers (20%, n=6) and university students (80%, n=23).

### 2. Data Collection and Analysis

We employed a descriptive quantitative approach to collect and analyze the data for this study. This approach was chosen because the study aimed to apply numerical measurement using a survey. Quantitative methods use numerical data to identify a particular phenomenon. As Taherdoost (2022, p. 54-55) states, this method is often used to "address specific questions such as how many and what percentage in different fields including education, psychology, physics, biology, natural sciences, etc." In this study, we specifically developed a set of questions in the form of an online survey powered by Google Forms to measure the volunteers' growth mindset level and their familiarity with the mindset. This tool provided efficiency in data collection. It was not only inexpensive, but it also allowed us to quickly gather information related to the volunteers' personal information while at the same time measuring their growth mindset.

We distributed the survey prior to the teaching of growth mindset during the volunteer training activity. The survey included several questions about the volunteers' identity and their familiarity with growth mindset and fixed mindset. The volunteers then completed a 10-item scale to measure their growth mindset. Each statement was scored on a scale of 0 to 3, with higher scores indicating a stronger growth mindset. The scale consisted of five items related to the attributes of growth mindset: belief in change through hard work, openness to continuous learning, and acceptance towards feedback. The other five items were related to the attributes of fixed mindset: reliance on abilities and hostility towards feedback. We specifically drew the questions from Dweck's (2006) book *Mindset: The new psychology of success*. This set of items provides a clear scoring system with a fair distribution of mindset themes, and it has been used to measure growth mindset among university students, such as those at the University of North Carolina.

Finally, we used descriptive analysis to analyze the data collected from the survey. This type of analysis allows us to compare available data and identify correlations

between variables. As William (2007) and Drummond & Murphy-Reyes (2018) note, descriptive analysis can be a valuable tool for summarizing data and making inferences about a population.

### III. RESULT AND DISCUSSION

#### A. Result

##### 1. The Volunteers' Familiarity with Growth Mindset and Fixed Mindset

The volunteers were first presented questions regarding their familiarity with growth mindset and fixed mindset. As shown in Table 3, the volunteers' answers fell into three categories: (1) familiar with both mindsets, (2) familiar with only one mindset, and (3) not familiar with either mindset.

**Table 1.** The Volunteers' Familiarity with Growth Mindset and Fixed Mindset

Familiarity with Mindsets	Primary School Teachers (n=6)						University Students (n=23)					
	19-25 y.o.a		26-30 y.o.a		>30 y.o.a		19-25 y.o.a		26-30 y.o.a		>30 y.o.a	
	M	F	M	F	M	F	M	F	M	F	M	F
	-	-	-	1	1	-	7	4	-	-	-	-
Familiar with both mindsets												
Only familiar with one mindset	-	1	-	1	-	-	-	6	-	-	-	1
Not familiar with either mindset	-	-	-	2	-	-	1	4	-	-	-	-

Notes: y.o.a = years of age, M = male, F = Female

The data presented in Table 3 reveals that 45% of the volunteers (n=13) are familiar with both mindsets, 31% of the volunteers (n=9) are only familiar with one mindset, and 24% of them (n=7) are not familiar with any mindset. Zooming in on their occupation, among primary school teacher volunteers, only 33% (n=2) are familiar with both mindsets, while the other 67% are equally divided between those who are only familiar with one mindset (33%, n=2) and those who are not familiar with either mindset (33%, n=2). Meanwhile, among university student volunteers, 48% (n=11) are familiar with both mindsets, 30% (n=7) are only familiar with one mindset and the other 22% (n=5) are not familiar with either mindset.

Across the age groups, among the age group of 19-25, 49% (n=11) are familiar

with both mindsets, 30% (n=7) are familiar with only one mindset, and 21% (n=5) not familiar with either mindset. The age group of 26-30 had 25% (n=1) familiar with both mindsets, 25% (n=1) familiar with only one mindset, and 50% (n=2) not familiar with either mindset. The age group of above 30 had 50% (n=1) familiar with both mindsets and 50% (n=1) familiar with only one mindset and none was unfamiliar with both mindsets. Lastly, based on sex types, Table 3 shows that 88% (n=8) of male volunteers are familiar with both mindsets, none are familiar with only one mindset, and 12% (n=1) are not familiar with any mindset. Meanwhile, 25% (n=5) of female volunteers are familiar with both mindsets, 45% (n=9) are familiar only with one mindset, and 30% (n=6) are not familiar with either mindset.

##### 2. The Volunteers' Mindsets

Following the questions regarding the volunteers' familiarity with both growth mindset and fixed mindset, we administered a 10-item growth mindset measurement questionnaire. Each question was scored on a 0-3 scale, with a total possible score of 30. A higher score indicates a stronger growth mindset. The results, as displayed in Table 4, show that 14% (n=4) of the volunteers had a strong growth mindset and 34% (n=10) had a growth mindset with some fixed ideas. Meanwhile, 52% (n=15) showed that they had a fixed mindset with some growth ideas. Notably, none of the volunteers had a strong fixed mindset. In total, 48% (n=14) of the volunteers were growth mindset oriented while 52% (n=15) were fixed mindset oriented.

**Table 2.** The Volunteers' Mindsets

Score	Mindset	Primary School Teachers (n=9)						University Students (n=23)					
		19-25 y.o.a		26-30 y.o.a		>30 y.o.a		19-25 y.o.a		26-30 y.o.a		>30 y.o.a	
		M	F	M	F	M	F	M	F	M	F	M	F
		-	-	-	-	-	-	1	2	-	-	-	1
22-30	strong GM												
17-21	GM with some fixed ideas	-	1	-	1	1	-	1	6	-	-	-	-
11-16	FM with some growth ideas	-	-	-	3	-	-	6	6	-	-	-	-
0-10	strong FM	-	-	-	-	-	-	-	-	-	-	-	-

Notes: y.o.a = years of age, M = male, F = Female, GM = Growth Mindset, FM = Fixed Mindset

A closer look at the volunteers' occupation reveals that all primary school teacher volunteers had mixed mindsets, while university student volunteers' mindsets varied from having mixed mindsets to having strong growth mindset. Among primary school teacher volunteers, 50% (n=3) had a growth mindset with some fixed ideas, while the other 50% (n=3) had a fixed mindset with some growth ideas. In contrast, only a small portion (18%, n=4) of university student volunteers had a strong growth mindset. The majority had mixed mindsets: 30% (n=7) had a growth mindset with some fixed ideas and 52% (n=12) had a fixed mindset with some growth ideas.

A focus on age group categories revealed that, as shown in Table 5, the mindsets of volunteers varied from each mindset level. Specifically, 10% (n=3) of the volunteers aged 19-25 had a strong growth mindset, 28% (n=8) had a growth mindset with some fixed ideas, and 52% (n=12) had a fixed mindset with some growth ideas. In contrast, all volunteers aged 26-30 fell into the mixed mindset categories, with 25% (n=1) of them having a growth mindset with some fixed ideas and 75% (n=3) having a fixed mindset with some growth ideas. Finally, all volunteers aged above 30 belonged to the growth mindset category, with 50% (n=1) having a strong growth mindset and 50% (n=1) having a growth mindset with some fixed ideas. Meanwhile, based on the sex types, Table 4 shows that among male volunteers, 11% (n=1) had a strong growth mindset, 22% (n=2) had a growth mindset with some fixed ideas, and 67% (n=6) of them had a fixed mindset with some growth ideas. On the contrary, 15% (n=3) of female volunteers had a strong growth mindset, 40% had a growth mindset with some fixed ideas, and 45% had a fixed mindset with some growth ideas.

### 3. The Volunteers' Views on Mindsets' Attributes

Among the 10 statements used to measure growth mindset level, five statements displayed three growth mindset attributes: belief in change through hard work, openness to continuous learning, and acceptance towards feedback. The other five statements displayed two fixed

mindset attributes: reliance on basic abilities and hostility towards feedback. The summary of the volunteers' answers to the questionnaire statements is presented in Table 3.

**Table 3.** The Volunteers' Answers to the Questionnaire Statements

No.	Statement (Related to GM)	CA	SA	A	D	SD
			3	2	1	0
1	No matter how much intelligence you have, you can always change it quite a bit	Belief in change through hard work	38 %	48 %	7%	7%
2	The harder you work at something, the better you will be	Belief in change through hard work	72 %	24 %	4%	-
3	You can always change how intelligent you are	Belief in change through hard work	52 %	48 %	-	-
4	An important reason why I do my schoolwork is that I enjoy learning new things	Openness to continuous learning	63 %	31 %	3%	3%
5	I appreciate when people, parents, coaches or teachers give me feedback about my performance	Acceptance towards feedback	83 %	17 %	-	-
No.	Statement (Related to FM)	CA	SA	A	D	SD
			0	1	2	3
6	Your intelligence is something very basic about you that you can't change very much	Reliance on basic abilities	28 %	41 %	17 %	14 %
7	Only a few people will be truly good at sports, you have to be born with the ability	Reliance on basic abilities	45 %	31 %	21 %	3%
8	You are a certain kind of person and there is not much that can be done to really change that	Reliance on basic abilities	45 %	38 %	10 %	7%

9	Truly smart people do not need to try hard	Reliance on basic abilities	52 %	35 %	10 %	3%
10	I often get angry when I get feedback about my performance	Hostility towards feedback	38 %	45 %	14 %	3%

Notes: Growth Mindset, FM = Fixed Mindset, CA = Characteristic Associations, SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree, the numbers 3, 2, 1, and 0 respectively represents the score of the statement based on the answer categories: SA, A, D, and SD.

Interestingly, based on the results presented in Table 5, the majority of the volunteers have a mixed mindset, with strong associations with both growth mindset and fixed mindset attributes.

- a) Belief in change through hard work (statement 1-3, associated with growth mindset)

On average, 94% of the volunteers believe that change can be achieved through hard work. The statement with the most affirmative answers was *"You can always change how intelligent you are,"* while the statement with the highest numbers of respondents was *"The harder you work at something, the better you will be"*. This shows that almost every volunteer believed that putting more effort would bring change in terms of positive improvement.

- b) Openness to continuous learning (statement 4, associated with growth mindset)

The majority of the volunteers (94%) showed that they were open to continuous learning by agreeing with the statement *"An important reason why I do my schoolwork is that I enjoy learning new things"*.

- c) Reliance on abilities (statement 6-9, associated with fixed mindset)

On average, 78.75% of the volunteers demonstrated a reliance on basic abilities. The statement with the most affirmative answers and the highest number of respondents was *"Truly smart people do not need to try hard"*.

- d) The attitude towards feedback (statement 5 related to growth mindset; statement 10 related to fixed mindset)

All volunteers claimed to be open to feedback, as evidenced by their affirmative responses to the statement *"I appreciate when people, parents, coaches*

*or teachers give me feedback about my performance"*. However, 83% of them also gave responses associated with hostility in receiving feedback, as they agreed with the statement *"I often get angry when I get feedback about my performance"*.

## B. Discussion

### 1. The Volunteers' Familiarity with Growth Mindset and Fixed Mindset

As shown in the results of this study, the majority of the volunteers (55%) are not well-familiarized with the concepts of both growth mindset and fixed mindset. Though some are only familiar with one mindset (31%), there is still a significant minority who are not (14%). This is a cause for concern, as mindset can have a significant impact on learning and achievement. Only by knowing the theory can educators, such as volunteers, understand and use it to improve their teaching qualities. This is aligned with Dweck's (2016) argument and underlined by the successful outcomes of intervention projects such as those of Johnson et al. (2020) and INOVASI (2020). Those interventions have produced successful outcomes for both teachers and students, in which students have gained improvement in their academic achievement and teachers have improved their teaching practices in accordance with growth mindset implementation. However, only knowing partially about the mindset may not help at all. Dweck (2017) has noted that a lack of understanding of mindset is a problem. As mindset can benefit in better learning and achievement, it is important that everyone has a basic understanding of the concept.

A closer look at the volunteers' occupations reveals that there are significant differences in their familiarity with the concepts of growth and fixed mindsets. Among primary school teacher volunteers, only 33% are familiar with both mindsets while among university student volunteers, 48% are familiar with both mindsets. This suggests that primary school teacher volunteers may be less familiar with the concepts of growth and fixed mindsets than university student volunteers. However, it is important to note that volunteers with primary school teachers background are much less than university students

background, so further research is needed to confirm these findings. Regardless of their familiarity with the concepts of growth mindset and fixed mindsets, both groups of volunteers could benefit from increasing their knowledge and understanding of these concepts.

As far as the volunteers' age groups are concerned, the results also reveal that there may be significant differences in their familiarity with the concepts of growth and fixed mindsets. The age group of above 30 had 50% of volunteers familiar with both mindsets, while the other two age groups (19-25 and 26-30) had 45% and 25% of volunteers familiar with both mindsets, respectively. This suggests that the age group of 30 may be more familiar with the concepts of growth and fixed mindsets than the other age groups. However, it is important to note that the age group of 30 accounts for the most minority group in this research, while the 19-25 age group overwhelmingly dominates this research. The results of this study may therefore be different from other studies.

Lastly, when looking at the results based on sex types, 88% of male volunteers are familiar with both mindsets while only 25% of female volunteers are familiar with both mindsets. These findings suggest that male volunteers may be more familiar with the concepts of growth and fixed mindsets than female volunteers. However, it is also important to note that the sample size for this study is relatively small, so further research is needed to confirm these findings.

## **2. The Volunteers' Mindsets**

The results of this study reveal that most of the volunteers (86%) tend to be mixed mindsets oriented displaying associations with both growth mindset and fixed mindset. This means that they held some beliefs that were consistent with a growth mindset and some beliefs that were consistent with a fixed mindset. The findings reflect Dweck's (2015) argument that every individual's mindset is a composite of the two, regardless of their backgrounds. In the case of the volunteers involved in this study, 52% of them had a fixed mindset orientation and 48% of them had a growth mindset orientation. This suggests that the volunteers held a slight

preference for fixed mindset, but also had some beliefs that are consistent with a growth mindset.

Overall, the findings of this study suggest that individuals' mindsets are complex. They are not simply fixed or growth-oriented, but rather represent a combination of both. This finding has important implications for the implementation of interventions to promote growth mindset. Interventions may need to be tailored to the individual's specific mindset. Furthermore, it is also important to focus on challenging fixed mindset beliefs while promoting growth mindset beliefs at the same time. A more detailed analysis of the results reveals that there are significant differences in the distribution of growth mindset orientations among volunteers of different occupations, age groups, and sex types. Among the volunteers' occupations, primary school teacher volunteers and university student volunteers had the most balanced distribution of mindsets, where 50% of primary school teacher volunteers and 48% of university student volunteers shared a growth mindset orientation.

In contrast, the age groups of 19-25 and 26-30 were more likely to have volunteers with fixed mindset orientations in which 52% of the age group of 19-25 and 75% of the age group of 26-30 entered the list. Meanwhile, the age group of above 30 was all growth mindset oriented. There seems to be a trend that growth mindset orientation may be more likely to appear among older volunteers. Finally, there was a significant difference in the distribution of mindsets between male and female volunteers. Male volunteers were less likely to have a growth mindset than female volunteers. A closer look at the data reveals that only 33% of male volunteers made up the list of volunteers with a growth mindset, while among female volunteers, there were 55% of them having growth mindset orientation. This suggests that males may be more likely see intelligence as a fixed trait than the female counterpart.

However, as discussed in the previous section, it is important to highlight the relatively small and unbalanced sample size of the volunteers who participated in this study. Therefore, further research is needed to confirm the findings especially



those related to the comparisons drawn based on the volunteers' occupations, age groups, and sex types. Finally, in addition to the revelation of the volunteers' mindsets, the findings of this study also suggest a possible correlation between knowing mindsets theory and having a growth mindset. The data shows that 55% of volunteers in this study were not well familiarized with growth mindset, while 52% of them leaned more towards a fixed mindset orientation. This suggests that there may be a link between having a greater understanding of growth mindset and being more likely to have a growth mindset oneself.

### 3. The Volunteers' Views on Mindsets' Attributes

A more in-depth analysis of the volunteers' views on the attributes of mindsets will help in understanding the complexity of mixed mindsets among volunteers. As the majority of volunteers have a mixed mindset, they possess characteristics of both growth and fixed mindsets. Dweck (2015) proposed that individuals are composites of both growth and fixed mindsets, and this study supports this proposition. In this study, volunteers value growth mindset through their belief that change is possible through hard work, their openness to continuous learning, and their willingness to receive feedback. They also value fixed mindset through their reliance on basic abilities to achieve success and their hostility towards feedback.

Interestingly, although the majority of volunteers scored higher on the fixed mindset scale, their answers suggest that they may value growth mindset attitudes more than fixed mindset attitudes. For instance, their answers indicated that the volunteers believe that change is possible through hard work (94%), they are open to continuous learning (94%), and they are also open to receiving feedback (100%). These scores suggest that the volunteers possess growth mindset ideas. On the other hand, the answers were lower on the questions that measure fixed mindset attitudes. Their answers indicated that they have reliance on abilities (78.75%) to succeed and they react with hostility towards feedback (83%). These scores

suggest that the volunteers may endorse fixed mindset ideas a little less than they may with growth mindset ideas though majority of them had fixed mindset orientation.

These findings may also reflect how the majority of the volunteers (86%) have mixed mindset. This is evident in their belief in change through hard work, while at the same time also relying on abilities. This is consistent with the suggestion from Mofield and Peters (2018), who argue that those with a growth mindset rely on abilities as the starting point for improvement. In other words, volunteers with a mixed mindset believe that their intelligence and basic abilities can be developed through effort and practice, but they also believe that they have some natural talent or ability that gives them a head start.

A closer look at the volunteers valuing continuous learning, despite the majority having a fixed mindset orientation, reveals that this is not surprising given their occupations as teachers and university students. Continuous learning is a natural part of their routine as they engage in educational activities. This exposure to continuous learning may help to develop a growth mindset, even among those who have a fixed mindset orientation. Surprisingly, the volunteers' views on attitude towards feedback appear to be contradictory. While all volunteers agreed that they appreciate feedback, the majority of them also viewed feedback as something they are negatively affected by.

This contradiction may be due to the fact that volunteers value both growth mindset and fixed mindset ideas. The statement in which the volunteers value growth mindset is *"I appreciate when people, parents, coaches or teachers give me feedback about my performance"*. This indicates that they believe that feedback can help them to improve their qualities, and to make necessary changes in order to bring out achievement. On the other hand, they lean towards a fixed mindset value where they also answered, *"I often get angry when I get feedback about my performance"*. Due to the nature of this study using descriptive quantitative approach, there is no direct explanation



regarding why the volunteers' attitudes towards feedback reflect contradiction. However, the findings of this study suggest that volunteers may have a complex understanding of feedback. They may value feedback as an opportunity to learn and improve, but they may also be negatively affected by feedback, depending on the type of feedback they receive.

Overall, the findings of this study suggest that volunteers have a complex mix of growth and fixed mindset characteristics. This mixed mindset orientation may have implications for their volunteer work, as it could affect their motivation and willingness to learn. Future research is needed to explore the impact of mixed mindset on volunteer outcomes. However, based on their views on the attitudes of both mindsets presented in the survey, the findings suggest that only a minority of the volunteers have a heavily fixed mindset orientation. This is evident in their views on the attitudes of both mindsets as they agreed with statements that support both growth and fixed mindsets. The majority of the volunteers, although having a fixed mindset orientation, still share some growth mindset ideas. For example, they agreed that they believe in change through hard work, they appreciate feedback, and that they are open to continuous learning.

#### IV. CONCLUSION AND SUGGESTION

##### A. Conclusion

The findings of this study show that more than half of the volunteers are not well-familiarized with the concepts of the two mindsets (growth mindset and fixed mindset). This may be correlated with their growth mindset level, which varied from the third to the first level. More than half of the volunteers are in the category of fixed mindset with some growth ideas, indicating that they have a mixed mindset with a slightly fixed mindset orientation. The findings underline the lack of growth mindset learning amongst actors in the education sector in Sumbawa Regency.

Despite their mindsets, the evidence from this study also suggests that volunteers value characteristics from both growth and fixed mindsets. They believe in change through hard work, are open to continuous learning, and are willing to receive feedback. At the same time, they also rely on basic abilities to

achieve success and are hostile towards feedback. Even though there is a complexity in understanding the mixed mindsets amongst the volunteers, the findings suggest that only a minority of the volunteers have a heavily fixed mindset orientation.

##### B. Suggestion

The complexity of understanding mixed mindsets among the participants calls for future research to explore the impact of mixed mindsets on participants' outcomes. Additionally, the relatively small and unbalanced sample size of the volunteers who participated in this study may limit the wider applicability of the findings to other populations. This study therefore advocates for further research with equal numbers of participants based on different selected categories in order to draw more precise comparisons between the categories. Furthermore, further research is required in other areas in Indonesia to investigate the familiarity and mindset level of the same groups in different regions.

Finally, this study also advocates for all actors in the education sector in Indonesia to become more familiar with mindsets theory and develop a growth mindset, as there is robust evidence that it can positively impact the learning and academic achievement of Indonesian students.

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