

Analysis of growth mindset and grit in the academic achievement of junior high school students in Pesawaran regency

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Abstract: Academic achievement is the main indicator used to assess the effectiveness of an education system. Until now, student success has often been measured based on cognitive abilities such as intelligence, memory, and logical thinking skills. Various studies have shown that internal non-cognitive factors, such as growth mindset and GRIT, also contribute significantly to students' academic achievement. Growth Mindset refers to the belief that intelligence and ability are not fixed, but can be developed through effort, perseverance, and continuous learning. Students with this mindset tend to be more open to challenges, less afraid of failure, and more enthusiastic about the learning process. Meanwhile, GRIT is a combination of perseverance and consistency of interest in the long term. Individuals with high levels of GRIT are able to maintain their enthusiasm and commitment to their goals, even when faced with various obstacles and failures. Initial observations conducted in several junior high schools in Pesawaran Regency revealed a number of problems related to students' non-cognitive aspects. Many students showed low self-confidence, gave up easily when encountering difficulties, and did not have consistent study habits. This study used a quantitative approach with correlational methods and multiple linear regression analysis. The data collection instrument was a questionnaire distributed to 33 respondents, which was then analyzed to see the relationship and influence between these variables. The results of the study show that a growth mindset contributes 75% to students' academic achievement, while GRIT contributes 51.8%. When these two variables are combined, the results show that both simultaneously have a significant influence on academic achievement.

Keywords: Growth Mindset, GRIT, Academic Achievement

1. Introduction

Education is a key pillar in promoting the sustainable progress and development of a nation. A country's level of development can be seen from its progress in various strategic fields such as education, economy, and technology that are of high quality and globally recognized. In the context of education, one of the main indicators of progress is academic achievement, which is reflected in student learning outcomes [1]. Academic achievement reflects students' ability to follow and absorb the learning process

effectively. This achievement is the result of accumulated learning efforts, both in school and in higher education. Students' academic achievements with the support of motivation from teachers and the social environment tend to be more optimal than those achieved without such motivational encouragement [2]. Academically successful students are those who try their best to complete school assignments, try to do group assignments even though they are busy with individual activities, and sacrifice time to do school assignments when they are busy playing [3]. Because the material provided will become more difficult in the following semester, completing assignments is one of the challenges faced by students. Students not only need to have good intellectual abilities, but more importantly, they need to have persistence and perseverance in completing academic assignments [4].

Learning failure is one of many problems that often occur in education today. Many internal and external factors can affect student academic achievement [5]. Student academic achievement shows fluctuating dynamics, which are influenced by various factors. The problems that arise can stem from internal or external factors. Internal factors include aspects such as intelligence, personality, and the influence of peers and the social environment. Meanwhile, external factors include the role of the family, teacher support, interaction with friends, and the level of learning motivation possessed by students [6]. Academic achievement is very important because student success is demonstrated by the highest scores in academic achievement, which are reflected in report card grades, additional assignment grades, daily test scores, or the time required to complete learning. Academic achievement is generally described as a person's intellectual effort and ability. This is usually demonstrated by numbers or scores that indicate the mastery of student learning outcomes during the learning process [7].

There are many factors that influence student academic achievement. Problems that arise can originate from the students themselves or from their environment. External factors include teachers, friends, family, and the desire to learn, while internal factors include peers, social environment, intelligence, and personality [8]. Student academic success is influenced by many variables. These factors are usually divided into internal and external factors. Internal factors include the physiological and psychological conditions of students, while external factors include the environment in which students learn, such as the role of teachers and educational institutions. They include motivation, intelligence, resilience, academic self-concept, and emotional intelligence, and greatly influence a person's ability to learn [9].

In the world of education, Growth Mindset and GRIT are two very important internal components of learning in school. Mindset is a set of beliefs or ways of thinking that influence a person's behavior, views, attitudes, and thoughts. The word "Mind" encompasses the source of thoughts and is the center of consciousness that produces thoughts, feelings, ideas, perceptions, and deviates knowledge and memory. Meanwhile, "Set" is defined as prioritizing the improvement of abilities in an activity and can also be defined as a whole or stable state [10]. Growth Mindset is an approach that improves students' learning abilities through effort and perseverance as well as appropriate strategies. Students with this approach will turn their mistakes into lessons and strive to

correct them [11]. Growth Mindset can be interpreted as a mindset that believes that an individual's potential and psychological aspects can be developed through hard work, perseverance, and a continuous learning process. Individuals with a Growth Mindset believe that abilities are not fixed, but can be improved through effort and experience. This mindset encourages the belief that learning is the main path to achieving goals, and that challenges and difficulties are not obstacles, but opportunities for growth.

Thus, a growth mindset reflects an optimistic and adaptive way of thinking about the learning process, in which a person believes that their capacity can be improved through practice, appropriate strategies, and perseverance in the face of various obstacles [11]. Students with a growth mindset will turn their mistakes into lessons and strive to improve [12]. Mindset is a belief, or way of thinking that influences a person's behavior and attitude, which ultimately determines their level of success in life. Students with a strong growth mindset will not stop learning and developing when they encounter difficulties or challenges [13]. They will continue to strive to achieve the expected learning outcomes. Someone who believes that experience can increase intelligence, talent, and ability will try harder to maximize their potential [14].

In Dweck, (2006), a person who has confidence and belief that intelligence, talent, and abilities can change and develop through learning and experience [16]. An individual's beliefs and confidence in attributes, such as personality and intelligence, can determine how an individual behaves. A person who believes that talent, personality, and intelligence can be changed or developed through effort and hard work. This way of thinking, known as a "growth mindset," is the belief that hard work will increase a student's potential and psychology. A growth mindset is the belief that a person can improve their abilities and that learning is the only way to achieve anything. A growth mindset is a way of thinking that believes that a person's abilities can be developed and that anything can be achieved through learning. A growth mindset is a way of thinking that believes that potential and psychological traits can be developed through practice and greater effort in facing challenges [17]. In Buddhist teachings on inner development (bhavana), right effort (samma vayama), and transformation achieved through wisdom and practice, this is in line with the growth mindset in the Cunda Kammaraputta Sutta. "A person who was once immoral, by training themselves in morality, can become virtuous. Likewise, someone who was once lazy, by training in effort, can become diligent."

Students not only have good intellectual abilities, but more importantly, they have the persistence and perseverance to complete academic tasks. To achieve good academic performance, students cannot rely solely on their intellectual abilities; it is very important to have the persistence and perseverance to complete the academic tasks assigned by their teachers [18]. GRIT enables people to work hard and maintain their interest and efforts in various situations, even when they fail, encounter difficulties, or make no progress at all. Academic quality correlates with GRIT [4]. In English, GRIT stands for Growth, Resilience, Integrity, and Tenacity. This concept refers to the passion, persistence, and resilience needed to achieve long-term goals. They must do so despite obstacles and failures. In other words, students who are passionate and love

what they do have the potential to succeed in the face of various challenges. Academic achievement correlates with persistence; high persistence is followed by low persistence. GRIT is a situation that forces a person to achieve a specific goal, and research has shown that the role of GRIT in education has a significant correlation with a person's success in achieving their goals and dreams [19]. The concept of GRIT as proposed by Duckworth (2007) is illustrated through the analogy of a marathon race. In this race, victory is not solely determined by speed, but also by endurance and consistency. A runner with high stamina and perseverance has a greater chance of completing the race than a fast runner who tires easily. This analogy illustrates the essence of GRIT, which is perseverance and consistency in pursuing long-term goals despite facing challenges, boredom, or disappointment. Individuals with low levels of GRIT tend to give up easily when encountering obstacles or losing motivation, while those with high GRIT will remain persistent and consistent in their efforts until they achieve their goals.

In the context of education, Duckworth (2007) identifies GRIT as one of the main predictors of long-term success. The findings from her research show that individuals with high levels of GRIT tend to have better academic performance than those with low GRIT. Therefore, GRIT is seen as an important character trait that can influence a person's success, not only in academics but also in other aspects of life that require commitment and sustained effort. GRIT is a personality trait that reflects an individual's ability to maintain interest and consistency in long-term goals, even when faced with various challenges and obstacles. This concept emphasizes the importance of perseverance in sustained effort, not just momentary motivation. GRIT does not only cover a single dimension, but is a psychological construct consisting of various elements, such as the courage to face risks and failure, belief in one's abilities, enthusiasm in facing the process, and persistence in maintaining commitment to the goals to be achieved [21]. Thus, GRIT describes the psychological resilience that allows a person to keep going and trying, even when the results are not immediately apparent.

Individuals with GRIT tend not to give up easily, remain focused on achieving their goals, and show a never-give-up attitude in situations that require perseverance and long-term dedication. In Buddhist teachings, one of the main qualities that needs to be developed to achieve enlightenment is persistence, which in the Buddhist context is known as *vīriya*. The concept of *vīriya* not only encompasses enthusiasm and energy in carrying out spiritual practices, but also emphasizes the importance of perseverance and fortitude in facing obstacles and challenges that arise throughout the process of learning and self-development. *Vīriya* is one of the Six Paramitas (*Pāramitā*) or perfections that a practitioner must cultivate to achieve wisdom and inner freedom. The role of *vīriya* is vital in encouraging individuals to continue forward despite obstacles, with the belief that consistent and sustained effort will result in inner transformation and profound spiritual attainment. Thus, *vīriya* reflects the essence of GRIT in the Buddhist tradition, which emphasizes the importance of determination and perseverance on the path to enlightenment [22].

The stories of Buddhist practitioners who demonstrate unwavering perseverance and fighting spirit are a true reflection of the concept of GRIT in Buddhist teachings. One of the most prominent examples is the spiritual journey of Siddhartha Gautama, who later became the Buddha. In the book 'Determination and Spirit: The Foundations of Practice', it is explained that the Buddha is a symbol of extraordinary determination and spirit. He lived a series of lives full of sacrifice and discipline, and through his persistence in pursuing the path of spiritual practice, he finally attained perfect enlightenment or Buddhahood. This journey shows that the highest achievement in Buddhist teachings cannot be separated from a long process based on perseverance, consistency, and strong commitment to the goal. Thus, the principle of GRIT in the Buddhist context is not only relevant but has also long been an integral part of spiritual practice and self-development according to Buddhist teachings [23]. The Buddha's story of Siddhartha Gautama's journey to enlightenment is a clear illustration of GRIT, or perseverance in the face of challenges to achieve goals. According to [24], the strength in GRIT, , or spirit, is defined as a steadfast effort to do good and beneficial deeds while abandoning bad and unbeneficial ones.

2. Method

This study uses a quantitative approach to examine the relationship and influence of independent variables, namely growth mindset and GRIT, on the dependent variable of academic achievement of junior high school students. The analysis method used is multiple linear regression, which allows the identification of the contribution of each independent variable to changes in academic achievement. The research was conducted on junior high school students in the Pesawaran Regency, with a total of 33 respondents.

Data collection was carried out through the distribution of a closed questionnaire consisting of 80 statement items. Each statement was developed based on the theoretical indicators of each variable and arranged using a five-point Likert scale, ranging from a score of 1 (strongly disagree) to 5 (strongly agree). The instrument was designed to measure the dimensions of the variables of growth mindset, GRIT, and student academic achievement.

All data obtained were then analyzed using multiple regression statistical techniques with the help of Statistical Package for the Social Sciences (SPSS) version 27 software. The use of SPSS enabled more systematic testing of data reliability and validity, while ensuring the accuracy of the analysis results. The analysis results were presented in quantitative descriptive form, which was then interpreted in depth in the discussion to formulate conclusions relevant to the objectives of this study.

3. Results

Based on the validity test results for the research instrument, in the Growth Mindset variable consisting of 30 statements, it was found that 4 items did not meet the validity criteria, while the other 26 items were declared valid. In the GRIT variable, out of a total of 30 statement items tested, there were 3 invalid items and 27 items were declared

valid. As for the Academic Achievement variable, from the 30 statements analyzed, 3 items were found to be invalid, while the other 27 items were proven to be valid. Item validity was determined based on a comparison between the calculated r value and the table r value, with the provision that an item was declared valid if the calculated r value was greater than or equal to the table r value of 0.361, with a total of 30 respondents and a significance level of 0.05. The invalid items were eliminated from the instrument because other items representing the intended indicators were available, so that out of a total of 90 statements, 80 items were still used in this study.

Furthermore, the reliability of the instrument was tested to ensure internal consistency between items. The test results using Cronbach's Alpha coefficient showed a value of 0.870 for all valid items. This value indicates that the instrument used to measure the influence of Growth Mindset and GRIT on Academic Achievement is in the highly reliable category. Thus, the instrument that has been developed is declared feasible and can be used in the research data collection process.

The classical assumption test began with a residual normality test. The analysis results showed that the significance value for the Growth Mindset variable was 0.200, GRIT was 0.109, and Academic Achievement was 0.123. Since all significance values exceeded 0.05, it can be concluded that the residual data was normally distributed. In addition, the homogeneity test showed significance values of 0.200 for Growth Mindset, 0.233 for GRIT, and 0.506 for Academic Achievement. These three values are also greater than 0.05, indicating that the variance between data groups is homogeneous.

The results of the multiple linear regression analysis show that the regression coefficients obtained are positive, indicating that Growth Mindset and GRIT have a positive effect on Academic Achievement. This is supported by a coefficient of determination (R^2) value of 0.750, which means that 75% of the variation in student Academic Achievement can be explained by the variables of Growth Mindset and GRIT. Meanwhile, the remaining 25% is influenced by other factors not examined in this study. Thus, it can be concluded that there is a significant influence between Growth Mindset and GRIT on the Academic Achievement of students at the Junior High School (SMP) level in Pesawaran Regency.

3.1. Instrument Validity Test

The instrument trial was conducted with 30 respondents and consisted of 90 statements designed to measure the three main variables in this study, namely Growth Mindset, GRIT, and Academic Achievement. Each variable was represented by 30 statement items. The instrument validation process was carried out through validity testing analysis using the correlation between item scores and total scores, based on a table value of 0.361 at a significance level of 0.05 and a total of 30 respondents.

The validity test results showed that in the Growth Mindset variable, there were 4 items that did not meet the validity criteria, namely items number 6, 24, 27, and 30. Thus, the other 26 items were declared valid and remained in use in the study. For the GRIT variable, out of the 30 statement items tested, there were 3 invalid items, namely items 45, 48, and 56, so only 27 items were declared valid. Meanwhile, for the

Academic Achievement variable, out of 30 statement items tested, 3 items did not meet the validity criteria, namely items 78, 83, and 88. The remaining 27 items were declared valid and used in further analysis.

The invalid items were removed from the instrument because they did not contribute significantly to the measurement of the construct, and there were other items that were considered sufficiently representative in describing the indicators of each variable. Thus, from a total of 90 statement items compiled in the initial trial, 80 items were declared valid and retained for use in the main research stage.

3.2. *Instrument Reliability Test*

Based on the results of the instrument reliability test conducted using Statistical Package for the Social Sciences (SPSS) version 16 software, a Cronbach's Alpha value of 0.870 was obtained for all 80 items that had been declared valid. This value indicates that the instrument used in this study has a high level of reliability. In the context of reliability testing, a Cronbach's Alpha value above 0.60 is generally considered to have met the minimum reliability standard, which indicates internal consistency between items in measuring the same construct.

Thus, it can be concluded that the instrument used to measure the influence of Growth Mindset and GRIT on students' Academic Achievement has excellent reliability. This indicates that the instrument is suitable for use in the data collection process because it is capable of providing consistent and reliable measurement results.

Table 1. Instrument Reliability Test

Reliability Statistics	
Cronbach's Alpha	Number of Items
.870	80

Source: SPSS 16 Data Processing Results

3.3. *Normality Test*

The normality test in this study was conducted using the One-Sample Kolmogorov-Smirnov method to determine whether the data obtained from the research sample was normally distributed. The decision criterion in this test was that if the significance value (Asymp. Sig. 2-tailed) was greater than 0.05, the data was considered to be normally distributed.

Based on the analysis of data from 33 respondents, the significance values for each variable were as follows: Growth Mindset variable of 0.200, GRIT variable of 0.109, and Academic Achievement variable of 0.123. All of these values exceed the significance threshold of 0.05, indicating that the data for the three variables follow a normal distribution.

Thus, it can be concluded that the research data meets the normality assumption, so that the inferential statistical analysis used in the next stage, such as linear regression, can be continued validly. Details of the results of the normality test using the One-Sample Kolmogorov-Smirnov method are presented in the following table.

Table 2. Normality Test

One-Sample Kolmogorov-Smirnov Test				
		Growth Mindset	GRIT	Academic Achievement
N		33	33	33
Normal Parameters	Mean	965.15	460.53	459.60
	Standard Deviation	79.809	.09716	.09395
Most Extreme Differences	Absolute	.094	.139	.137
	Positive	.094	.139	.137
	Negative	-.086	-.105	-.099
Test Statistic		.094	.139	.137
Asymp. Sig. (2-tailed)		.200 ^d	.109	.123
a. Test distribution is Normal.				
b. Calculated from data.				
c. Lilliefors Significance Correction.				
d. This is a lower bound of the true significance.				

Source: SPSS 27 Data Analysis Results

3.4. Homogeneity Test

The homogeneity test is conducted as one of the requirements in performing an Independent Sample Test, particularly in the context of one-way analysis of variance (One-Way ANOVA), to ensure that the variances of the data groups being compared are similar. The basic assumption of ANOVA analysis states that the population variances of each group must be homogeneous. In this test, the criterion used is that if the significance value is greater than 0.05, then the variance between groups can be considered the same or homogeneous.

Based on the homogeneity test results obtained from the Tests of Homogeneity of Variances analysis output, it is known that the significance value for the Growth Mindset variable is 0.200, the GRIT variable is 0.233, and the Academic Achievement variable is 0.506. All of these significance values are greater than the significance limit of 0.05, which means that the data from the three variables meet the assumption of homogeneity. Thus, it can be concluded that the distribution of the data () in the three variables has relatively the same variance, so it is appropriate to analyze it further using parametric statistical methods. More detailed information about the results of the variance homogeneity test can be seen in the following table.

Table 3. Homogeneity Test

Tests of Homogeneity of Variances					
		Leven Statistic	df1	df2	Sig.
Growth Mindset	Based on Mean	1.674	7	13	.200
	Based on Median	.721	7	13	.658
	With adjusted df	.721	7	6.432	.663
	Based on trimmed mean	1,601	7	13	.220
GRIT	Based on Mean	1.575	7	12	.233
	Based on Median	.450	7	12	.852
	With adjusted df	.450	7	3.126	.827
	Based on trimmed mean	1,470	7	12	.266
Academic Achievement	Based on Mean	.950	7	9	.506
	Based on Median	.471	7	9	.814
	With adjusted df	.471	7	3.790	.804
	Based on trimmed mean	.914	7	9	.526

Source: SPSS 27 Data Processing Results

3.5. The Effect of Mindfulness-Based Social Emotional Learning on Learning Focus

Table 4. Regression Equation

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	115.202	2.892		.895	.378
Growth Mindset	.180	.019	.321	2,716	.000
GRIT	.152	.028	.649	5,497	.000

a. Dependent Variable: Academic Achievement

Source: SPSS 27 Data Processing Results

Based on the regression analysis calculation results, the t-value is 5.497, while the t-table value at the degree of freedom (df) $n - 2 = 33 - 2 = 31$ and significance level of 0.05 is 1.695. Because the t-value is greater than the t-table value ($5.497 > 1.695$), the decision is to reject H_0 and accept H_1 . Thus, there is sufficient evidence to state that the variables of Growth Mindset and GRIT have a significant effect on the Academic Achievement of students at the junior high school level in Pesawaran Regency.

In addition, positive regression coefficients indicate that the relationship between Growth Mindset and GRIT on Academic Achievement is unidirectional, meaning that an increase in Growth Mindset and GRIT is followed by an increase in students' academic achievement. The results of this analysis are reinforced by the use of a 5% (0.05) significance level, where H_0 is rejected if the significance value is ≤ 0.05 . Since the obtained value meets this criterion, it can be concluded that there is a positive and

significant effect of Growth Mindset and GRIT on students' Academic Achievement. Further details regarding the statistical test results can be seen in the following table.

Table 5. ANOVA Analysis

ANOVA					
Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	880.732	2	440.366	45,066	.000
Residual	293,147	30	9,772		
Total	1,173,879	32			

a. Dependent Variable: Academic Achievement

b. Predictors: (Constant), GRIT, Growth Mindset

Source: SPSS 27 Data Processing Results

The results of the Analysis of Variance (ANOVA) show that the calculated F value is 45.066, with a significance value of 0.000. This significance value is smaller than the predetermined significance level of 0.05. Based on the decision-making criteria in the ANOVA test, if the significance value is < 0.05 , then the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted.

Thus, it can be concluded that there is a simultaneous significant effect between the variables of Growth Mindset and GRIT on the academic achievement of students. This finding indicates that these two independent variables together can explain the variation in academic achievement among junior high school students. Therefore, both Growth Mindset and GRIT are relevant factors that need to be considered in efforts to improve student academic achievement.

3.6. The Magnitude of the Influence of Growth Mindset and GRIT On Students' Academic Achievement

Table 6. R Square Determination Coefficient Values

Model Summary				
Model	R	R Square	Adjusted R-Square	Standard Error of the Estimate
1	.866	.750	.734	3.12595

a. Predictors: (Constant), Growth Mindset, GRIT

b. Dependent Variable: Academic Achievement

Source: SPSS 27 Data Analysis Results

Based on the regression analysis results, the coefficient of determination (R square) value obtained was 0.750, which means that 75% of the variation in student academic achievement can be explained by two independent variables, namely Growth Mindset and GRIT. This finding indicates that these two variables make a significant and substantial contribution to explaining students' academic achievement. In other words, Growth Mindset and GRIT are important factors that influence the improvement of student learning achievement at the junior high school level.

Meanwhile, the remaining 25% is explained by other variables outside the scope of this study, such as learning environment factors, family support, students' psychological

conditions, or the learning approaches applied in schools. Although not all variations in academic achievement can be explained by the two variables studied, the figure of 75% indicates a fairly strong and significant level of influence.

These findings are consistent with a number of previous studies showing that Growth Mindset, which is the belief that abilities can be developed through effort, and GRIT, which reflects perseverance and consistency towards goals, are effective predictors in improving learning outcomes. Therefore, strengthening these two aspects is considered important in efforts to optimally develop students' academic potential.

4. Discussion

4.1. *The Influence of Growth Mindset on Academic Achievement*

The results of the study indicate that *Growth Mindset* has a positive and significant effect on the academic achievement of Buddhist Sunday School students in Pesawaran Regency. This indicates that students with a growth mindset have a higher tendency to face challenges, overcome failure, and continue to improve their abilities through consistent effort [25]. This finding is in line with Carol S. Dweck's (2006) theory, which states that individuals with a *Growth Mindset* believe that abilities can be developed through effort, learning, and perseverance [15].

This correlation is also supported by research by Sembiring (2017) and Kasmia (2020), which found that a *growth mindset* significantly influences academic achievement [25], [26]. In the context of Pesawaran, which has geographical challenges and varying access to education, a *growth mindset* is an important psychological asset that helps students overcome resource limitations.

In addition to *mindset*, academic achievement can also be influenced by family support, teaching quality, and a conducive learning environment. The integration of Buddhist values as taught in the *Cunda Kammaraputta Sutta*, which emphasizes right effort (*sammā vāyāma*), is relevant in shaping students' mental attitudes so that they do not give up easily and always strive to improve themselves. The Dhammapada also emphasizes that success is the result of continuous effort, not something one is born with Dph, 112.; M III, 26.

4.2. *The Influence of GRIT on Academic Achievement*

Research findings show that GRIT has a significant positive influence on academic achievement. GRIT, defined by Duckworth et al. (2007) as a combination of perseverance and passion for long-term goals, is a key factor that enables students to persevere in the face of academic difficulties [20]. Students with high levels of GRIT tend to complete tasks despite obstacles and have strong consistency of purpose.

These results are consistent with previous studies stating that GRIT contributes to academic achievement through the mechanisms of perseverance and intrinsic motivation. In the context of Pesawaran, diverse socioeconomic conditions require students to have mental resilience in order to achieve optimal performance.

Factors that support GRIT can include independent learning habits, the role of teachers as motivators, and a mutually supportive learning community. From a Buddhist perspective, values such as perseverance (*viriya*) and never-give-up spirit are reflected in Sutta MN 26 and AN 5.14, which emphasize that great achievements are born from continuous effort. Dhammapada 112 also emphasizes the importance of completing the struggle even though it is full of challenges Dph112

4.3. The Synergistic Influence of Growth Mindset and GRIT on Academic Achievement

A combined analysis shows that Growth Mindset and GRIT simultaneously have a significant positive influence on students' academic achievement. This synergy occurs because Growth Mindset shapes the belief that abilities can be developed, while GRIT provides the perseverance and determination to achieve goals.

The combination of the two results in students who are not only confident that their abilities can develop, but also able to persevere through obstacles. This is in line with the findings of Hochanadel & Finamore (2015), which confirm that Growth Mindset strengthens the effect of GRIT on academic achievement.

In the context of Pesawaran, where access to educational resources may be limited, the synergy of these two variables becomes an important asset for students to continue to excel. The Buddhist perspective in the Sona Sutta (AN 6.55) teaches a balance between enthusiasm and perseverance that is in line with the concepts of Growth Mindset and GRIT so that students do not easily become discouraged or lose direction.

5. Conclusion

Based on the results of the regression analysis, a coefficient of determination (R^2) value of 0.750 was obtained, indicating that 75% of the variability in student academic achievement can be explained by the contribution of two independent variables, namely Growth Mindset and GRIT. This figure indicates that these two variables have a strong and significant influence on students' academic achievement and play an important role in explaining differences in achievement levels between individuals.

The remaining 25% of the variation in academic achievement is influenced by other factors not examined in this study. These factors may include the learning environment, social and family support, learning methods, intrinsic motivation, and the emotional and psychological conditions of students. Nevertheless, the 75% proportion is strong evidence that Growth Mindset, as the belief that intelligence can be developed through effort, and GRIT, which reflects perseverance and consistency towards goals, have a substantive contribution to supporting academic success.

These findings are in line with various previous studies that state that these two non-cognitive aspects are important predictors in the context of education. The implementation of educational strategies that encourage the strengthening of Growth Mindset and GRIT is believed to be able to improve students' learning resilience and academic performance in a sustainable manner.

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