

**THE RELATIONSHIP BETWEEN A GROWTH MINDSET AND PSYCHOLOGICAL WELL-BEING AMONG SECONDARY SCHOOL PUPILS**Fransisko Nelson<sup>1</sup>, Subhan Ajrin Sudirman<sup>2</sup>  
<sup>1,2</sup>UIN Imam Bonjol Padang, Padang, Indonesia**Corresponding Author:**Fransisko Nelson,  
Departement of Islamic Psychology, Faculty of Ushuluddin and Religious Studies, Imam Bonjol  
Padang State Islamic University.Email: [fransiskonelson53@gmail.com](mailto:fransiskonelson53@gmail.com)<sup>1</sup> [winbaktianur@uinib.ac.id](mailto:winbaktianur@uinib.ac.id)<sup>2</sup>**Article Info**

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2026**Abstract**

*This study aims to determine the relationship between growth mindset and psychological well-being. This study uses a quantitative approach with correlational analysis. The population in this study was 495 students and a sample of 205 students of SMA Negeri 1 Padang Sago. The sampling technique used is probability sampling. The data collection technique in this study uses two scales, namely the growth mindset scale compiled based on Dweck's theory and the psychological well-being scale compiled based on Ryff's theory. The results of this study show that the growth mindset level of SMA Negeri 1 Padang Sago students is in the high category. Meanwhile, the level of psychological well-being of students of SMA Negeri 1 Padang Sago is in the medium category. Furthermore, the results of the hypothesis test showed a significant relationship between growth mindset and psychological well-being, with a correlation value ( $r$ ) of 0.419 and a significant  $p$ -value. ( $p$ ) 0.000 which means less than 0.05. This means that the higher the growth mindset that students have, the higher their psychological well-being.*

**Keywords:** *Growth Mindset, Psychological Well-Being, High School Students*

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## INTRODUCTION

Developments in secondary education are currently characterised by increasingly complex and competitive academic demands. The implementation of the latest curriculum requires students to be more active, independent and adaptable in the learning process, whether through project-based tasks, fieldwork or authentic assessment. In an increasingly dynamic and complex educational landscape, students are expected to be able to tackle various challenges and obstacles in mastering academic content, the rigorous latest curriculum, and the competition to achieve academic success (Wahidah et al, 2021). At the same time, secondary school pupils are in their teenage years, a developmental transition phase from childhood to adulthood involving significant biological, cognitive and emotional changes. Santrock in (Khilma & Utami, 2024). These circumstances leave pupils vulnerable to psychological stress if they are unable to adapt to the demands of their studies and the school environment. Prolonged stress can lead to a decline in pupils' psychological well-being, even though psychological well-being plays a vital role in supporting learning success, academic achievement and pupils' readiness to face the future (Suharsono & Fatimah, 2024).

Various previous studies have examined psychological well-being in adolescents by linking it to factors such as social support, religiosity, emotional regulation and academic stress (Prihartini et al., 2023). However, most of these studies still focus on external factors, whilst research into the role of internal factors such as individual mindset has not yet been explored in depth, particularly among secondary school pupils. Research on growth mindset is more frequently linked to learning motivation, self-efficacy and academic achievement (Dweck, 2006; Wahyukencana & Utami, 2024). Consequently, the relationship between a growth mindset and psychological well-being as a multidimensional construct of psychological well-being remains relatively limited. Furthermore, previous studies have been conducted primarily among university students or lower secondary school pupils; consequently, there remains a research gap regarding upper secondary school pupils, who face more intense and sustained academic demands

An evaluation of previous research indicates that a growth mindset has great potential as a psychological protective factor when facing academic challenges. Individuals with a growth mindset believe that intelligence and ability can be developed through effort, practice and perseverance, and are therefore better able to cope when faced with difficulties and failure (Dweck, 2006). On the other hand, psychological well-being, according to Ryff (1989) reflects positive psychological functioning, which includes self-acceptance, positive relationships with others, autonomy, mastery of one's environment, life purpose, and personal growth. Previous research has shown that individuals with a growth mindset tend to have better mental health and lower stress levels, which ultimately contributes to improved psychological well-being (Lai et al., 2022 ; Rahma & Izza, 2024). These findings provide a solid theoretical basis for focusing research on the relationship between these two variables in the context of secondary school pupils.

Based on the above, this study aims to answer the question of whether there is a relationship between a growth mindset and psychological well-being among secondary school students. The main argument of this study is that students with a high growth mindset will be more adaptable in facing academic demands, able to view challenges as a learning process, and more effective in managing psychological pressure, thereby achieving a higher level of psychological well-being. Therefore, the hypothesis proposed in this study is that there is a positive relationship between growth mindset and psychological well-being among senior secondary school students, such that the higher the students' growth mindset, the higher their psychological well-being. Testing this hypothesis is expected to provide empirical contributions to the development of educational and psychological interventions focused on strengthening students' mindset and mental health.

## LITERATURE REVIEW

A growth mindset is a psychological concept introduced by Carol Dweck that refers to an individual's belief that ability, intelligence and talent are not fixed traits, but can be developed through effort, practice, the right strategies and perseverance in the face of challenges (Dweck, 2006). Individuals with a growth mindset view failure not as an indication of inability, but as part of the learning process and personal development. In an educational context, a growth mindset serves as a vital foundation for fostering a positive attitude among students towards academic tasks, learning challenges and feedback from teachers. Students with a growth mindset tend to be more open to new learning experiences, more resilient when facing difficulties, and possess a stronger intrinsic motivation to improve their academic competence (Lestari & Azzahra, 2023). Therefore, a growth mindset is regarded as an internal factor that plays a key role in students' academic success and psychological adaptation.

From an evaluative perspective, a growth mindset comprises several key aspects, namely the belief that intelligence and ability can be developed, a positive attitude towards challenges and failure, the conviction that effort and hard work contribute to success, and the ability to use criticism and feedback as a means of self-improvement (Dweck, 2006). In empirical research, a growth mindset is generally measured using self-report psychological scales developed from Dweck's theory, such as the scale constructed by Sembiring (2017) and has been used in various studies in Indonesia. Examples of the implementation of a growth mindset among students can be seen in their willingness to try again after failing, to devise more effective learning strategies, and not to give up easily when faced with high academic demands. Previous research has shown that a growth mindset contributes to increased academic self-efficacy, reduced academic stress, and more optimal engagement in learning (Wahyukencana & Utami, 2024; Khilma & Utami, 2024).

Psychological well-being, on the other hand, is a concept of psychological wellbeing that emphasises an individual's positive psychological functioning, rather than merely the absence of mental disorders. Ryff (Brim et al., 2004) defining psychological well-being as a state in which an individual is able to accept themselves positively, has a clear purpose in life, forms healthy relationships with others, is independent in decision-making, is able to cope with their environment, and continues to experience personal growth. Among adolescents, particularly secondary school pupils, psychological well-being is a crucial aspect as it relates to their ability to cope with academic pressure, social demands, and complex developmental changes. Pupils with good psychological well-being tend to have stable emotions, high motivation to learn, and a more effective ability to adapt to the school environment (Hasanuddin & Khairuddin, 2021).

From an evaluative perspective, psychological well-being comprises six key aspects: self-acceptance, positive relationships with others, autonomy, environmental mastery, life purpose, and personal growth (Ryff 1989). Measurements of psychological well-being in research generally use Ryff's Psychological Well-Being Scale, which has been tested for validity and reliability, including the Indonesian adaptation developed by Revelia (2019). Examples of psychological well-being among secondary school pupils can be seen in their ability to manage academic stress, maintain positive relationships with peers and teachers, and have a clear sense of future direction. Empirical research indicates that psychological well-being is closely linked to pupils' academic achievement, mental health and life satisfaction, making it a key indicator in assessing the quality of adolescents' psychological development (Selian et al., 2020; Suharsono & Fatimah, 2024).

## RESEARCH METHOD

The relationship between a growth mindset and psychological well-being was chosen as the focus of this study because secondary school pupils are in a phase of adolescent development that makes them vulnerable to academic pressure and the demands of the school

environment. The implementation of the latest curriculum, with its heavy workload and emphasis on active learning, requires pupils to possess a high level of psychological resilience in order to adapt effectively. Various studies indicate that low psychological well-being can lead to increased academic stress, reduced motivation to learn, and impaired academic performance among students (Hasanuddin & Khairuddin, 2021; Selian et al., 2020). On the other hand, a growth mindset is seen as an internal factor that has the potential to help students view academic challenges in a positive and constructive light (Dweck, 2006). It is therefore important to investigate the relationship between these two variables in order to gain an empirical understanding that can serve as a basis for the development of educational and psychological interventions in secondary school settings.

This study employs a quantitative research design with a correlational approach, as it aims to determine the relationship between two variables without manipulating the variables under investigation (Sugiyono, 2014). The data used in this study consists of quantitative data in the form of scores measuring students' growth mindset and psychological well-being. The data was sourced from 495 students at State Senior High School 1 Padang Sago during the 2024/2025 academic year, who constituted the study population. Probability sampling was employed to ensure that every member of the population had an equal chance of being selected for the sample (Azwar, 2017). Based on the calculations in the table by Isaac and Michael, a sample size of 205 pupils was obtained, which was deemed to represent the characteristics of the population proportionally.

Data collection was carried out using a survey method, with a psychological scale serving as the instrument. Growth mindset was measured using a scale developed on the basis of the theory (Dweck, 2006) covering aspects such as belief in one's ability to change, attitudes towards challenges and failure, the role of effort and hard work, and the use of criticism as feedback, the construct validity of which has been tested by Sembiring (2017). Psychological well-being is measured using a scale based on theory Ryff (1989) which encompasses six key aspects, namely self-acceptance, positive relationships with others, autonomy, environmental mastery, life purpose, and personal growth, with a valid adaptation by (Revelia 2019). The collected data were analysed in several stages, namely statistical assumption tests—including normality and linearity tests followed by a Pearson product-moment correlation analysis using SPSS to test the research hypotheses (Azwar, 2017). The results of the analysis were used to draw conclusions regarding the direction and strength of the relationship between a growth mindset and psychological well-being among students.

## RESULTS

In this study, the scores obtained were categorised into three levels: low, moderate and high. This categorisation was carried out by establishing a reference standard based on the scale scores, so that the numerical measurement results could be interpreted in a more meaningful way. The categorisation of the growth mindset and psychological well-being variables can be determined as follows:

**Table 1: Categorisation of Growth Mindset**

Score	Total	Category	Percentage
$X < 58,4$	0	Low	0 %
$58,4 \leq X < 91,6$	84	Currently	41%
$91,6 \leq X$	121	Tall	59%
<b>Total</b>			100%

Based on the table above, it can be seen that out of a total of 205 students at State Senior High School 1 Padang Sago, not a single student fell into the low growth mindset category (0%). Furthermore, 84 students fall into the moderate growth mindset category, accounting for 41%, whilst the remaining 121 students fall into the high growth mindset

category, accounting for 59%. It can therefore be concluded that the level of growth mindset among students at State Senior High School 1 Padang Sago falls into the high category.

**Table 2: Categorisation of Psychological Well-being**

Score	Total	Category	Percentage
$X < 58,4$	1	Low	0,5 %
$58,4 \leq X < 91,6$	135	Currently	65,9%
$91,6 \leq X$	69	Tall	33,7%
<b>Total</b>			100%

Based on the table above, it can be seen that out of a total of 205 students at State Senior High School 1 Padang Sago, 1 student (0.5%) falls into the low psychological well-being category, 135 students (65.9%) into the moderate category, and 69 students (33.6%) into the high category. It can therefore be concluded that the level of psychological well-being among students at State Senior High School 1 Padang Sago is generally in the moderate category.

**Table 3: Results of the One-Sample Kolmogorov-Smirnov Test of Normality for the Growth Mindset and Psychological Well-being Scales**

Variable	K-SZ value	Sig.	Description
<i>Growth Mindset</i>	.863	.445	Normal
<i>Psychological Well-Being</i>	.726	.668	Normal

Based on the table of results from the normality tests conducted using the Kolmogorov-Smirnov and Shapiro-Wilk tests, a significance value of 0.863 was obtained for the growth mindset scale, whilst a significance value of 0.726 was obtained for the psychological well-being scale. Both values are greater than the specified significance level of 0.05 ( $\alpha = 5\%$ ). Consequently, it can be stated that the data for the growth mindset and psychological well-being variables are normally distributed. This means that the distribution of data for both variables meets the classical assumptions of normality, allowing parametric statistical analysis to proceed to test the research hypotheses.

**Table 4. Statistical Description of the Linearity Test Results**

Variable	F	P	Description
<i>Growth Mindset</i>	46,294	0,000	Linier
<i>Psychological Well-Being</i>			

Based on the table of data analysis results, an F-value of 46.294 was obtained, with a significance level (P) of 0.000 for the relationship between growth mindset and psychological well-being. This significance level, which is less than 0.05, indicates that the relationship between the two variables is linear, forming a straight line. It can therefore be concluded that the assumption of linearity in this study has been met.

**Table 5: Results of the Hypothesis Test on Growth Mindset and Psychological Well-being**

Variable	N	Pearson Correlation	Description
<i>Growth Mindset</i>	205	0,419	Significant
<i>Psychological Well-Being</i>	205	0,419	Significant

Based on the table of statistical analysis results, the Pearson correlation coefficient between the variables of growth mindset and psychological well-being was found to be 0.419, with a significance level of 0.000. This significance level is less than 0.05 ( $0.000 < 0.05$ ),

indicating that the relationship between the two variables is significant. Consequently, the hypothesis of this study is accepted, namely that there is a significant positive relationship between growth mindset and psychological well-being among students at State Senior High School 1 Padang Sago. This positive relationship implies that the higher the students' growth mindset, the higher their level of psychological well-being.

## DISCUSSION

The results of the study indicate that the level of growth mindset among students at State Senior High School 1 Padang Sago falls into the high category, whilst the level of psychological well-being falls into the moderate category. Based on statistical analysis, a significant positive relationship was found between growth mindset and psychological well-being, with a correlation coefficient of 0.419 and a significance value of 0.000. These findings indicate that students with a growth mindset tend to demonstrate higher levels of psychological well-being. Prior to hypothesis testing, assumption tests were conducted, which showed that the data distributions of both variables were normally distributed and had a linear relationship, meaning the results of the correlation analysis are statistically reliable. Consequently, the research hypothesis stating that there is a relationship between growth mindset and psychological well-being among students at State Senior High School 1 Padang Sago can be empirically accepted.

These findings can be interpreted as a consequence of the characteristics of a growth mindset, which encourages students to view ability as something that can be developed through effort and the learning process. Students with a growth mindset are highly self-aware, believe that they can develop themselves, are open to accurate information about their abilities, and require the right information to learn effectively (Adelina et al., 2023). Furthermore, students with a growth mindset tend not to give up easily when faced with various academic demands. This includes their ability to cope with a heavy workload and adapt to changes in the curriculum that require independent learning. This mindset enables students to manage academic pressure more adaptively, so that they do not view difficulties as a threat, but rather as challenges that can be overcome with effort and the right strategies. With this perspective, students' emotional balance can be better maintained, which ultimately helps to reduce the risk of excessive academic stress (Dweck, 2006; Khilma & Utami, 2024).

From an interpretative perspective, the positive relationship found between a growth mindset and psychological well-being suggests that a growth mindset has significant implications for the psychological functioning of students at State Senior High School 1 Padang Sago, where a growth mindset that is, the belief that abilities and intelligence can be developed through effort, learning, and perseverance, plays a fundamental role in shaping the foundation of students' psychological well-being by helping them develop greater self-acceptance, enabling them to acknowledge their strengths and weaknesses without feeling threatened by failure, and tending to view challenges as opportunities to learn and grow, rather than as threats that could undermine their self-esteem. Furthermore, a growth mindset helps students set more realistic and meaningful life goals, as they do not fixate on perfect targets that can actually cause stress, but instead focus on the process of continuous learning and self-development. This, in turn, builds students' confidence in navigating their academic environment, as they believe that consistent effort will yield results, enabling them to adapt to and cope with various academic demands more effectively.

These findings are consistent with the concept of psychological well-being proposed by (Ryff 1989), which emphasises that psychological well-being is not merely about feeling happy, but also encompasses important dimensions such as personal growth, environmental mastery, and purpose in life, where a growth mindset acts as a catalyst that strengthens these dimensions because, with a growth mindset, students actively seek new experiences that support personal growth, feel more capable of managing their environment, and have a clear

sense of purpose in their lives, so that the stronger the growth mindset students possess, the higher the level of psychological well-being they can achieve, which ultimately supports their success not only in academic fields but also in life as a whole.

A high level of psychological well-being among students plays a crucial role in supporting their success within the school environment. With improved psychological well-being, students tend to exhibit higher levels of motivation to learn, more positive social relationships, and greater mental resilience in coping with educational demands, which ultimately supports the achievement of optimal academic performance (Selian et al., 2020). In line with Batubara's (2019) view, the presence of psychological well-being in students enables them to perform their psychological functions more effectively, including in terms of learning and academic achievement.

The findings of this study are consistent with the results of previous research indicating a positive relationship between a growth mindset and psychological well-being. Research conducted by Rahma & Izza (2024) found that students with a high growth mindset have better psychological well-being and higher levels of academic engagement. Similar findings were also reported by Lai et al (2022) which states that a growth mindset contributes to long-term mental health by reducing levels of anxiety and depression. The difference between this study and previous research lies in the context of the subjects, namely secondary school pupils facing more specific academic demands due to the implementation of the latest curriculum. This further reinforces the evidence that a growth mindset remains relevant across various educational and cultural contexts.

The findings of this study are consistent with previous research indicating a positive relationship between a growth mindset and psychological well-being. The study found that students with a high growth mindset had higher levels of psychological well-being and greater academic engagement. Similar results were also reported by Lai et al (2022) which states that a growth mindset contributes to long-term mental health by reducing anxiety and depression. The difference between this study and previous research lies in the context of the subjects namely, secondary school pupils facing specific academic demands due to the implementation of the latest curriculum which reinforces the evidence that a growth mindset is relevant across various educational and cultural contexts.

Based on the overall discussion, this study recommends fostering a growth mindset as part of a strategy to enhance students' psychological well-being in secondary schools. In practical terms, schools can integrate learning approaches that emphasise process, effort and reflection on failure as part of meaningful learning. Teachers and school counsellors are also advised to provide growth mindset-based psychological interventions to help students manage academic pressure adaptively. For scientific development, further research is recommended to examine the role of mediating variables such as academic stress, self-efficacy, or social support in the relationship between growth mindset and psychological well-being, as well as to expand the scope of the sample to different levels and types of schools in order to gain a more comprehensive understanding.

## CONCLUSION

Based on an analysis of the research findings, the most significant conclusion to be drawn for reflection is the disparity between students' relatively high levels of growth mindset and their psychological well-being, which remains only at a moderate level. This came as a 'surprise' in this study because, logically, if students strongly believe that their abilities can develop, they should also experience high levels of psychological well-being, such as self-acceptance, mastery of their environment, and a clear sense of purpose; however, the data actually shows the opposite that a strong belief in one's ability to develop does not automatically lead to psychological well-being. This discrepancy opens our eyes to the fact that having a growth mindset alone is not enough; whilst students at State Senior High School 1

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Padang Sago may be highly motivated to learn and develop, they are likely hindered by environmental pressures, particularly the academic demands of the latest curriculum which overwhelm them, so that whilst they are 'confident' they can develop, they are 'unhappy' because the burden they must bear to develop feels too heavy. Thus, this study demonstrates that instilling a growth mindset in students is merely the first step, as the school environment or learning ecosystem must also be supportive; for if students are constantly subjected to high academic pressure without adequate coping strategies or support from teachers, their belief in their ability to grow will not translate into happiness and holistic mental well-being, so interventions must not stop at changing students' mindsets, but must also involve creating a more humane and supportive learning environment.

This study has several strengths and makes a significant contribution to the development of science, particularly in the field of educational psychology and adolescent development, by reinforcing (Dweck, 2006) growth mindset theory and (Ryff 1989) concept of psychological well-being through empirical evidence that growth mindset acts as a catalyst that strengthens the dimensions of psychological well-being such as self-development, environmental mastery, and life purpose, while also contributing to the context of a specific subject, namely high school students in Indonesia who face academic demands due to the implementation of the latest curriculum, thereby enriching the body of cross-cultural research that has so far been more conducted in Western contexts, and using a quantitative approach with classical assumption tests that ensure correlation analysis results are statistically reliable, In addition to providing practical implications in the form of strategic recommendations for the education sector so that the cultivation of a growth mindset is integrated into learning approaches and psychological interventions to help students manage academic pressure adaptively, and most importantly, this research gives rise to new questions for further study, such as whether there are mediating variables like academic stress, self-efficacy, or social support that affect the relationship between growth mindset and psychological well-being, what the pattern of the relationship between these two variables would be if applied to different education levels or types of schools, and the extent to which growth mindset-based interventions can significantly improve students' psychological well-being in the context of education in Indonesia.

This study has several limitations that need to be acknowledged and considered for further research in order to gain a more comprehensive and in-depth understanding of the relationship between growth mindset and psychological well-being. First, there are methodological limitations related to the correlational research design, which can only describe the relationship between the two variables at a single point in time (cross-sectional), and therefore cannot explain causality or the direction of influence between variables. Hence, future longitudinal research is required to test whether growth mindset consistently affects psychological well-being over a longer period of time. Second, the limitation in terms of conceptual framework and research focus only tests direct relationships without considering the possibility of mediator or moderator variables such as academic stress, self-efficacy, or social support that may affect these relationships, so future research is recommended to examine the role of these variables. Third, the limitation in the scope of research subjects is that it is only limited to students in one high school, namely High School Negeri 1 Padang Sago, so generalizing the findings to a wider population should be done cautiously, and further research is recommended to expand the sample scope to various levels and types of different schools. Fourth, the limitations in measuring variables using self-report questionnaires, which are prone to subjective bias, suggest that future research could consider using more diverse measurement methods such as in-depth interviews, behavior observation, or reports from teachers and peers to obtain more objective data. By taking these limitations into account and addressing them through the recommended directions for further study, it is hoped that future research can provide a more significant contribution to the development of knowledge, particularly in

understanding the role of growth mindset in students' psychological well-being within the context of education in Indonesia.

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