



Growth Mindset in English Language Teaching and Learning

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Abstract

Several studies have revealed that inadequate English proficiency, instructor inventiveness, and student learning motivation are major issues in Indonesia. These restrictions must be overcome. The current study stresses the concept of growth mindset, first proposed by psychologist Carol Dweck, as a critical response to previous setbacks. Several sources were located utilizing the library research method to answer the study's questions. It is thought that students with a growth mindset are more likely to persevere in the face of adversity, viewing failure as a learning opportunity rather than a setback. Students with a growth mentality are more inclined to accept challenges during their English learning journey. They see failures as chances for progress rather than impassable hurdles. Students who believe they can grow and improve have higher levels of self-efficacy. Growth mindset enhanced some students' socioemotional abilities and study habits, notably among low-income students. Furthermore, teachers with a growth mentality are more willing to receive feedback and improve their teaching approaches. Teachers with a growth perspective are more inclined to seek professional development opportunities. Teachers with a growth mindset are more likely to experiment with new instructional methods and innovative techniques. Effective professional development programs are critical for providing teachers with the skills and knowledge needed to effectively promote growth mindset principles. The success of implementing a growth mindset into the curriculum is primarily determined by teacher attitudes and training.

Keywords: *Growth Mindset; English Language Teaching; English Language Learning; Indonesia*

Introduction

Indonesia has low levels of English proficiency. Indonesia continues to experience considerable hurdles in achieving English language competency, which is crucial for global competitiveness. Despite several educational changes and initiatives, the efficacy of English instruction remains low at all levels. A study found that formal English instruction in secondary schools is frequently poor, resulting in low proficiency among students. Extracurricular programs such as English Camp have showed promise in improving student skills through novel approaches that go beyond the regular curriculum (Daud & Astuti, 2023). According to research, primary English language teachers in Indonesia frequently lack productive skills (speaking and writing), which are usually measured using broad assessments that focus on receptive abilities. According to the Common European Framework of Reference (CEFR), the majority of teachers are classified as B1/B2, which presents obstacles for effective student learning (Pujianto *et al*, 2023). High school pupils' enthusiasm to learn English is apparently low, owing to socioeconomic conditions

and the instructional environment. Although students demonstrate some intrinsic desire, their overall investment in learning is insufficient, resulting in poor performance (Usman et al, 2023). The rise of social media platforms such as Instagram has opened up new opportunities for English learning. However, the abundance of content makes it challenging for students to navigate properly. Topic modeling strategies have been proposed to improve user engagement with instructional information on these platforms (Effendi et al, 2023). The conventional emphasis on grammar and vocabulary in English education has been criticized for failing to fulfill modern learning needs. Innovative approaches, such as combining poetry and emotional engagement, are being investigated to improve student performance and modify attitudes about learning English (Indriyani & Sudimantara, 2023). Despite continued efforts to enhance English literacy in Indonesia, substantial challenges persist, including inadequate teaching techniques, low instructor proficiency, and insufficient student enthusiasm. To address these difficulties, there is an urgent need for new teaching methodologies and a rethinking of existing curricula to better correspond with students' needs and interests.

Low motivation to learn English among Indonesian students has a substantial impact on their competency and engagement with the language. Several research have highlighted the underlying causes, present motivation levels, and potential improvement measures. Many students regard English as a difficult subject with little significance to their future jobs, resulting in a lack of motivation and engagement in studying (Nasihin & Oktarini, 2022; Muslim et al, 2020). This image is exacerbated by a formal teaching technique that does not align with students' interests. The geographical location of schools, as well as the degrees of family support, have a substantial impact on motivation. Students from less socioeconomic homes frequently confront additional hurdles that impede their learning experiences (Usman et al, 2023; Muslim et al, 2020). There is a noticeable lack of professionalism and engagement tactics among teachers, which adds to low student motivation. Effective teaching techniques are critical for creating a helpful learning environment (Riyanti, 2019; Usman et al, 2023). Student motivation is strongly influenced by the classroom environment. Students' lack of assertiveness and instructors' poor empathy might lead to disengagement (Norwanto & Miftachudin, 2023). Recent research shows that Indonesian students have modest levels of intrinsic drive but struggle with external motivation and participation in English learning activities. For example, a survey of university students found that, while many were on their way to becoming autonomous learners, there was still tremendous opportunity for improvement in terms of intrinsic motivation and general engagement (Norwanto & Miftachudin, 2023).

Several improvement measures have been implemented. Incorporating local culture into English learning materials has demonstrated potential for enhancing student engagement and motivation. Familiarity with culturally relevant content can increase students' interest and connection to the subject (Syafii et al, 2022). Engaging pupils in collaborative projects might help keep them interested in English study. This method is consistent with the 2013 National Curriculum's emphasis on cooperative learning, which has been proposed as a strategy to increase student involvement (Usman et al, 2023; Muslim et al, 2020). Using social media platforms such as Facebook for educational purposes might encourage active participation among students outside of traditional classroom settings. This strategy provides additional flexibility and encourages students to interact with the language in a more engaging setting (Hustarna, 2023). Improving teachers' skills in inspiring kids is critical. Professional development programs that focus on new teaching practices might assist educators engage their students and boost overall motivation levels (Riyanti, 2019). Perceptions of the language, socioeconomic situations, teaching quality, and classroom dynamics all contribute to Indonesian students' lack of motivation to study English. Addressing these difficulties through culturally relevant materials, project-based learning, technological integration, and improved teacher training may result in increased engagement and English competence among Indonesian students.

Creativity among English teachers in Indonesia is low. The lack of originality among English teachers in Indonesia has raised concerns about the quality of English language teaching. Several things contribute to this challenge. Teachers frequently encounter inflexible curricula that limit their capacity to

innovate or use new teaching methods. This can lead to a reliance on traditional teaching methods that do not adequately engage students. Many English teachers in Indonesia have few possibilities for continued professional development. Teachers who are not trained in new pedagogical tactics or exposed to contemporary teaching practices may struggle to improve their creativity in the classroom. Schools frequently lack necessary resources, such as instructional materials and technology, limiting creative class planning and execution. The lack of various materials can result in repetitious and uninspiring instructional techniques. Cultural perspectives on education can also play a role. In some situations, rote learning and exam results may take precedence over creative thinking and problem-solving abilities.

The absence of innovation among English teachers might have various negative consequences for students. Students may find lessons dull, resulting in decreased desire and involvement. A lack of innovative teaching approaches can limit students' capacity to use the language successfully in real-world situations. Creative education frequently promotes critical thinking; its absence may result in pupils failing to develop these important skills.

This paper would like to propose a fundamental future solution for these problems in teaching and learning English in Indonesia. A growth mindset is considered to be an appropriate strategy in overcoming the cases elaborated above. This present study focuses on several questions: (1) What is growth mindset? (2) How is it implemented in English Language Teaching and Learning in Indonesia? (3) How does it influence students' learning process and teachers' teaching process?

Methods

This study uses a library research method, which George (2008) defines as identifying and locating sources that provide factual information or personal or expert perspectives on a research topic. This approach was chosen for this examination due to its supportive nature of efficiency; as a result, the current study requires sufficient theoretical and empirical evidence to support its conclusions. The study intends to reinforce its findings and contribute to the field's existing body of knowledge by citing well-known scientific publications and reputable sources. This methodological approach enables researchers to analyze diverse perspectives and review previous research findings in the literature. Furthermore, by citing reliable sources, the study intends to assure the reliability and validity of its findings. This study uses the library research method to generate a comprehensive and well-supported analysis that contributes to the understanding and advancement of the subject matter.

Literature Review

Growth Mindset

A growth mindset is a psychological concept that promotes the assumption that skills and intelligence can be developed through hard work and learning. This viewpoint contrasts with a fixed mindset, in which people believe their talents are static and immutable.

A Growth Mindset consists of numerous fundamental features. Individuals with a development mentality view setbacks as opportunities for growth rather than obstacles to be avoided. They tend to persevere in the face of adversity, perceiving failure as part of the learning process. They recognize that effort is required for progress, and they feel that hard work leads to success. Feedback is viewed as vital input for growth, and they welcome constructive criticism. Rather than being scared by others' success, they are inspired by it.

Research shows that cultivating a growth mindset can increase academic achievement, resilience, and overall well-being. It encourages people to take risks and engage in lifelong learning, which are important abilities in today's fast-changing environment (Eveson, 2020; Yan & Schuetze, 2023). To foster

a growth mindset, educators and parents can use tactics such as modeling growth mindset terminology. Use terms that emphasize effort and learning over intrinsic ability. Create places in which new experiences are celebrated, regardless of the outcome. Concentrate on specific behaviors and techniques rather than broad praise or criticism (Ricci, 2021). Adopting a growth mindset can have a substantial impact on human development and accomplishment, making it an effective strategy in educational settings and beyond.

Empirical Examples of Growth Mindset

Empirical examples of a growth mindset show how ideas about talents can greatly influence learning and accomplishment in a variety of circumstances.

According to research, servant leadership can help learners develop a growth attitude. In educational contexts, servant leaders prioritize cultivating attributes such as empathy and a dedication to the progress of others. According to empirical studies, this leadership style produces a learning atmosphere that values effort and perseverance—key components of a growth mindset. For example, Hays (2008) and Chan (2015) demonstrated how servant leadership methods in the classroom foster grit and a growth-oriented approach to learning (Chan, 2016).

An interdisciplinary unit for high school students combines principles of success with the formation of a growth mindset. Students learn about the various roads to achievement and the necessity of resilience in their journeys as they explore notable scientists. This lesson not only improves their writing and analytical skills, but it also encourages them to adopt a growth mindset, which recognizes that abilities can be increased through effort and learning (Li & Sherry, 2018).

A randomized controlled experiment is investigating the efficacy of text-message interventions that combine cognitive-behavioral methods and growth mindset principles. The purpose of this study is to see if framing messages favorably (gain vs. loss) and encouraging a growth attitude can improve engagement and efficacy in the treatment of co-occurring PTSD and alcohol addiction. Preliminary designs indicate that combining these psychological frameworks may improve participant results (Bedard-Gilligan et al, 2024).

Implicit theories, or ideas about one's skills, have an important role in determining learning practices, according to educational psychology research. According to research, pupils who adopt a growth mindset are more likely to prosper when faced with challenges because they see their abilities as adjustable rather than fixed. This viewpoint not only influences individual learning paths, but it also informs instructional techniques targeted at developing students' resilience and adaptability (Karlen & Hertel, 2021).

These examples show the practical applications of a growth mindset in various educational settings, demonstrating its ability to improve learning experiences and outcomes.

Advantageous of Having Growth Mindset

Having a growth mindset—the notion that abilities and intellect can be increased through devotion and hard work—provides several substantial benefits in a variety of areas, including education, personal development, and professional advancement.

A growth mentality encourages pupils to take on challenges and persevere in the face of disappointments. Research suggests that students who adopt this perspective are more likely to engage in intentional practice, leading to improved academic performance over time (Brandišauskienė et al, 2021; Balan & Sjöwall, 2023). Interventions that encourage a growth mindset have been demonstrated to help reduce educational disparities, particularly among kids from disadvantaged families. These treatments can help these kids achieve better academic outcomes by instilling confidence in their abilities to develop

(Hecht et al, 2023, 2024). A growth mentality can improve the relationship between teachers and students. Brandišauskienė et al. (2021) found that students who believe they can increase their abilities are more likely to seek support from teachers, leading to improved academic accomplishment.

Individuals with a growth mindset see failure as an opportunity for learning rather than a reflection of their skills. This attitude promotes resilience and continuous personal development (Heslin et al, 2021). Adopting a growth mindset fosters a passion of learning and curiosity, which can lead to continual self-improvement throughout time. This is especially useful as people progress through life phases and employment changes (Heslin et al., 2021). Participating in activities that develop personal resources—physical, emotional, mental, social, and spiritual—can improve the chances of successful aging. A growth mindset encourages the discovery and adoption of such enriching rituals (Heslin et al., 2021).

Professionals with a growth attitude are more likely to seek and use feedback constructively. This behavior not only improves their talents, but it also develops an open and improving team culture (Norman et al., 2021; Ginsburg et al., 2024). In quickly changing work contexts, persons with a growth mindset are better able to adapt to new difficulties and learn from experiences, making them great assets in any firm (Nunez & Cornejo-Meza, 2022). Leaders with a growth mindset can motivate their colleagues to embrace similar attitudes, fostering a climate of creativity and collaborative problem-solving (Norman et al, 2021). Cultivating a growth mindset can increase academic performance, psychological resilience, and professional adaptability. Individuals can realize their full potential for continuous development and achievement by cultivating this mindset in a variety of settings.

Discussion

Growth Mindset Must Be Taught to English Teachers and Students

The concept of a growth mindset, promoted by psychologist Carol Dweck, stresses the belief that skills and intelligence can be developed through devotion and effort. This perspective is very important in educational contexts, particularly among English teachers and students. Here's a look at why it should be taught and how it can be applied.

Students with a growth mindset are more likely to persevere in the face of adversity, perceiving failure as a learning opportunity rather than a setback. A growth mindset fosters a love of learning, resulting in increased participation in classroom activities and debates. According to research, pupils who adopt a growth mindset perform better in school because they are more motivated to tackle tough activities.

Teachers with a growth attitude are more open to feedback and eager to improve their instructional practices. Teachers that demonstrate a growth mindset might inspire their pupils to take the same approach to learning. A growth mindset encourages collaboration and support among students, resulting in a more inclusive classroom culture.

Praise kids for their efforts and strategies rather than their natural talent. This teaches kids that hard work leads to improvement. Educate pupils about neuroplasticity, or the brain's ability to alter and grow with practice. This can help to clarify the learning process. Encourage kids to develop clear, attainable goals that prioritize personal progress over comparison to classmates.

Provide professional development opportunities that focus on growth mindset ideas, allowing instructors to investigate techniques for developing this mentality in their classrooms. Encourage instructors to collaborate and share their experiences implementing growth mindset techniques, so establishing a learning community among educators. Use exams that provide feedback on student progress rather than just grades. This method reinforces the notion that learning is an ongoing activity.

Incorporate reflective tasks that allow students and teachers to examine their learning processes and find areas for improvement.

Teaching a growth attitude is critical for both English teachers and students. Educators can dramatically improve the educational experience by promoting resilience, engagement, and a positive learning environment. Implementing focused tactics will not only increase individual performance, but will also help to foster a culture of continual improvement in schools.

How Growth Mindset Can Influence Students' English Learning Processes

A growth mindset, promoted by psychologist Carol Dweck, is the view that skills and intelligence can be developed with dedication and hard work. This perspective can have a considerable impact on students' English learning processes, altering their motivation, resilience, and general engagement with the language.

Students with a growth mentality are more inclined to accept challenges during their English learning journey. They see setbacks as chances for growth rather than as insurmountable hurdles. This viewpoint promotes intrinsic motivation, pushing pupils to delve deeper into language skills such as reading comprehension and writing exercises.

A growth mentality cultivates resilience in the face of adversity. Students who feel they can develop their English skills are more inclined to persevere in the face of challenges, such as complex grammar rules or foreign terminology. This perseverance leads to better mastery over time since pupils are less inclined to give up when confronted with difficulties.

Students with a growth mentality are more willing to accept constructive feedback. They recognize that feedback is a helpful tool for growth, not a personal assault. This openness enables individuals to efficiently improve their language abilities by actively seeking and utilizing feedback from teachers and peers.

Students who believe they can grow and improve have a higher feeling of self-efficacy. Learners who believe they can master English are more inclined to take chances while speaking and writing, both of which are critical for language acquisition. This greater confidence can translate into more active engagement in class discussions and collaborative activities.

A growth mindset fosters a passion of learning that goes beyond the classroom. Students who adopt this perspective are more likely to participate in self-directed learning activities, such as reading English literature or viewing English-language films, which helps them improve their language abilities outside of formal education settings.

Incorporating a growth mindset into English learning can improve students' experiences by instilling motivation, resilience, receptivity to criticism, self-efficacy, and a lifetime love of learning. Educators can help foster this perspective by providing a setting that values effort above intrinsic talent, fosters risk-taking, and recognizes success in language learning.

How Growth Mindset Can Affect Teachers' Teaching Processes

A growth mindset, promoted by psychologist Carol Dweck, is the view that skills and intelligence can be developed with dedication and hard work. This approach can have a substantial impact on teachers' instructional processes in various ways.

Teachers with a growth attitude are more willing to try new teaching tactics and adopt innovative practices. They see problems as chances for development, resulting in more dynamic and interesting educational environments. Such teachers value input from students and colleagues and use it to improve

their teaching approaches. They consider constructive criticism as a tool for progress, not as a personal attack. Teachers with a growth mentality inspire their pupils to work hard and persevere in the face of adversity. This promotes a classroom culture in which errors are accepted as part of the learning process. By showing resilience, teachers assist children in developing their own growth mindsets. This can boost motivation and readiness to tackle difficult things.

Teachers with a growth perspective are more inclined to seek professional development opportunities. They seek out workshops, courses, and collaborative experiences that will improve their skills and knowledge. These educators frequently engage in reflective practice, evaluating their teaching techniques and outcomes on a regular basis. This self-reflection allows them to discover areas for growth and tailor their efforts accordingly.

A growth mindset creates a supportive classroom climate in which students feel comfortable taking risks. Teachers encourage collaboration and peer learning to improve the overall educational experience. Teachers that adopt this approach have high expectations for all pupils, believing in their ability to grow and succeed. This can lead to higher academic performance and self-efficacy among pupils.

A growth mindset has a significant impact on instructors' teaching processes because it encourages innovative tactics, increases student involvement, promotes professional development, and fosters a supportive classroom environment. This ultimately leads to a better educational experience for both teachers and students.

Adopting Growth Mindset in Indonesia's Schools' Curriculum

Adopting a growth mindset in Indonesia's educational curriculum has gained traction as an approach for improving student learning and socioemotional abilities. This approach emphasizes the concept that intelligence and abilities can be developed via hard work and dedication, as opposed to a fixed mindset that considers these characteristics to be static.

An important study assessed the impact of a socioemotional learning program in Indonesia, which focused on teaching growth mindset ideas as well as self-management abilities. The randomized controlled trial, which took place in 2,097 lower secondary schools, compared two versions of the intervention: one with only a six-session curriculum and another with daily classroom tools. While neither version significantly increased students' national exam results or higher education goals, both had a favorable impact on some socioemotional skills and study behaviors, especially among disadvantaged students (Johnson et al, 2020). Notably, the more rigorous program transformed teachers' perspectives to see failure as a learning opportunity, which aligns with growth mindset ideas (Johnson et al, 2020).

The Indonesian Ministry of Education is revising curricula to highlight competences and character development. The Kurikulum Merdeka (Freedom Curriculum) is one such project aiming at creating a more engaging and adaptable learning environment for students by encouraging a growth mentality (Nurdiyanti et al, 2024). However, many teachers have yet to set specific learning objectives or build instructional modules, posing hurdles to effectively adopting this curriculum.

The success of integrating a growth mindset into the curriculum is mainly dependent on teacher attitudes and training. According to research, while instructors play an important role in developing this mindset in pupils, many struggle to adapt to new curricula due to a lack of resources and training (Pusporini et al, 2020; Santoso et al, 2023). Effective professional development programs are vital for providing teachers with the skills and knowledge they need to effectively promote growth mindset principles.

The cultural setting of Indonesia influences the adoption of growth mindset ideals. Educational procedures frequently reflect old ideals that may not be compatible with modern pedagogical approaches.

Therefore, it is critical to customize growth mindset efforts to resonate with local ideas and traditions, ensuring greater acceptance and efficacy inside schools (Kuipers & Chamim, 2019; Yuliyani et al, 2022).

The implementation of a development mindset in Indonesian schools creates both benefits and obstacles. While initial interventions show promise in changing student behaviors and instructor mindsets, long-term success requires comprehensive techniques such as teacher training, curriculum creation, and cultural adaptation. Continued study and assessment will be critical in honing these programs and improving educational outcomes across the country.

Conclusion

Several research investigations have found that low English competence, instructor innovation, and student learning motivation are critical challenges in Indonesia. These barriers must be overcome. The current study emphasizes the concept of growth mindset, first offered by psychologist Carol Dweck, as a crucial answer to the prior challenges. Several sources have been discovered using the library research method to answer the questions posed in this study. It is believed that pupils with a growth mindset are more inclined to persevere in the face of adversity, seeing failure as a learning opportunity rather than a setback. Students with a growth mindset are more likely to embrace challenges in their English learning journey. They perceive failures as opportunities for growth rather than insurmountable obstacles. Students who believe they can grow and improve have a stronger sense of self-efficacy. Growth mindset improved some students' socioemotional skills and study behaviors, particularly among poor pupils. Furthermore, teachers with a growth mindset are more open to feedback and ready to improve their teaching methods. Teachers with a growth mindset are more likely to pursue professional development opportunities. Teachers with a growth mindset are more willing to experiment with new teaching approaches and implement creative practices. Effective professional development programs are essential for equipping teachers with the skills and information required to effectively promote growth mindset principles. The success of incorporating a growth mindset into the curriculum is largely contingent on teacher attitudes and training.

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