JURNAL SAINS PSIKOLOGI

Volume 12, Number 1, March 2023
pp. 1-9
http://dx.doi.org/10.17977/um023v12i12023p1-9

Growth Mindset and Self-Regulated Learning in College Students

Faesol Akbar Santoso
Department of Psychology, Faculty of Psychology, State University of Malang
Semarang Street No. 5, Malang City, East Java, Indonesia 65145
faesol33@gmail.com

Ike Dwiastuti
Department of Psychology, Faculty of Psychology, State University of Malang
Semarang Street No. 5, Malang City, East Java, Indonesia 65145
ike.dwiastuti.fppsi@um.ac.id

Article Information

Submitted date	24-03-2021
Revised date	01-11-2021
Accepted date	11-02-2022

Keywords:
mindset;
self-regulated learning;
college students.

Abstract

This study aims to understand the description of mindset and self-regulated learning and the correlation between the two. This study used an associative quantitative research method with quota sampling, and 590 college students in Malang City were involved. The instruments used in this study were: (1) a mindset scale (validity score of 0.343–0.704; reliability score of 0.859); and (2) a self-regulated learning scale (validity score of 0.373–0.752; reliability score of 0.865). The results of the descriptive analysis showed that out of 590 college students, 57.79 percent had a strong growth mindset, and 67.62 percent had self-regulated learning in the high category. The hypothesis test obtained a correlation coefficient of 0.593 with a significance value of 0.000, meaning a significant positive correlation exists between mindset and self-regulated learning in college students. Based on these results, it is suggested that college students can improve self-regulated learning by increasing their growth mindset. Future studies can use different research methods, such as experiments or qualitative, to learn more about mindset and self-regulated learning.

Kata Kunci:
mindset;
self-regulated learning;
mahasiswa.

Abstrak

Penelitian ini bertujuan untuk mengetahui gambaran *mindset*, *self-regulated learning*, dan juga hubungan antara keduanya. Penelitian ini menggunakan metode penelitian kuantitatif asosiatif dengan *quota sampling* dan melibatkan 590 orang mahasiswa di Kota Malang. Instrumen yang digunakan dalam penelitian ini adalah: (1) skala *mindset* (skor validitas sebesar 0,343–0,704; skor reliabilitas sebesar 0,859); serta (2) skala *self-regulated learning* (skor validitas sebesar 0,373–0,752; skor reliabilitas sebesar 0,865). Hasil analisis deskriptif menunjukkan bahwa dari 590 orang mahasiswa, terdapat 57,79 persen yang memiliki kecenderungan kuat *growth mindset*, dan 67,62 persen yang memiliki *self-regulated learning* dengan kategori tinggi. Uji hipotesis memperoleh koefisien korelasi sebesar 0,593 dengan nilai signifikansi sebesar 0,000. Artinya, terdapat hubungan positif yang signifikan antara *mindset* dengan *self-regulated learning* pada mahasiswa. Berdasarkan hasil tersebut, disarankan bagi mahasiswa dapat meningkatkan *self-regulated learning* dengan meningkatkan *growth mindset*. Penelitian selanjutnya dapat menggunakan metode penelitian yang berbeda, seperti eksperimen atau kualitatif, agar mengetahui lebih dalam terkait *mindset* maupun *self-regulated learning*.

INTRODUCTION

Development is a process of change from within that will happen to every human being in his life. Jahja (2011) suggests that human development is divided into several developmental stages: the developmental stages of infancy, early childhood, late childhood, adolescence, adulthood, and finally, the developmental stage of old age. At each stage of development, individuals will have different developmental tasks. According to Soetjiningsih (2018), individuals will encounter developmental tasks as they reach the adult development stage, one of which is beginning to work. To support these developmental tasks, individuals must study to have adequate knowledge when entering the world of work. Related to this, Go & Subagio (2014) argue that individual's chances of landing a job are best when they have a higher level of education. The level of competitiveness in the workforce has increased due to the process of technical change and rapid development in the industrial sector. This makes every individual need to improve their abilities by pursuing education to the highest level, one of which is by studying at public and private tertiary institutions.

In tertiary institutions, individuals will obtain learning in specific fields according to their interests related to the career they want. Creativity-demanding tasks will inevitably become an integral part of learning. The climax occurs in preparing a thesis, a graduation requirement for obtaining an academic degree. Unfortunately, not all individuals can complete these tasks with ease. One of the causes is from the basic human concept conveyed by Nasrullah (2016) that human are different individuals with various characters, images, opinions, and points of view. This will undoubtedly impact a person's ability to design, implement, and undergo the learning process.

Self-regulated learning is the psychological term used to describe an individual's capacity for independent learning. According to Hidayah & Atmoko (2014), self-regulated learning is individuals' ability to control and influence themselves positively in the learning process, which is characterized by the ability to focus on learning objectives, generate motivation and confidence in learning, create strategies for completing learning tasks, carry out achievement plans, assess learning outcomes, and the ability to evaluate satisfaction from learning outcomes. Related to this explanation, Pintrich (Montalvo & Torres, 2004) elaborates further on the aspects contained in self-regulated learning, namely planning and implementation, self-monitoring, control, and evaluation.

Having low self-regulated learning can have an impact on individuals. According to Etiafani & Listiara (2015), self-regulated learning contributes to the anxiety experienced by individuals. Additionally, Ulum (2016) added that procrastination would develop if people have low levels of self-regulated learning. Wati & Firman (2018) also explained that when individuals cannot develop self-regulated learning abilities, it will be difficult for them to achieve satisfaction. Moreover, Priskila & Savira (2019) found that the lower the self-regulated learning, the higher the students' academic stress.

A study by Najah (2012) shows that of the 82 respondents, twelve college students were indicated to have self-regulated learning, which was in the low category. This study's results also show that the lowest average score is obtained in planning the learning process aspect. The results of a study by Simaremare (2019) found that of the 204 respondents, 72.1% had a low level of self-regulated learning. The low self-regulated learning is caused by an inability to manage the learning process and a lack of interest in developing insights due to the assumption that luck is a factor that can help achieve success. The results of these two studies have explained the underlying problems that cause individuals to have self-regulated learning in the low category.

According to statistics on the development of one of Malang City's universities in 2020,

there are still quite noticeable differences between the average length of undergraduate study between faculties in 2018—which is in the range of 8.04 to 10.35—and the average length of undergraduate study between faculties in 2019—which is in the range of 8.28 to 10.54. This number indicates that there is still low-level self-regulated learning behavior. In connection with this, some college students are still engaging in learning activities without prior planning, monitoring, controlling, or evaluation, according to the findings of this study's observations. This statement is also supported by the survey results, which found that out of 43 respondents, 51.2% could not divide study time with leisure time, and 48.8% could divide study time with leisure time. In the meantime, the findings of an interview with one of the informants who may explain this phenomenon showed that they found it challenging to begin learning activities and that their concentration was easily distracted during learning. Also, they believed that studying or not made little difference to their grades. According to the informant, success cannot be measured by GPA.

Zimmerman (1989) provides further information about this phenomenon and the internal and external factors that contribute to the emergence of self-regulated learning. Internal factors include personal and behavior. Personal factors are described as the knowledge possessed by the individual, goals as a result of the individual's thinking processes, and affection as a form of emotion from the individual, while behavioral factors are described as an action that the individual raises in manipulating the environment as a proactive action. External factors include the environment, which is described as an action to play an active role based on thought processes with environmental conditions that influence each other.

Dweck (2007) argues that mindset is a factor that can influence independent learning or self-regulated learning. In this context, Yunus S. B. (2014) states that a mindset is a mechanism for the brain and reason to receive, process, analyze, interpret, and draw conclusions from the information gained. Mindset also influences a person's mind to stay on the path that becomes his belief, and a mindset believed to be true will become the basic principle of one's life. Mindset is a belief that can influence a person's attitude. It also determines one's behaviour, outlook, and future (Widodo, 2011).

Furthermore, Dweck (Budiman & Gwee, 2012) explained that he found two types of mindsets: fixed mindsets and growth mindsets. The fixed mindset is based on the belief that the quality of human thoughts and abilities cannot be changed or further developed. In contrast, the growth mindset believes that every human can develop their brain, abilities, and talents. The difference in the mindset of each individual can be seen from the individual's perspective on the concept of success, the concept of failure, attitudes towards adversity, confidence and self-esteem, effort, challenges, results, self-ability, and self-development.

Dweck (2007) says that individuals with a growth mindset will use better learning strategies, such as carefully planning their study time. This statement was also supported by Mangels et al. (2006), who explained that students' mindsets could substantially impact learning success, where students who believe that intelligence is permanent will let go of challenges even though there are opportunities to learn, while students who believe that intelligence can be improved will focus on their efforts to learn.

The academic setting has been associated with studies on self-regulated learning thus far. According to Rahayu (2014), learning achievement and self-regulated learning are correlated. Meanwhile, Primadhani (2017) found a correlation between self-regulated learning and procrastination. Chrisantiana & Sembiring (2017) state that the mindset correlates with persistence and can affect persistence itself. Yan et al. (2014) also reported a fascinating correlation between mindset and self-regulated learning. In

accordance with these findings, Bosman (2019) found conformity between the scaffold assignment method and self-regulated learning with a mindset.

Based on the background explanation, this study was done to examine the correlation between mindset and self-regulated learning. This study focused on college students from the class of 2016 at a university in Malang City, keeping in mind that they were doing their undergraduate theses at the time, which required a high level of self-regulated learning for them to graduate on time. Also, this study was done during the Covid-19 pandemic, which impacted academic activities previously completed in-person in the classroom to online from home.

The purpose of this study is to find out how college students' mindsets and self-regulated learning are. In addition, this study also aims to determine the correlation between mindset and self-regulated learning in college students. The results of this study are expected to contribute to scientific development in psychology, especially related to mindset and self-regulated learning. The results of this study are also expected to be a reference for subsequent study and provide information to students and parents regarding the critical role of mindset in supporting self-regulated learning from individuals.

METHODS

The research method used in this study is quantitative, with descriptive and correlation research types. There are two variables to be measured in this study: mindset as the independent variable and self-regulated learning as the dependent variable. The population in this study were students at a university in Malang City, with 5832 total. The sample used in this study was 590 college students. The sampling technique used in this study is the quota sampling technique.

There are two instruments used in this study: (1) the mindset scale, which developed based on several aspects explained by Widodo (2011), including the concept of success, the concept of failure, attitudes towards adversity, self-confidence and self-esteem, effort, challenges, results, self-ability, and also self-development, with validity scores in the range 0.343 to 0.704 and a reliability score of 0.859; and 2) the self-regulated learning scale, which developed based on an explanation by Pintrich (Montalvo & Torres, 2004) with four aspects, including planning and implementation, self-monitoring, control, and evaluation, with a validity score ranging from 0.373 to 0.752 and a reliability score of 0.865.

Data analysis used in this study is descriptive analysis and hypothesis testing. The descriptive analysis describes mindset as the independent variable and self-regulated learning as the dependent variable. The mindset variables are divided into four categories: (1) very high category, which means a strong tendency of a growth mindset; (2) high category, which means a moderate tendency of a growth mindset; (3) low category, which means a moderate tendency of a fixed mindset; and (4) very low category, which means a strong tendency of a fixed mindset. The self-regulated learning variable is also divided into four categories: very high, high, low, and very low. Hypothesis testing was done using correlation analysis to determine the correlation between the mindset variable and the self-regulated learning variable.

RESULTS

The results of the descriptive analysis show that in the data collected using the mindset scale, college students in this study obtained a minimum score of 41 and a maximum score of 70. The categorization results show that as many as 341 college students get a score in the very high category, indicating that they have a strong tendency to have a growth mindset. Furthermore, 236 college students obtained scores in the high category, indicating that they have a moderate tendency to have a growth mindset. Finally, for the categorization of data collected with a mindset scale, thirteen college students scored in the low category, indicating that they have a fixed mindset.

On the data collected using the self-regulated learning scale, college students in this study obtained a minimum score of 33 and a maximum score of 56. The categorization results show that 98 college students have a very high tendency for self-regulated learning, 399 college students have a high tendency for self-regulated learning, 93 college students have a low tendency for self-regulated learning, and no college students have very low self-regulated learning.

Before testing the hypothesis, a classic assumption test is carried out, namely the normality test and the linearity test. The results of the normality test show that the data obtained in this study are normally distributed because the skewness and kurtosis values are in the range of -1.96 to 1.96. Based on the data collected using the mindset scale, the skewness value is 0.099 and the kurtosis value is -0.537, whereas in the data collected with the self-regulated learning scale, the skewness value is 0.98 and the kurtosis value is 0.781. A linearity test was conducted when it was confirmed that the data in this study were normally distributed. The results show that the data obtained in this study are linear because the significance value of 0.000, which is less than 0.05, and the deviation from the linearity value is 0.076, which is greater than 0.05.

Hypothesis testing to determine the correlation between the two variables is carried out using the product moment formula. The results obtained from testing the hypothesis are a significance value of 0.000, which is greater than 0.05, so it can be concluded that mindset and self-regulated learning in college students are significantly correlated. In addition, with a correlation coefficient of 0.593, this correlation is included in the moderate and positive category. According to the findings of this hypothesis test, the level of self-regulated learning increases as a person's tendency toward a growth mindset increases, whereas the level of self-regulated learning decreases as a person's tendency toward a fixed mindset increases.

DISCUSSION

Based on the results of the descriptive analysis, it is known that self-regulated learning in college students is high, which means that class 2016 college students tend to develop an independent learning attitude characterized by planning, supervising, controlling, and self-evaluation related to the learning process properly.

Paris and Newman (Hidayah & Atmoko, 2014) argue that self-regulated learning is a strategy to regulate or direct oneself in learning or academics, hoping that learning goals can be achieved effectively and efficiently. Related to this, Pintrich (Montalvo & Torres, 2004) explains that self-regulated learning can be measured based on several aspects: planning and implementation, supervision, control, and self-evaluation. College students who participated in this study obtained the lowest scores on planning and control aspects. This finding indicates that college students struggle with setting rules for managing time, assignments, and completing activities relevant to their goals. They also struggle with self-control, including focusing attention, concentrating, and visualizing success to enhance the effort put out.

Nonetheless, the results of this study also show that college students get the highest score on the monitoring and evaluation aspect, so it can be predicted that college students can raise awareness related to their learning process so that the behavior that appears remains goal-oriented and is also able to make conclusions about the quality and progress of assignments and compare learning outcomes with previous learning.

This study's results indicate that most college students have self-regulated learning in the high category. The findings of this study also indicate that some college students are predicted to have low levels of self-regulated learning, which are defined by a lack of ability to direct the learning process, raise awareness, maintain self-control, and make conclusions and evaluations about the learning process. Dweck (2007)

states that the mindset—the belief that one's abilities can or cannot be developed—influences the level of self-regulated learning. The results of this study show that the number of college students who have self-regulated learning in the high category is more than college students with self-regulated learning in the low category. This result is in line with a statement by Wang (Fasikhah & Fatimah, 2013), which explains that, theoretically, indi-vidual abilities related to self-regulated learning have developed well at the developmental stage of adolescence. The level of self-regulated learning individuals possess will undoubtedly have sever-al impacts, one related to satisfaction (Wati & Firman, 2018) and individual learning outcomes (Yuzarion, 2017).

The results of the descriptive analysis of the data collected using the mindset scale showed that the majority of college students in this study obtained scores that were included in the very high category. This finding means that college students tend to have a growth mindset characterized by believing that brain abilities and talents can be developed.

Budiman & Gwee (2012) define mindset simply as a fundamental belief in quality and ability in one's life. Dweck (Budiman & Gwee, 2012) describes two types of mindsets he encounters: fixed and growth mindsets. The growth mindset is a belief that the brain, abilities, and talents can be developed, while the fixed mindset is a belief that the quality of thoughts and human abilities cannot be changed or developed further

According to Widodo (2011), the tendency of a person's mindset can be measured based on the concept of success, the concept of failure, attitudes towards adversity, self-esteem beliefs, efforts, challenges, results, self-ability, and self-development. Related to some of these aspects, college students get the highest score on the concept of success, attitude towards adversity, effort, and self-development. These results indicate that most college students have a strong tendency to judge that success is self-development, being brave in facing challenges, recognizing effort as having a contribution to their intelligence, and changing is something valuable.

This study's result reveal that most college students have a growth mindset. Widodo (2011) explained that individuals who have a growth mindset tend to have the view that success means developing oneself to learn something new and is something related to self-development efforts, while failure is an experience that cannot determine fate and is a problem that everyone must face, which is then used as a valuable lesson. In addition, individuals with a growth mindset also have the courage to take risks, face challenges and stick with them, stay challenged by work, are motivated to try and dare to face problems, have strong self-confidence, have high self-esteem, strive to make himself intelligent and talented, seeks challenges to further develop, understands the importance of effort and challenges himself, has the belief that process is more important than results, has calm optimism of self-ability and tries things that previously could not be done, and believes that self-development is the starting point for the most valuable changes. This will be inversely proportional when the individual has a fixed mindset.

In line with this, Seli & Dembo (2016) explain that the tendency for the type of mindset an individual has will have an impact not only on beliefs related to intelligence but also on the nature of the individual. Individuals with a growth mindset tend to have more effort than individuals with a fixed mindset tendency. Also, individuals with a growth mindset tend not to blame external factors when experiencing difficulties. In contrast, individuals with a fixed mindset tend to blame external factors when experiencing difficulties.

The findings of this study also suggest that some college students may have a tendency toward a fixed mindset. They believe that self-quality is something that cannot be developed. According to Yunus S. B. (2014), there are two

factors that could impact this belief, including internal factors that are influenced by the potential that is inherited through genetics from parents and is a gift from The Creator, and the external factors that come from parenting and education from birth and develop through the social environment.

The results of the correlation analysis show that the mindset and self-regulated learning of college students are significantly correlated, while the value of the correlation coefficient shows that the correlation between mindset and self-regulated learning is in the medium category. A positive correlation indicates that mindset and self-regulated learning have a unidirectional and positive correlation, which means that the greater the growth mindset tendency, the higher the level of self-regulated learning. Contrarily, the greater the fixed mindset tendency, the lower the level of self-regulated learning.

The findings in this study align with Dweck (2007), which explains that mindset is a factor that can affect independent learning or self-regulated learning. The same thing was also conveyed by Mangels et al. (2006), namely, the mindset possessed by individuals can have a strong impact on learning success. Individuals who believe that intelligence is permanent will let go of challenges even if there are opportunities to learn, whereas individuals who believe that intelligence is something that they can improve will focus on efforts to learn.

Based on each aspect of mindset and self-regulated learning, the results of this study show that college students get the highest scores on several aspects, which are the concept of success, attitudes towards difficulties, effort, and self-development. When individuals think that success is when they can develop themselves, they will have more effort to manage their learning process, dare to take risks when facing problems, and then evaluate their learning process. This statement aligns with an explanation by Johnson (Arifin et al., 2016) regarding individuals with a growth mindset; they believe they can achieve success through effort and learning.

Previous studies has also proven a correlation between mindset and self-regulated learning. Yan et al. (2014) stated that there is an interesting correlation between mindset and self-regulated learning. In connection with this statement, Lyons & Bandura (2018) describe that individuals with a fixed mindset tendency will show procrastination behavior and not have more effort towards a task, while individuals with a growth mindset tendency will show behavior in accordance with the characteristics of self-regulated learning well, and even more adaptive and innovative.

The description above shows how a variety of factors, including psychological factors like self-quality or belief in intellectual, can have an impact on a person's level of learning independence or self-regulated learning. There are two different views from each individual related to belief in intelligence, namely the group that believes that the quality of thoughts and human abilities cannot change and cannot be developed further, which is called a fixed mindset, and the group that believes that every human being can develop their brains, abilities, and talents, which is called a growth mindset. This fundamental belief in the qualities and abilities in one's life is called a mindset. The mindset possessed by the individual will later influence the level of self-regulated learning of the individual.

CONCLUSION

The findings of this study have revealed a correlation between mindset and self-regulated learning in college students, which leads to a conclusion that these two variables are positively correlated. Higher levels of self-regulated learning are associated with individuals who have a tendency toward growth mindsets, and lower levels of self-regulated learning are associated with individuals who have a tendency toward fixed mindsets.

REFERENCES

Arifin, M., Dardiri, A., & Handayani, A. N. (2016). Hubungan Kemampuan Penyesuaian Diri dan Pola Berpikir dengan Kemandirian Belajar serta Dampaknya pada Prestasi Akademik Mahasiswa. *Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan*, *1*(10), 1943–1951. https://doi.org/10.17977/jp.v1i10.7105

Bosman, L. (2019). From Doing to Thinking: Developing the Entrepreneurial Mindset through Scaffold Assignments and Self-Regulated Learning Reflection. *Open Education Studies*, *1*(1), 106–121. https://doi.org/10.1515/edu-2019-0007

Budiman, D., & Gwee, J. (2012). *Setiap Orang Sales Harus Punya Mindset dan Attitude Juara Ini!* Jakarta: PT Gramedia Pustaka Utama.

Chrisantiana, T. G., & Sembiring, T. (2017). Pengaruh Growth dan Fixed Mindset terhadap Grit pada Mahasiswa Fakultas Psikologi Universitas "X" Bandung. *Humanitas*, *1*(2), 133–146.

Dweck, C. S. (2007). *Cara Baru Melihat Dunia dan Hidup Sukses Tak Terhingga* (Ruslani, Trans.). Jakarta: Penerbit Serambi. (Original work published 2006)

Etiafani, & Listiara, A. (2015). Self-Regulated Learning dan Kecemasan Akademik pada Siswa SMK. *Jurnal EMPATI*, *4*(4), 144–149. https://doi.org/10.14710/empati.2015.13674

Fasikhah, S. S., & Fatimah, S. (2013). Self-Regulated Learning (SRL) dalam Meningkatkan Prestasi Akademik pada Mahasiswa. *Jurnal Ilmiah Psikologi Terapan*, *1*(1), 145–155. https://doi.org/10.22219/jipt.v1i1.1364

Go, F., & Subagio, H. (2014). *Mengakhiri Era Tenaga Kerja Murah*. Jakarta: PT Gramedia Pustaka Utama.

Hidayah, N., & Atmoko, A. (2014). *Landasan Sosial Budaya dan Psikologis Pendidikan: Terapannya di Kelas*. Malang: Penerbit Gunung Samudera.

Jahja, Y. (2011). *Psikologi Perkembangan*. Jakarta: Kencana.

Lyons, P., & Bandura, R. (2018). The Intersection of Mindsets and Self-Regulated Learning. *Development and Learning in Organizations: An International Journal*, *32*(2), 1–4. https://doi.org/10.1108/DLO-01-2017-0001

Mangels, J. A., Butterfield, B., Lamb, J., Good, C., & Dweck, C. S. (2006). Why Do Beliefs About Intelligence Influence Learning Success? A Social Cognitive Neuroscience Model. *Social Cognitive and Affective Neuroscience*, *1*(2), 75. https://doi.org/10.1093/scan/nsl013

Montalvo, F. T., & Torres, M. C. G. (2004). Self-Regulated Learning: Current and Future Directions. *Electronic Journal of Research in Educational Psychology*, *2*(1), 1-34.

Najah, A. (2012). Self-Regulated Learning Mahasiswi Ditinjau dari Status Pernikahan. *Educational Psychology Journal*, *1*(1). https://journal.unnes.ac.id/sju/index.php/epj/article/view/2649

Nasrullah, R. (2016). *Teori dan Riset Media Siber (Cybermedia)*. Jakarta: Kencana.

Primadhani, Y. (2017). *Hubungan antara Self-Regulated Learning dengan Prokrastinasi Akademik dalam Penyusunan Skripsi pada Mahasiswa Angkatan Tahun 2010 Universitas Negeri Malang* [Unpublished bachelor's thesis, Universitas Negeri Malang]. http://repository.um.ac.id/101139/

Priskila, V., & Savira, S. I. (2019). Hubungan antara Self-Regulated Learning dengan Stres Akademik pada Siswa Kelas XI SMA Negeri X Tulungagung dengan Sistem Full Day School. *Character: Jurnal Penelitian Psikologi*, *6*(3). https://jurnalmahasiswa.unesa.ac.id/index.php/40/article/view/29131

Rahayu, O. D. (2014). *Hubungan antara Self-Regulated Learning dengan Prestasi Belajar Siswa Akselerasi di Kota Malang* [Unpublished bachelor's thesis, Universitas Negeri Malang]. http://repository.um.ac.id/100931/

Seli, H., & Dembo, M. H. (2016). *Motivation and Learning Strategies for College Success: A Focus on Self-Regulated Learning*. New York, NY: Routledge.

Simaremare, A. P. R. (2019). Self-Regulated Learning in Correlation to Learning Outcome of Computer-Based Test Preparation of Medical Students. *Jurnal Pendidikan Kedokteran Indonesia - The Indonesian Journal of Medical Education*, *8*(3), 136–143. https://doi.org/10.22146/jpki.45505

Soetjiningsih, C. H. (2018). *Seri Psikologi Perkembangan: Perkembangan Anak Sejak Pembuahan sampai dengan Kanak-Kanak Akhir*. Jakarta: Kencana.

Ulum, M. I. (2016). Strategi Self-Regulated Learning untuk Menurunkan Tingkat Prokrastinasi Akademik Siswa. *Psympathic: Jurnal Ilmiah Psikologi*, *3*(2), 153–170. https://doi.org/10.15575/psy.v3i2.1107

Wati, S. & Firman. (2018). Hubungan Self-Regulated Learning dengan Flow Akademik Siswa. *Jurnal Neo Konseling*, *00* (00), 1–6.

Widodo, S. (2011). *Mindset Sukses Agen Asuransi: Cara Cerdas Sukses, Kaya, dan Terpuji*. Jakarta: PT Gramedia Pustaka Utama.

Yan, V. X., Thai, K.-P., & Bjork, R. A. (2014). Habits and Beliefs That Guide Self-Regulated Learning: Do They Vary with Mindset? *Journal of Applied Research in Memory and Cognition*, *3*(3), 140–152. https://doi.org/10.1016/j.jarmac.2014.04.003

Yunus S. B., M. (2014). *Mindset Revolution: Optimalisasi Potensi Otak Tanpa Batas*. Yogyakarta: Jogja Bangkit Publisher.

Yuzarion. (2017). Faktor yang Mempengaruhi Prestasi Belajar Peserta Didik. *Ilmu Pendidikan: Jurnal Kajian Teori dan Praktik Kependidikan*, *2*(1), 107–117. https://doi.org/10.17977/um027v2i12017p107

Zimmerman, B. J. (1989). A Social Cognitive View of Self-Regulated Academic Learning. *Journal of Educational Psychology*, *81*(3), 329–339. https://doi.org/10.1037/0022-0663.81.3.329