

GROWTH MINDSET TRAINING FOR KARANG TARUNA “TARUNA BHAKTI” DUSUN BANYUNGAN TILOR

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Abstract - This study examines the impact of growth mindset training on members of Karang Taruna "Taruna Bhakti" in Dusun Banyunganti Lor. The training aimed to enhance participants' understanding of growth mindset principles, distinguish between growth and fixed mindsets, recognize the benefits of a growth mindset in an organization, and develop strategies to nurture a growth mindset. A pretest-posttest design was employed, and results showed significant improvements across all key indicators, demonstrating the effectiveness of the training. Participants exhibited high engagement, which contributed to the positive outcomes. However, the study faced limitations, including potential bias from non-standardized surveys and individual differences in responses. These limitations suggest that while the training was effective, the observed improvements may not be uniformly applicable to all members. To address these issues, future training sessions should incorporate standardized survey instruments to reduce bias and consider individual differences. Additionally, logistical challenges such as the shortage of co-trainers and limited access to multimedia tools should be addressed to enhance the learning experience. Future research could explore the long-term effects of growth mindset training on organizational performance and the impact of integrating interactive, technology-driven methods. Despite the challenges, the training succeeded in fostering a growth mindset, equipping members with the resilience and adaptability needed for their roles, thereby contributing positively to the community.

Keywords: Growth Mindset, Karang Taruna, Youth Development, Organizational Training

1. INTRODUCTION

Karang Taruna is a social organization composed of young people, aimed at developing the potential and skills of the youth in social, economic, and cultural areas (Kemenpora, 2018). In the context of Dusun Banyunganti Lor, Karang Taruna "Taruna Bhakti" serves several crucial functions, including providing support during village events in the Dusun area, particularly during major events organized by Desa Kaliagung. Additionally, they are responsible for organizing the 17th August Independence Day competitions, assisting in wedding receptions, and supporting cultural events. Karang Taruna also provides its members with opportunities to learn organizational skills, teamwork, and active participation in community activities.

However, based on field observations and interviews with the head of Karang Taruna, several challenges have been identified. One of the main issues is that most members of Karang Taruna are new recruits, the majority of whom are young and require specific training to develop the skills and mentality needed in this organization (Head of Karang Taruna, interview, 2024). Additionally, these new members tend to have a fixed mindset, a belief system where they perceive their abilities as static and unchangeable when faced with challenges (Dweck, 2006).

To address these issues, understanding and implementing the concept of growth mindset is crucial. Growth mindset, as introduced by Carol Dweck (2006), is the belief that abilities and intelligence can be developed through effort, learning, and perseverance. Further research has shown that individuals with a growth mindset are better able to adapt, learn from failures, and improve their performance in various contexts, including within organizations (Yeager & Dweck, 2012). In organizational settings, a growth mindset can foster innovation, enhance teamwork, and improve overall organizational performance (Heslin & Keating, 2017).

Furthermore, the effectiveness of training in developing a growth mindset has been demonstrated through various studies. Training programs specifically designed to instill a growth mindset not only increase individuals' belief in their capacity for growth but also have a positive impact on overall organizational performance. Research conducted by Blackwell, Trzesniewski, and Dweck (2007) indicates that growth mindset training can enhance motivation, resilience, and achievement, especially in competitive work environments.

Key aspects of a growth mindset that should be instilled in Karang Taruna members include: (1) Belief in Change and Growth: The conviction that abilities can be improved through effort and learning. (2) Resilience in Facing Challenges: Viewing challenges as opportunities for learning and growth. (3) Learning from Criticism: Accepting criticism as a tool for self-improvement. (4) Seeing Failure as a Learning Opportunity: Understanding failure as part of the learning process.

Commitment to Lifelong Learning: Emphasizing the importance of the learning process itself, not just the outcomes. By implementing a growth mindset through effective training, it is hoped that members of Karang Taruna "Taruna Bhakti" can

become more resilient, adaptable, and effective in fulfilling their organizational roles, thereby contributing positively to the broader community.

2. METHOD

The research is an experimental study using a pretest posttest design. This design allows the researcher to measure the impact of the training by comparing participants' performance or mindset before and after the training.

A. Data Collection Methods

Data were collected through: (1) Pre-test and Post-test Surveys/Questionnaires: These were administered before and after the training to assess changes in participants' growth mindset, knowledge, and skills. (Dweck, 2006; Creswell & Creswell, 2017). (2) Observation: Participants were observed during the training sessions to monitor their engagement and behavior. (Angrosino, 2007; Patton, 2015) (3) Focus Group Discussions : These were conducted to gain deeper insights into participants' experiences and perceptions of the training (Krueger & Casey, 2014; Morgan, 1997).

B. Tools and materials

The training utilized various tools and materials to ensure the effectiveness of the intervention. Visual aids were employed to present key concepts of the growth mindset, adjusted to fit the participants' cultural context and learning preferences. Additionally, a brainstorm board was used during focus group discussions (FGDs) to facilitate collaboration, allowing participants to share ideas and work through scenarios in a manner that resonated with their communal learning style. Participants of Karang Taruna "Taruna Bhakti" actively engage in a brainstorming session using a brainstorm board. The board is divided into two sections, "Fixed Mindset" and "Growth Mindset," where participants categorize different statements and discuss their implications. This activity is designed to help members distinguish between the two types of mindsets and encourage the adoption of a growth mindset in their daily lives and organizational roles.

To further encourage engagement and participation, rewards were provided for the most active participants and the best-performing groups, recognizing and appreciating the efforts made during the training sessions. Software tools like Excel were utilized for data analysis, helping to assess the impact of the training by comparing pre-test and post-test results.



Figure 1. Brainstorm Board Activity

C. Work procedures

The research work was carried out in a structured sequence to ensure the effectiveness and accuracy of the study. Initially, the preparation phase involved developing and pilot testing the pre-test and post-test questionnaires, as well as preparing the training materials to align with the study's objectives. Participants were then recruited, and the single training session was scheduled accordingly. In the pre-test phase, participants were administered the pre-test survey to establish baseline data, which was securely stored for later analysis.

The training phase consisted of a single session, where the growth mindset training was implemented. During this session, observations were made to monitor participant engagement, responses to activities, and any notable behaviors. After the training, in the post-test phase, participants were given the post-test survey, and their responses were collected for comparison with the pre-test results.

Finally, the data analysis phase involved using Excel to analyze the data, comparing pre-test and post-test scores to evaluate the effectiveness of the training. The findings were then interpreted in the context of the study's objectives, with implications for future training programs and organizational practices discussed in the final report.



Figure 2. Research Implementation Flow

3. RESULTS AND DISCUSSION

This study employed a pretest-posttest design to evaluate the impact of growth mindset training on members of Karang Taruna “Taruna Bhakti” in Dusun Banyunganti Lor. Participants were assessed on their knowledge and application of growth mindset principles before and after the training.

Table 1. The Impact of Growth Mindset Training on Participant Scores Before and After the Training

No.	Indicator	Before Training	After Training
1.	Knowledge of the Definition of Growth Mindset	1,35	3,35
2.	Differences Between Growth vs Fixed Mindset	1,3	3,3
3.	Benefits of Growth Mindset in Organizations	1,45	3,2
4.	Strategies for Developing a Growth Mindset	1,3	3,05
	Total Score	5.4	12.9

The findings of the study are presented in Table 1, which shows the assessment scores before and after the training. The table includes four key indicators: knowledge of the growth mindset definition, understanding the difference between growth and fixed mindsets, the benefits of a growth mindset in an organization, and strategies for fostering a growth mindset. From Table 1, there was a significant increase in all indicators after the training. The first indicator, knowledge of the growth mindset definition, improved from 1.35 to 3.35, indicating that the training effectively enhanced participants' understanding of the basic

concept of a growth mindset. The second indicator, understanding the difference between growth and fixed mindsets, also saw an improvement from 1.3 to 3.3. This increase suggests that participants are now better equipped to distinguish between the two concepts, which is crucial for applying the growth mindset in their daily lives.

The third indicator, the benefits of a growth mindset in an organization, showed an increase from 1.45 to 3.2. This reflects the participants' growing awareness of the importance of adopting a growth mindset within an organization to improve performance and achieve goals. Finally, the fourth indicator, strategies for fostering a growth mindset, also showed a significant increase from 1.3 to 3.05. This indicates that participants are now more capable of formulating strategies to nurture a growth mindset in their environment. Overall, the total score increased from 5.4 before the training to 12.9 after the training, demonstrating that the growth mindset training was effective in enhancing participants' knowledge and skills in applying the growth mindset.

During the training session, the members of Karang Taruna “Taruna Bhakti” exhibited a high level of enthusiasm and engagement. They actively participated and were able to follow the material presented with keen interest. This positive response indicates that the training was well-received and that the concept of a growth mindset resonated with the participants.



Figure 3: Participants engage in a growth mindset exercise through an interactive game.

However, several challenges were encountered during the training. One of the main issues was the shortage of co-trainers, which limited the ability to provide more personalized guidance and support to the participants. Additionally, there was a lack of essential materials such as projectors and multimedia equipment, which could have enhanced the delivery of the training. These limitations somewhat hindered the overall effectiveness of the session, as the use of visual aids and

interactive content is crucial in ensuring a comprehensive understanding of the concepts being taught.

Despite these challenges, the training was successful in achieving its objectives, as evidenced by the significant improvements in the participants' knowledge and skills related to growth mindset. Future training sessions could benefit from addressing these logistical issues to further enhance the learning experience and outcomes for the participants. These findings suggest that such training can be a valuable approach to improving the capacity of Karang Taruna members to think more positively and proactively in the face of challenges, thereby contributing more effectively to community development.

4. CONCLUSION

The growth mindset training provided to Karang Taruna "Taruna Bhakti" members in Dusun Banyunganti Lor was effective in enhancing participants' knowledge and skills. Significant improvements were observed across all key indicators, including understanding growth mindset principles, distinguishing between growth and fixed mindsets, recognizing the benefits of a growth mindset in an organization, and developing strategies to nurture a growth mindset. These findings align with prior research that emphasizes the role of growth mindset interventions in promoting cognitive and behavioral change (Dweck, 2006; Yeager & Dweck, 2012).

However, it is important to acknowledge certain limitations within this study. One significant limitation was the potential bias introduced during the survey process. The surveys used to assess participants' progress were not standardized, which might have influenced the reliability and validity of the responses. Participants may have interpreted the questions differently, or their responses may have been swayed by social desirability bias, where they provided answers they believed were expected rather than reflecting their true opinions and experiences. Moreover, individual differences such as prior experience, educational background, and personal motivation could have led to varying responses to the training. These factors suggest that the observed improvements may not be uniformly applicable across all members, and further research is needed to account for these variations.

The training successfully addressed the initial challenges faced by the organization, particularly the need to shift from a fixed to a growth mindset among new members. By fostering a growth mindset, the training has equipped members with the resilience and adaptability required to fulfill their organizational roles more effectively, thereby contributing positively to the broader community. These outcomes are consistent with research suggesting that a growth mindset can lead to enhanced resilience and a greater capacity for learning in organizational settings (Keating et al., 2019; Claro et al., 2016).

To further enhance the impact of future training sessions, it is recommended to address logistical challenges encountered, such as the need for additional co-trainers and improved access to multimedia tools. Additionally, future studies should aim to utilize more standardized and validated survey instruments to reduce potential biases and improve the accuracy of the data collected. Research could also explore the long-term effects of growth mindset training on organizational performance within Karang Taruna and similar community organizations. Further investigation into incorporating more interactive and technology-driven training methods is also suggested to deepen participants' engagement and learning outcomes, as supported by recent studies on the effectiveness of digital learning tools in mindset interventions (Paunesku et al., 2015).

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