

The Relationship between Spirituality Character Strength and Growth Mindset of Islamic Boarding School Students

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ABSTRACT

Research on growth mindset has become a trend lately. Growth mindset has a strong impact on a person's success in the areas of achievement and interpersonal relationships. This research aims to determine the relationship between spiritual character strength and growth mindset in Islamic boarding school students. Islamic boarding schools are Islamic-based educational institutions and social institutions that implement a boarding school system and have a series of activities that emphasize group worship activities and religious recitations which are carried out regularly, thereby triggering the use of massive spiritual character strengths. The research method used is a descriptive statistical method using the Pearson correlation test to determine the relationship between two interval variables. This research involved 127 students from one of the Islamic boarding schools in East Java, Indonesia. Based on the results of the Pearson correlation test, it shows that there is a positive and significant relationship between the strength of spiritual character and the growth mindset of students with a correlation of 0.247 at a significance level of 0.01. So H₀ was rejected and the conclusion was obtained that the higher the strength of spiritual character, the higher the growth mindset of Islamic boarding school students.

Keywords: spirituality, relationship, character strength, growth mindset, islamic boarding school.

1) INTRODUCTION

One of the functions of education is to develop the various potentials a person has [1]. A person's beliefs and mindset about their talents and abilities have a big impact on their potential [2]. There are two different types of beliefs held by a person. First, the belief that a person cannot do much to change or develop a number of abilities, talents or attributes that he has and second, the belief that a person can improve and develop his abilities and talents no matter where he starts [3]. We know these beliefs as mindsets.

Mindset is a way of thinking or belief that determines a person's behavior, views, attitudes and future. Mindset can also be defined as a person's thoughts about human abilities such as intelligence and personality. Mindset has an important role in human life. In social life, mindset has a role in shaping a person's social relationships [4].

Carol Dweck [5] differentiates mindset into two types, namely growth mindset and fixed mindset. A growth mindset is a development mindset where a person believes that the basic qualities they have can be processed and developed through certain efforts. People who have a growth mindset believe that each person's talents, initial abilities, interests, or temperament can change and develop through effort and experience. Meanwhile, a fixed mindset is a mindset that believes that a person has intelligence, talent, character and basic qualities that are fixed and cannot be changed.

Growth mindset is closely related to beliefs which have intersecting aspects with spiritual character strength. Spirituality is a relationship between a person and transcendental values that give meaning and purpose to his life so that there is an attachment to higher and universal values [6]. Spirituality refers to coherent beliefs about one's place and purpose in the universe and about the meaning of life. Belief in spirituality shapes a person's relationship with the world around them. Spirituality is particularly relevant to a person's style of living in the world. Spirituality can influence a person's behavior and a person's determination of something that is ultimately meaningful [7].

Research around the strength of character, spirituality and growth mindset has become a significant focus in various scientific studies. For example, Kor and his team [8] conducted a longitudinal study of spirituality, character strengths, subjective well-being, and prosociality among high school adolescents. Stewart, Lawrence, and Burg [9] examined the relationship between spirituality and empathy, while Selvam [10] focused on character strengths in the context of positive psychology and spirituality addiction.

Other research, such as that conducted by Rahardi and Teguh [11] regarding growth mindset, delayed gratification, and learning outcomes, as well as Hu, Sidhu, and Lu's study [12] regarding the relationship between growth mindset and English language performance, and Campbell and Lokken's [13] studies covering optimism, growth mindset, and positive psychology, have made important contributions to this field.

However, research that specifically explores the relationship between spiritual character strength and growth mindset is still limited, especially in Islamic boarding school environments. This highlights the need for more in-depth and specific research in the context of these educational environments.

This research aims to determine the relationship between spiritual character strength and growth mindset in students at Islamic boarding schools. Islamic boarding schools are Islamic-based educational institutions and social institutions that implement a boarding school system and implement supervision and enforcement of discipline for students in their daily activities [14]. A series of activities in Islamic boarding schools usually emphasize group worship activities and religious recitations which are carried out regularly, so that they are likely to trigger the use of massive spiritual character.

2) METHODS AND METHODOLOGY

This research uses descriptive statistical research methods with correlation test techniques. The research location was carried out at one of the Islamic boarding schools in Lumajang Regency, East Java Province, Indonesia, involving 127 students as samples selected randomly from a population of 400 students. This research is correlational research which aims to describe and measure the level of relationship between two or more variables [15]. The variables measured in this research are spiritual character strength as the first variable and growth mindset as the second variable. Primary data was taken using a psychological scale in the form of a questionnaire to measure the strength of the students' spiritual character and growth mindset. The data was then analyzed using a correlation test using the SPSS (Statistical Package for Social Scientists) computer program to determine the relationship between variables.

The hypothesis that is the initial assumption in this research is that there is a relationship between the strength of spiritual character and the growth mindset of Islamic boarding school students. The higher the strength of spiritual character, the higher the growth mindset of Islamic boarding school students. On the other hand, the lower the strength of the spiritual character, the lower the growth mindset that the students have.

The spiritual character strength variable is measured based on the spiritual character strength aspect of the theory initiated by Peterson and Seligman [6], adapted from the VIA (Values in Action) measuring tool. These aspects include the purpose and meaning of life, altruism, transcendent aspects, religiousness, awareness of suffering, and the sanctity of life. Meanwhile, the growth mindset variable is measured based on aspects of beliefs regarding intelligence, talents and traits; beliefs about adversity, failure, and response; belief in effort and hard work as a contribution to self-development; and belief in criticism and input from others on personal development, which is taken from the conceptual theory of growth mindset initiated by Carol Dweck [16].

The instrument used to measure the strength of spiritual character is an adaptation of the VIA, with validity that has been tested using Bivariate Pearson Correlation and a Cronbach's alpha value of 0.765, indicating high instrument reliability ($R_{\text{count}} > R_{\text{table}}$, $0.765 > 0.230$ at a significance level of 0.1). Meanwhile, the instrument for measuring growth mindset has been validated in the Indonesian context by Munika [17].

3) RESULTS

Table 1 shows a statistical description of the data which includes mean value, standard deviation, and number of respondents.

Table 1. Descriptive Statistics

	Mean	Std. Deviation	N
Spirituality	72.6850	7.97884	127
GrowthMindset	48.3307	10.67563	127

r value of the spirituality variable is 72.6850, while the average value of the growth mindset variable is 48.3307. The standard deviation for growth mindset is 10.67663, while for spirituality it is 7.97884. Both standard deviations that are smaller than the average value indicate that the data from the two variables are consistent and tend to be homogeneous, indicating that variations around the average value tend to be limited.

Table 2 shows the results of the correlation test between the variables spirituality and growth mindset using Pearson correlation analysis.

Table 2. Correlations

		Spirituality	GrowthMindset
Spirituality	Pearson Correlation	1	0,247 **
	Sig. (2-tailed)		0,005
	Sum of Squares and Cross-products	8021.402	2656.228
	Covariance	63,662	21,081
	N	127	127
GrowthMindset	Pearson Correlation	0,247 **	1
	Sig. (2-tailed)	,005	
	Sum of Squares and Cross-products	2656.228	14360.110
	Covariance	21,081	113,969
	N	127	127

**. Correlation is significant at the 0.01 level (2-tailed).

Based on Table 2, it can be seen that the correlation between the character strength variables spirituality and growth mindset reached a value of 0.247 at a significance level of 0.01. The results of the significance test show a value of $0.005 < 0.01$, indicating rejection of H_0 and acceptance of H_1 . This means that there is a positive relationship between spiritual character strength and growth mindset in students at Islamic boarding schools. These results confirm that the higher the strength of spiritual character, the higher the level of growth mindset possessed by Islamic boarding school students.

4) DISCUSSION

The results of the correlation test confirm the existence of a positive correlation between the strength of character, spirituality and growth mindset. This implies that individuals with high spiritual character strength tend to also have a strong growth mindset. The existence of a growth mindset greatly influences individual potential, enabling them to optimally develop their own capacities. Support for this appears to be in line with findings from Fahmi and Ramdani's research [18] regarding the profile of character strengths in high-achieving students, which shows that they tend to have the characteristic of spirituality as one of the dominant strengths.

Niemiec [19] in his research highlighted the role of spiritual character strength in strengthening other character strengths, because elements of spirituality are found in every aspect of character strength. Therefore, the positive relationship between spirituality and growth mindset seems to be explained by the fact that spirituality indirectly facilitates the development of other character strengths that support the development of an individual's growth mindset.

Another approach from the research of Yazon and his colleagues [20] shows that mindset has a significant relationship with the adversity quotient. In addition, Prasetyawati's findings [21] shows a connection between the adversity quotient and spirituality. This confirms that the relationship between spirituality and mindset is mediated by the adversity quotient. The findings of these two studies together support the results of the research being discussed.

This series of studies consistently confirms that spiritual character strength has a strong correlation with growth mindset. This is because spirituality encourages the development of various other character strengths which are also connected to a growth mindset. The connection between spirituality and the adversity quotient, which in turn is connected to the growth mindset, also emphasizes the relevance of spirituality in optimizing individual potential. This finding is strengthened by research on outstanding students which highlights spirituality as one of the dominant character strengths, indicating that spirituality can influence growth mindset to optimize one's potential.

5) CONCLUSION

Based on research findings, it can be concluded that there is a correlation of 0.247 between the strength of character, spirituality and growth mindset at a significance level of 0.01. The result shows that the higher the strength of spiritual character, the higher the possibility of creating a growth mindset in students at Islamic boarding schools. Support for these results can be found from a number of related studies that explain the potential relationship between the strength of spirituality and the development of a progressive mindset.

However, a limitation in this research is the lack of in-depth exploration of the correlation mechanism between spirituality and growth mindset. Therefore, the recommendation for future research is to involve a more detailed exploratory approach, perhaps using qualitative methods or a combination of methods (mix method). With this approach, it will be possible to understand more thoroughly how and why the relationship between spiritual character strength and growth mindset can be formed, as well as how these two factors influence each other in the context of education in Islamic boarding schools.

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