

The Dynamics of Growth Mindset Research in Indonesia: A Bibliometric Analysis

Ma'rifatin Indah Kholili^{1*}, Nandang Rusmana^{2*}, Ahman³, Nandang Budiman⁴, M. Solehuddin⁵

^{1,2,3,4,5} Universitas Pendidikan Indonesia, Bandung, Indonesia

*Corresponding author. E-mail: marifatin.ink23@upi.edu & nandangrusmana@upi.edu

ABSTRACT

The concept of a growth mindset has become a subject of ongoing research in various countries. This study aims to identify developments, describe trends in *Growth Mindset* research topics and variables, and analyze the shift in methodological focus in *Growth Mindset* research in Indonesia in the last 6 years. The research design used bibliometrics on 100 articles published in Sinta 1-6 accredited journals. Data collection was conducted using documentation studies in the Sinta search engine. Data analysis was conducted using quantitative, descriptive, and bibliometric methods, aided by the VOSViewer application. The results show a consistent increase in GM publications between 2020 and 2025. Methodologically, there has been a shift from simple quantitative dominance (descriptive/correlation) in the early stages to more complex and integrated methods at the contemporary stage (2024–2025), such as *Systematic Literature Reviews*, *Bibliometrics*, *Mixed Methods*, and *Research and Development*. The subject of the study has also expanded drastically, no longer limited to students and college students, but includes school counselors, small business employees, nurses, and fishermen. Key findings indicate that GM has a relationship with Academic concepts (Early Stage: 2020–2021) and progresses to Psychological Concepts and Career Applications (Transition Stage: 2022–2023), ultimately leading to Futuristic and Contemporary Variables (Contemporary Stage: 2024–2025). Further research is recommended to test the effectiveness of GM interventions by applying *Mixed-Methods* or *Research and Development* (R&D) research methods to address specific gaps. Researchers also need to associate GM with contemporary issues such as VUCA, digitalization, or *well-being*.

Keywords: *bibliometric analysis; growth mindset; Indonesia; research trends.*

1. INTRODUCTION

Mindset is a crucial belief framework that enables individuals to take action against every opportunity and challenge. The initial concept of mindset is based on the theories of intelligence put forward by Carol Dweck (Dweck, 2006). Individual mindset is categorized into two types: fixed mindset (entity theory) and growth mindset (incremental Theory) (Dweck & Yeager, 2019). Entity Theory is a view in which individuals believe that intelligence is a fixed and unchangeable nature (static), also called Fixed Mindset (fixed mindset). Incremental Theory is a view in which individuals believe that intelligence and abilities can be developed over time through effort, strategy, and learning, or better known as the concept of Growth Mindset (Haimovitz & Dweck, 2017). The concept of mindset remains a research trend that is studied in various countries, as the growth mindset has been proven to have a positive impact on individuals.

A growth mindset has a profound impact on individuals, particularly in academic and self-development fields. Growth mindset can affect improved academic achievement (S. Chen et al., 2023); Influence students' viewpoints on motivation (Aditomo, 2015); foster resilience, engagement, and persistence in students that significantly impact their academic improvement (Xu et al., 2022); Students with an evolving mindset set self-improvement as an achievement goal, use all of their resources, attribute failure to something that is under their control, and work harder when faced with setbacks (Stohlmann, 2022). The practical implications of the evolving mindset, including the ability to motivate oneself and reflect on failure, have prompted researchers to empirically test their impact. Various studies were then carried out, covering the background of the field.

The research background includes the fields of health professional education (Wolcott et al., 2021) and medical education (Richardson et al., 2021). Study *the Growth mindset*, especially in the field of education (Zintz, 2018). The context of the research subject in the scope of education includes *the Growth mindset* for the teacher (Bardach et al., 2024; Rissanen & Kuusisto, 2023), students (Limeri et al., 2020; Sheffler et al., 2023; Tao et al., 2022), high school students (Limeri et al., 2020), junior high school students (Vestad & Bru, 2023), and elementary school students (Muradoglu et al., 2024). Improving the Growth Mindset of students continues to receive attention for individual development, including in Indonesia.

Increasing awareness of the importance of character development and individual academic success encourages research on the growth mindset at various levels of education. The application of this concept in educational institutions, corporate training, and personal development catalyzes enhancing the quality of education and the nation's competitiveness. However, although individual studies on Growth Mindset have begun to emerge, a comprehensive mapping of trends, patterns, and research focuses conducted in Indonesia remains limited.

To fill this gap and provide a solid foundation for future research agendas, this article focuses on a systematic analysis of research on Growth Mindset in Indonesia. Therefore, this study aims to: (1) Present data on the distribution of growth mindset research in Indonesia, (2) Describe the trends of Growth Mindset research topics and variables in Indonesia in the last 6 years; and (3) Analyze the shift in methodology focus in *Growth Mindset* research in Indonesia. Through this careful synthesis and analysis, this article not only presents an existing research map but also provides a clear direction for researchers, practitioners, and policymakers in utilizing and developing the concept of *Growth Mindset* in a more targeted and impactful manner in Indonesia.

2. METHODOLOGY

Research Design and Procedure

The research design used was a bibliometric study. Bibliometrics are used to describe patterns and relationships in research topics, identify current research trends, and provide a roadmap for future research (Xu et al., 2022; Raman et al., 2021). This study was chosen to comprehensively identify, evaluate, and synthesize all relevant literature on research on *Growth Mindset* in Indonesia. Data were processed and analyzed to identify thematic trends, related variables, and specifically the shift in methodological focus that the researcher applied from year to year.

The data collection procedure is carried out through four main stages: (1) *Literacy Search*: Identification of articles using the keywords “*Growth Mindset*”, “*Indonesia*”, in reputable scientific databases (The researcher focuses on the Sinta-indexed national journal portal); (2) *Screening*: Screening of titles and abstracts to ensure topic relevance and inclusion criteria are met; (3) *Eligibility*: Full reading of the article for final verification of inclusion criteria; and (4) *Data Extraction*: Retrieval of relevant data from the selected article and inclusion of it in the research results report.

Data Source

The source of data for this research is documentation in the form of scientific articles published in Sinta 1-6 accredited journals. A total of 100 articles were selected based on strict inclusion criteria, namely: (1) The article explicitly contained the title of growth mindset; (2) Publications must be published within the last 10 years to capture the latest trends; (3) The article must focus on the population in Indonesia (students, students, or teachers); (4) the article presents a complete research method; (5) Articles are available on <https://sinta.kemdiktisaintek.go.id/> search engine.

Data Analysis

Data analysis was carried out in quantitative, descriptive, and bibliometric analyses. Quantitative descriptive analysis was used to map the frequency of publications per year, the distribution of subjects, and the frequency of articles indexed in 1-6. The process continues with a qualitative analysis of the synthesis applied to classify and interpret the methodology used, identify patterns and shifts in methodological focus over time, and identify theoretical implications and recommendations for future GM research. In addition, bibliometric analysis is also used to see mapping patterns and trend linkages in growth mindset research topics. This analysis process is carried out with the help of the Vos Viewer application version 1.6.20.

related concepts such as “grit” and “self-efficacy” (around 2022–2023). Over time, research moved away from this core and expanded significantly to newer and more specific domains and methodologies (marked in yellow, 2024–2025). This latest expansion includes applications in the fields of training and sports (for athletes), as well as the use of new technologies and methods such as artificial intelligence and regression, indicating that the *study of growth mindset* is now increasingly penetrating professional, technological, and global/*international* contexts.

Overall, this data indicates a sharp increase in interest and attention to research on the topic of *Growth Mindset* in the last six years. This publication is spread across various Sinta-accredited journals, as presented in Figure 3.

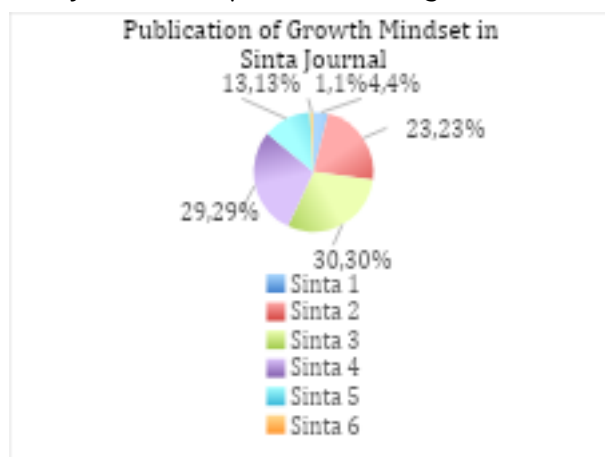


Figure 3. Distribution of Growth Mindset Publications in Sinta Journal

According to the data in Figure 3, it can be observed that the majority of publications focused on journals with SINTA 3 (29%) and SINTA 4 (30%) accreditations. This means that two-thirds of publications (59%) are in journals with intermediate-level Sinta accreditation. Sinta 2 Journal also has a significant contribution of 23%. On the other hand, the journals with the highest (Sinta 1) and lowest (Sinta 5 and Sinta 6) accreditation ratings have a tiny proportion. Publications in Sinta 1 account for only 1% of the total, while those in Sinta 5 and Sinta 6 comprise 13% and 4%, respectively. This indicates that researchers tend to publish Growth Mindset studies in journals with moderate accreditation in Indonesia. The diversity of these publications is also in line with the diversity of research methods used, presented in Table 1.

Table 1. Types of Research Methods

Research Methods	Sum	Percentage
Correlation	38	38%
Qualitative	15	15%
Literature Study	12	12%
Survey	11	11%
Experiment	11	11%

Research Methods	Sum	Percentage
Structural Equation Model	5	5%
Instrument Validation	4	4%
Mixed Method	2	2%
PTBK	1	1%
RnD	1	1%
	100	100%

Based on the data in Table 1, the diversity of research methods used is presented. The dominance of research methods in the form of correlation, with a frequency of 38%, makes it the most frequently used approach to research the relationship between variables. Qualitative Methods and Literature Studies occupy the next position, with 15% and 12%, respectively, indicating the significance of in-depth comprehension-based studies and literature reviews. Interestingly, the Experiment and Survey methods have the same proportion, which is 11%. More specific or complex methods, such as SEM (5%) and Instrument Validation (4%), as well as development and action methods (Mixed Method, PTBK, RnD), which together account for only 4%, indicate that the focus of research tends to be on associative and descriptive studies rather than complex interventions, development, or modeling. The research conducted also encompasses a range of research subjects.

The most frequently researched subject group is college students, followed by a large number of workers and high school students. This highlights the strong research focus on young adult populations in both academic and professional settings. In addition, subjects such as teachers and junior high school students are also a significant population. Other populations, including elementary school students, lecturers, Communities, and COVID Patients, occupy only a much smaller portion. In summary, the majority of studies in this dataset targeted subjects from academic and professional environments.

Variable Trends related to Growth Mindset Research in Indonesia

Growth Mindset research in Indonesia shows a shift in focus from basic correlation studies to applied and contextual studies that are directly related to contemporary education and workplace issues. The development of research variables related to growth mindset research in Indonesia is presented in the table 2.

Table 2. Variable trends related to growth mindset research in Indonesia

Aspects/ Time	Research Focus	Related Topics and Variables
Early Stage (2020–2021)	In the early stages, this is very basic and traditional.	Academic: The most frequently researched variables are Academic Achievement Academic Achievement, Grit, and Psychological Concepts (Praise, Motivation, Self-Efficacy).

Aspects/ Time	Research Focus	Related Topics and Variables
Transition Stage (2022–2023)	At this stage, there is an expansion and deepening of the variable, along with a surge in the number of publications.	Academic: The Achievement variable is still dominant, but there is a significant focus on more complex variables such as Resilience, Self-Efficacy, Student Engagement, Learning Management System (LMS), and Innovative Behavior Skills: problem solving, digital literacy. Career: Concepts related to careers (Work Engagement, Career Adaptability) emerged
Contemporary Stage (2024–2025)	The focus of variables has become more diverse and futuristic.	Researchers began to associate <i>Growth Mindset</i> with contemporary issues 21st Century Skills: Readiness to Face VUCA, 21st Century Skills, Creativity Academic: Self-regulated learning, Academic Self-efficacy, Student Engagement, Mental health: Subjective well-being, Psychological Empowerment, and school well-being, Mental Health, the purpose of life Psychological Safety Social Personal: parental support, Continuous Learning Cultures, peer social support, Proactive Personality, Career: Career Adaptability, Entrepreneurial growth mindset, Entrepreneurial performance, Technopreneur competence, Entrepreneurial Leadership, Community Empowerment, Job Flourishing, work productivity
Further Research Direction (Novelty)	Contextual focus can be more specific with the dynamics of GM change	Testing GM as a mediation/moderation variable in the context of the Independent Curriculum, or connecting GM to social issues (such as digital literacy, readiness to face VUCA, or well-being).

In the early stages, the variables studied still focused on things that are commonly associated with a growth mindset. It aligns with the still low number of publications, where researchers focus on testing the relationship between *the core of Growth Mindset* and academic outputs, as well as basic personality characteristics. At the transition stage, it shows a shift from simply measuring academic outputs to testing broader psychological mechanisms. The scope of research is beginning to develop in the field of career development. At the contemporary stage, research trends seek to integrate *the Growth Mindset* with today’s practical needs and global challenges. This is also supported by the results of a bibliometric analysis, as presented in the network visualization in Figure 4.

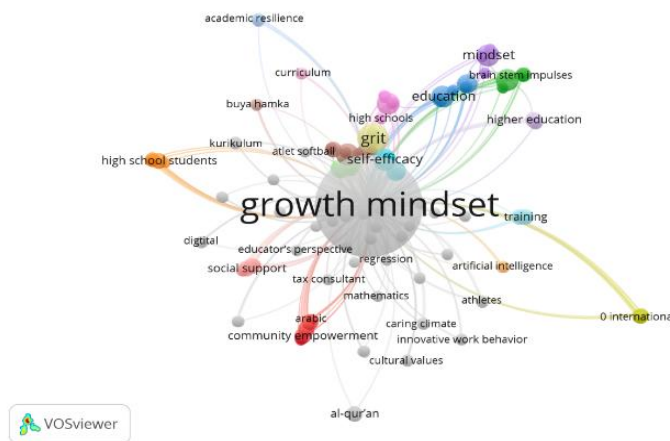


Figure 4. Network Visualization Growth Mindset

The findings in the VOS viewer presented 50 clusters, each comprising 237 items. This indicates that the data set with the keyword 'growth mindset' has a comprehensive and diverse coverage of topics. The first cluster presentation focused on contextual and social applications. The topics that emerged emphasized the implementation of the growth mindset in society, high schools, leadership/entrepreneurship contexts, as well as research related to culture/religion. Items that appear include Arabic, boarding school, community empowerment, entrepreneurial leadership, Islamic studies, mentoring, organizational trust, sustainable tourism, positive discipline, tourism village, and written work.

The second cluster focuses on the theoretical foundations and psychological concepts that relate to the core concepts of the growth mindset, including the origin of Carol Dweck's theory, the psychological basis used (behavioral psychology and cognitive psychology), and its connection to other psychological aspects. Items that appear include academic grit, behavioral psychology, brainstem impulses, Carol Dweck, cognitive, fixed mindset, human behavior, moral values, psychology, self-efficacy, and ethical decision-making.

The next cluster focuses on contextual applications. Items that appear include: early adulthood, creative, career adaptability, intelligence theory, speaking ability, and mindset. The Indonesian context is also represented in this visualization, among others, through cooperation: Al-Qur'an, Buya Hamka, and cultural values. One of the significant areas of development is the connection between *growth mindset*, community empowerment, and entrepreneurial leadership, indicating a shift from the classroom to the social and professional spheres.

Methodological shift in Growth Mindset research in Indonesia

The shift in methodology in Growth Mindset research in Indonesia shows a dynamic evolution, both in terms of research approaches and the scope of the subjects

studied. To provide a comprehensive picture of this transformation, details of developments from 2020 to the projection of further research directions are presented in Table 3.

Table 3. Methodological Shifts in Growth Mindset Research

Time/ Aspects	Research Methods	Research Subject
Early Stage (2020–2021)	Dominant quantitative descriptive or simple correlation.	Elementary school students. High School Students, College Students
Transition Stage (2022–2023)	Correlations, Explanatory with path analysis, Surveys, Structural Equation Model (SEM), Experiments, Case Studies, Qualitative Descriptive, Phenomenology	Junior High School, High School, Vocational School, Students, Athletes, Company Employees, Educators/Teachers
Contemporary Stage (2024–2025)	Correlations, Systematic Literature Review, Bibliometric, Mixed Method, Research and Development, Studi Kasus, Structural Equation Model (SEM),	Students: Elementary, Junior High, High School/MA, Vocational School; Student, school counselor, Teacher, Lecturer, Corporate employee, small business employee, Nurse, softball athlete, fisherman
Further Research Direction (Novelty)	Focus on Mixed Method research (quantitative and qualitative combined) or Research and Development (R&D) to produce new products/models. The use of a Systematic Literature Review or Bibliometric to map and fill research gaps that are very specific and untouched	Expanding the subject to more specific groups has not been widely researched in an educational/psychological/social context. Connecting research variables with current issues (e.g., digitalization, <i>well-being</i> , mental resilience, data literacy, <i>sustainability</i>) that are relevant to the expanded research subject.

Table 3 reflects a significant shift in methodology and subject diversification in the *Growth Mindset study* in Indonesia between 2020 and 2025, signaling an evolution from a fundamental approach to a sophisticated and multidimensional approach. In the initial phase (2020-2021), the research was predominantly quantitative, focusing on general subjects in formal educational environments, including elementary to secondary school students and college students. Rapid changes were observed in the transition stage (2022-2023), where methods began to be enriched with path analysis, *Structural Equation Modeling* (SEM), experiments, and qualitative studies, such as Phenomenology, in line with the expansion of the subject to workers/employees, educators, and athletes. The peak of this shift is reached in the contemporary stage (2024-2025), where methods become highly integrated and systematic, including

Systematic Literature Review, *Bibliometrics*, *Mixed Method*, to *Research and Development (R&D)*, while research subjects extend drastically to a wide range of specific professions (such as school counsellors and nurses) and the informal sector (such as small business employees and fishermen). Therefore, the future direction of research is strongly recommended to utilize *Mixed Method* and *R&D* to produce new products, use systematic reviews to fill precise research gaps, and connect research variables with contemporary issues such as *well-being* or digitalization.

DISCUSSION

This literature review yields crucial findings that are highly relevant and have strong support in the context of the research on *Growth Mindset (GM)* in Indonesia. There has been a significant increase from year to year, starting from 3 publications to 28 publications in 2025. This shows a keen interest and attention to the topic of growth mindset in the academic community. The topic of Growth mindset is the core of the study, but the research develops from basic academic concepts (2020-2021) to psychological concepts and career applications (2022-2023) to futuristic and contemporary variables (2024-2025). The initial contribution of the growth mindset is very influential in the academic field. This is in line with the results of the study that Growth mindset is closely related to academic performance (Zintz, 2018), Grit (Sigmundsson & Haga, 2024), academic achievement (Kizilcec & Goldfarb, 2019), self-efficacy (R. & Talwar, 2023), self-regulated learning (Ajrina & Ajrina, 2023), and motivation to achieve (Lee et al., 2024; Macnamara & Burgoyne, 2022; J. Zhang et al., 2019). Furthermore, in the academic field, environmental involvement has also begun to be researched.

The influence of parents and teachers on students' growth mindsets is a concern for researchers. Teachers need a growth mindset in order to help students adopt a growth mindset (Bardach et al., 2024). Teachers who have a growth mindset will, in turn, influence learning strategies such as learning design and implementation. Furthermore, the strategies employed by teachers will impact the development of students' character (Yulianti et al., 2024). Teacher support for a growth mindset (TSGM) is likely to influence students' mindsets while increasing academic engagement and achievement (Vestad & Bru, 2023). In addition to teachers, parental influence is also crucial. The influence of parents' growth mindset on the development and change of children's growth mindset is undeniable. Children exhibit a higher level of growth mindset when their mothers' growth mindset increases (J. Chen & Liu, 2023). Thematically, research on GM also explores the correlation or contribution of GM to career. Students with a growth mindset significantly impact their self-efficacy in career decision-making (Bulo & Azis, 2024); possess entrepreneurial self-efficacy and

perseverance in career development (Burnette et al., 2020); exhibit career adaptability (Puspitasari et al., 2024); and achieve career success (S. Zhang et al., 2023).

In research in Indonesia, the scope of research is not limited to academic and career fields. GM can be associated with religious and cultural contexts. The research conducted was conducted previously trying to apply the relevance of Islamic education that contains the philosophy of Al-Ghazali to the Growth Mindset of millennials from the covid-19 pandemic (Budiarti et al., 2022); The growth mindset is an important foundation in Islamic schools in developing quality awareness because the philosophy of total quality management requires a tradition of continuous improvement (Kodrat, 2020). This is understandable, in line with the findings that a person can accept or reject religious practices and teachings based on their mindset (Buchanan, 2024). Interestingly, another study examined the film *Buya Hamka*, vol. 1. The results of the study explained that Sufistic values, from the perspective of Modern Sufism, as presented in *Buya Hamka* (such as control of lust, sincerity, *zuhud*, *tawakal*, *qonaah*, and happiness), have the potential to build a *growth mindset* in the audience. These values inspire the audience to develop their character through the example of *Buya Hamka's* life journey (Syarifani et al., 2023). It also supports the finding that the religious and cultural context in Indonesia is associated with the growth mindset theory.

The shift in research methodology on *growth mindset* shows the evolution from the dominance of descriptive quantitative approaches and simple correlations in the early stages (2020–2021) to the use of more complex and integrated methods, such as Structural Equation Model (SEM) and Experiments in the transition stage (2022–2023), to reaching a contemporary peak (2024–2025) with a focus on Systematic Literature Review, Bibliometrics, Mixed Method, and Research and Development (R&D) to produce systematic synthesis and new products. As the methods evolved, the research subjects also underwent extensive diversification, shifting from an initial focus on students and students to encompassing a wider range of more specific professional groups, including athletes, corporate employees, counselors, nurses, and fishermen, reflecting efforts to test the relevance of *growth mindsets* in a more diverse and in-depth spectrum of educational, psychological, and social contexts.

4. CONCLUSION

The results of this bibliometric research show that *Growth Mindset* (GM) research in Indonesia experienced a consistent and substantial increase in publication dynamics between 2020 and 2025, driven by a shift in methodology and diversification of focus. Methodologically, research has evolved from the dominance of simple descriptive quantitative approaches in the early stages to a more complex and integrated approach at the contemporary stage, namely Systematic Literature Review, Bibliometrics, Mixed Methods, and Research and Development (R&D). This shift is in line with the drastic

diversification of subjects from students to various specific professions, such as employees, nurses, school counselors, and fishermen, as well as the expansion of research variables from the academic realm to psychological, career adaptability, and futuristic contexts (VUCA or *well-being* issues). Thus, the main recommendation for future research is to utilize Mixed methods and R&D to test the effectiveness of GM interventions and fill in precise research gaps.

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