

## THE INFLUENCE OF GROWTH MINDSET ON SELF-ADJUSTMENT IN NEW STUDENTS

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### **Abstract**

*This research aims to determine the effect of Growth Mindset on adjustment to new students. Growth mindset is an individual's effort to improve his or her quality through effort, hard work, and the experience he or she has. This research uses quantitative methods, with regression and correlation studies. The population used in this research was undergraduate students class of 2023 with a total of 92 respondents used in the research. Based on the results of analysis with Spearman's rho correlation there is a correlation coefficient value of 0.463, this shows a positive relationship between Growth Mindset and Self-Adjustment. A positive relationship means that the higher the Growth Mindset, then the higher the Self-Adjustment, and the lower the self-adjustment, then the Growth Mindset Getting lower. Students with a growth mindset tend to have a better level of adjustment in academic, social, emotional and institutional attachment. Apart from that, it was found that growth mindset contributed an influence of 26.2% to the adjustment of new students at Bhayangkara. University, Greater Jakarta.*

**Keywords:** Growth Mindset, Adjustment, New Students.

### **INTRODUCTION**

New students are students who are facing a transition or movement from high school (SMA) to the world of lectures. (Hasanah et al., 2022). This lecture environment has very different characteristics from high school, and becoming a student is the main goal for high school graduates. (Bidjuni, 2016). Changing the environment from high school to college is not easy. Many things must be adjusted by individuals, both in adjusting different learning styles, new teachers, and new friends and different campus facilities. (Arum & Khoirunnisa, 2021). As according to (Hasanah et al., 2022) during this period, students will face new situations such as new friends, new environments, and learning systems that are very different from high school (SMA), so it will be difficult for students to adapt. During the transfer period, new students are required to have the ability to adapt so that later they can socialize well. (Irfan & Suprapti, 2012).

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Brooke's theory of self-adjustment is the ability to make psychological adjustments to various changes so as to maintain normal functioning. (Arifin et al., 2016). Meanwhile, according to other studies, self-adjustment is the concept of psychological, cognitive, emotional, behavioral, and physiological adjustments to changing environmental conditions. In the sense that the ability of self-adjustment can be measured when the individual experiences changes (Arifin et al., 2016). (Arifin et al., 2016). Someone who has good self-adjustment can build social relationships to the level of familiarity. They are usually able to manage and build relationships with others and always feel comfortable interacting with others. In addition, this familiarity will make other people feel comfortable. (Iflah & Listyasari, 2013). Students are included in the late adolescent category with an age range of 18 to 21 years. In addition, the environment can help students in finding information and developing themselves so that students can participate in society so that in the end students will make adjustments to their environment to make it easier for students to socialize (Hurlock, 1990). (Hurlock, 1990).

The inability to adjust can prevent a person from adapting to a new environment, because there are changes in characteristics between the old environment and the new environment, self-adjustment will be the key to success in adapting to the new environment (Finanto et al., 2021). Meanwhile, Bulmer argues that failed self-adjustment is due to an inability to adapt to a new environment. Students who experience negative self-adjustment tend to fail to deal with problems, and are not calm, easily panic and nervous. This results in frustration, conflict or anxiety which can ultimately affect academic performance. Bulmer (2015). A person can achieve good self-adjustment if he is always in a state of balance between himself and his environment, such that there are no more unmet needs, and all functions and needs of a person go according to plan (Iflah & Listyasari, 2013). Another opinion suggests that self-adjustment is important for individuals when entering a new environment. Many individuals feel unsuitable and unhappy with the new environment due to their inability to adjust, both with the family environment and the educational environment. (Oktaria et al., 2018).

Based on research conducted Iflah and Listyasari (2013) It was found that the common problem experienced by new students was that they had difficulty adjusting and this was in the high category. This is in line with the results of research conducted by (Rahayu & Arianti, 2020) showed that most new students had levels of self-adjustment classified as moderate, high and low as much as 14.98% in academic adjustment, 9.69 in social adjustment, 15.42% in personal adjustment and 19.38% in institutional attachment. A low level of adjustment has an impact on a poor assessment of the reality of life, is easily stressed and anxious, has difficulty expressing emotions well, has a negative self-image, and has poor interpersonal relationships. (Cesya et al., 2021).. Meanwhile, (Fitrianti & Cahyono, 2020) suggests

that there are feelings of shock, anxiety, and stress in new students in adjusting to environmental changes.

One of the impacts of the inability to adjust experienced by students is the desire to quit or leave college. According to data collected by BAAK (Bureau of Administration and Academic Student Affairs) by one of the Indonesian universities, 3.16% of new batch students were expelled from the university. In addition, 3% of new students cannot adjust to their new environment so they choose to withdraw or quit college. (Oetomo et al., 2019).. This is related to the results of research conducted by Feldt et al (2011) who said that there are several things that can make students feel dissatisfied with their decision to continue their studies at the current university and major, and less attached to the institution. First-year students' perceptions of a mismatch with the institution may be inaccurate due to a lack of understanding of the resources and support they can get from the university (Feldt et al, 2011). If not properly addressed, this may increase the likelihood of students dropping out or leaving the university or department when they encounter difficulties or obstacles during their time at university. (Rahayu & Arianti, 2020).

Fatally, there are new students who decide to resign from college. Ainni and Aulia (2021) suggests that what affects the adjustment of first-year students is how they view or evaluate themselves and develop themselves. This is in line with the opinion of (Srihastuti & Wulandari, 2021) which says that the strength of one's *mindset* can change psychological aspects so that it can change one's life. This was revealed by (Dweck, 2021) that one's success is not only influenced by ability and talent, but can be influenced by our *mindset*. According to (Chrisantiana & Sembiring, 2017) one of the factors that need to be reviewed is *mindset*, which is about the ability to deal with difficulties and failures.

*Mindset* is an individual reference in action (Syafii, 2019). According to Sigit B. Darmawan (Pratiwi et al., 2020) *mindset* is the essence of *self learning* or self-learning that views potential, intelligence, challenges and opportunities as a process that must be pursued with perseverance, hard work, and effort to achieve goals. A student's *mindset* can influence important psychological and behavioral factors including reactions to failure, perseverance and level of effort, and expectations of success, which ultimately impact academic performance. *Mindset* can be changed, and interventions developed to encourage *mindset* to further develop (Yeager & Dweck, 2012). (Yeager & Dweck, 2012). Sassenberg and Vliek (2019) argue that *mindset* is divided into two types, namely *Fixed mindset* and *Growth mindset*. *Fixed mindset* is a belief in human nature that is settled and cannot be changed, while *growth mindset* is human nature that can be shaped and changed so that it develops. *Growth mindset* students tend to believe that intelligence can be shaped or changed, while students with a *fixed mindset* tend to believe that intelligence cannot be changed. *Growth mindset* allows students to see challenges as opportunities for

improvement, this is associated with enjoyment of learning, and increases motivation in school. (Yeager & Dweck, 2012).

In this study, the *mindset* in question will focus on *growth mindset*. An individual who has a *growth mindset* is someone who has the belief that intelligence, talent, and traits are not a function of heredity/heredity, accepts and runs challenges and keeps trying and learning from criticism. (Chrisantiana & Sembiring, 2017). People who have a *growth mindset* can take responsibility for the learning process. They can manage their time well, learn more diligently and have motivation and always learn and try to correct their mistakes. (Pratiwi et al., 2020).. According to Srihastuti and Wulandari (2021) *growth mindset* can make good use of changes to continue to grow and develop with increasingly difficult challenges. *Growth mindset* is able to adjust to academic changes. Students with a *growth mindset* believe that the basic abilities they have are things that can be changed through effort and hard work. (Ainni & Aulia, 2021). Good self-adjustment, when students manage to maintain a balance with their environment, their needs are met and students live their lives normally. (Iflah & Listyasari, 2013).

Meanwhile, according to (Mosanya, 2020) said that a *growth mindset* in students can help students overcome existing obstacles or challenges better, students with a *growth mindset* can adjust to academic changes better than students with a *fixed mindset*. If the *growth mindset* in new students increases, the ability to adjust will increase, and if the *growth mindset* in new students is low, the ability to adjust to new students will also be low. (Ainni & Aulia, 2021). Thus, researchers are interested in examining the effect of *growth mindset* on self-adjustment.

## RESEARCH METHODS

The design in this study uses quantitative methods. According to (Sugiyono, 2019) is a research method based on the *philosophy of positivism* (concrete data), data collection using research instruments, data analysis is quantitative or *statistical*, with the aim of testing predetermined hypotheses. Researchers use regression and correlation studies. Regression studies are used to determine the effect of *growth mindset* on self-adjustment. While correlation studies are used to see the relationship between *growth mindset* and self-adjustment. This is in line with the purpose of this study, which is to prove whether there is an Effect of *Growth Mindset* on Self-Adjustment in New Students batch 2023 Semester 1 at Bhayangkara University Jakarta Raya. Sampling using quantitative techniques. This is based on the opinion expressed by (Kumar, 1996) that the use of a large sample in quantitative research is considered to produce statistical calculations that are more accurate than a small sample. Kerlinger & Lee (2002) suggest that in quantitative research the sample used is 30 samples as a minimum number. In this study, the sample size was 92 respondents.

## RESULTS AND DISCUSSION

This research was conducted on new students of class 2023 of Bhayangkara University, Greater Jakarta with 92 new students as respondents. In distributing questionnaire data using an *online platform*, namely *Google Form*, 155 respondents were obtained. However, the data that is suitable for processing is 92. While the other 63 respondents were deemed unsuitable for processing due to bias when filling out the questionnaire by filling in the same answer in each item number. This is based on the results of analysis and discussion with *expert judgment*, namely the supervisor.

**Table 1. Profile of Research Respondents**

	<b>Profile</b>	<b>N</b>	<b>Percentage</b>
<b>Gender</b>	Male	22	24%
	Female	70	76%
<b>Age</b>	18	27	29%
	19	28	30%
	20	12	13%
	21	25	27%
	<b>Faculty</b>	Psychology	45
Law		11	12%
Education Science		6	6%
Communication Science		6	6%
Computer Science		7	8%
Economy & Business		10	11%
Engineering		7	8%
<b>Total</b>			<b>92</b>

Based on the table above, it states that 22 respondents with a percentage of 24% are male. Then, 70 respondents with a percentage of 76% were female. The number of respondents who filled out the questionnaire in this study shows that there are more women than men. Furthermore, there were 27 respondents with a percentage of 29% at the age of 18. Then, age 19 has 28 respondents with a percentage of 30%. Then, age 20 has 12 respondents with a percentage of 13%. In addition, there are at the age of 21 which has 25 respondents with a percentage of 27%. Then, the faculty who filled out the questionnaire in this study came more from the faculty of psychology with 45 respondents with a percentage value of 49%. While in the faculty of law there were 11 respondents with a percentage of 12%. Then, the faculties of education and communication science each had 6 respondents with a percentage of 6%. In the faculties of computer science and engineering, each has 7 respondents with a percentage value of 8%. In addition, in the faculty of economics & business there were 10 respondents with a percentage of 11%.

In this study, researchers managed data through *JASP for windows software*. with the validity, reliability and correlation analysis and regression test stages between *growth mindset* and self-adjustment in bari students at Bhayangkara University, Jakarta. Based on the results of the validity test on the self-adjustment variable, it was found that there were 32 items that were canceled and 35 valid items with a range of 0.335 - 0.837. Researchers tolerated the score on the self-adjustment variable to 0.3. Aitem that is canceled because the *validity* content value is below 0.3.

The results of the used trial on the *Growth Mindset* scale using the *Mindset Scale* which amounted to 5 items. After the validity test was carried out, all items were declared so that no items were canceled. Where, valid items have a value range of 0.462 - 0.606.

Based on the results of the reliability test, it shows that there is missing data during the data processing process on the self-adjustment variable with a total N of 67. Then, it becomes 35 Respondents. Based on the results of reliability calculations using the *JASP* application, the self-adjustment scale has a reliability score of 0.958 and a *Growth Mindset* scale of 0.751.

**Table 2. Reliability of the Research Scale**

	Reliability Score	Description
Self-Adjustment Scale	0,958	Very Reliable
<i>Growth Mindset</i> Scale	0,751	Reliable

Based on the results of the normality test carried out, the significance (p) of < .001 is obtained so that it can be interpreted that the data is not normally distributed because (p> 0.005.). Meanwhile, for the linearity test, there is a significance of < .001 because if the sig value is> 0.05, it means that the variable has a non-linear relationship (Machali, 2021) with the linearity F value obtained 32.009 in the linear line. So it can be concluded that the data is classified as linear because < .001, and also the Q-Q Plot Standardized Residual item is close to the line. This can be seen in the table below.

**Table 3. Assumption Test Results**

	Normality Test <i>Shapiro Wilk</i>	Linearity Test <i>Deviation From Linearity</i>
Sig.	< .001	< .001
Description	Not normally distributed	Fulfilled

Researchers measured self-adjustment in new students measured using the *Student Adaptation to College Questionnaire (SACQ)* scale which consists of 35 valid items with the highest score of 5 and the lowest score of 1 and can be categorized as follows:

**Table 4. Self-adjustment Scale Score Categorization**

Category	Value Limit	N	Percentage
Low	≤ 50	1	1%
Medium	50 - 160	90	98%
High	≥ 160	1	1%
<b>Total</b>		<b>92</b>	<b>100%</b>

Based on the table above, the categorization results of the self-adjustment scale show that the low category has a value limit of 50 with 1 respondent and a percentage value of 1%, then the score with a range of 50 - 160 can be categorized as moderate with 90 respondents and a percentage of 98%, while the score of more than 160 is categorized as high with 1 respondent and a percentage of 1%. Meanwhile, in the *growth mindset*, researchers measure using the *Mindset Scale* which is based on 5 valid items with the highest score of 5 and the lowest score of 1 and can be categorized as follows:

**Table 5. Categorization of Growth Mindset Score**

Categorization	Value Limit	N	Percentage
Low	≤ 8	27	29%
Medium	8 - 22	62	67%
High	≥ 22	3	3%
<b>Total</b>		<b>92</b>	<b>99%</b>

Based on the table above, it can be said that values less than 8 are included in the low category with 27 respondents and a percentage of 29%, while values with a range of 8-22 can be categorized as moderate with 62 respondents and a total percentage of 67%, besides that, values greater than 22 can be categorized as high with 3 respondents with a percentage of 3%.

Based on the correlation analysis test between *growth mindset* and self-adjustment using *Spearman's Correlations*, it is carried out by considering the significance value at the *p-value* and observing the *Spearman's rho* coefficient value as an indicator of the strength and direction of the relationship between the two variables in a more in-depth research context.

**Table 6. Correlation Test**

**Spearman's Correlations**

Variable	TOTAL Y	TOTAL X
1. Self-Adjustment Spearman's rho	-	-
p-value	-	-
2. <i>Growth Mindset</i> Spearman's rho	0.463***	-
p-value	< .001	-

\* p < .05, \*\* p < .01, \*\*\* p < .001

Based on the results of the correlation test conducted, a correlation coefficient of 0.463 was obtained, the significant value (p) obtained was  $< .001$ , which means it can be concluded that there is a significant positive relationship between the *Growth Mindset* variable and self-adjustment in new students. A positive relationship means that the higher the *growth mindset*, the higher the self-adjustment and the lower the self-adjustment, the lower the *growth mindset*. (Periantolo, 2016) Positive correlation describes the relationship between variables in one direction. A positive relationship occurs when the higher one variable, the higher the value of the other variable, and if the value of a variable is low, the lower the value of the other variable. This indicates that the higher the *growth mindset*, the higher the self-adjustment and vice versa, the higher the self-adjustment, the higher the *growth mindset* in new students. This is supported by the results of research by (Ainni & Aulia, 2021) which explains that there is a positive and significant relationship between growth mindset and self-adjustment in new students. (Iflah & Listyasari, 2013) also said that good self-adjustment, namely when students can maintain a balance between themselves and the environment, students feel their needs are met, and carry out their functions as students properly and run normally.

Furthermore, based on the results of the regression test conducted, it was found that there is a significant influence of *growth mindset* on the level of self-adjustment of new students. The analysis can be seen in detail in the table attached below, showing clearly the magnitude of the contribution and direction of the influence of the *growth mindset* variable on self-adjustment.

**Table 7. Regression Test Results**

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**Model Summary - Self-Adjustment**

<b>Model</b>	<b>R</b>	<b>R<sup>2</sup></b>	<b>Adjusted R<sup>2</sup></b>	<b>RMSE</b>
H <sub>0</sub>	0.000	0.000	0.000	30.543
H <sub>1</sub>	0.512	0.262	0.254	26.378

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Based on the results of the regression test above, it can be interpreted that *growth mindset* affects self-adjustment with a contribution value of 0.262 found in R<sup>2</sup> in the table. It can be concluded that this R<sup>2</sup> value shows that the effect of *growth mindset* on self-adjustment is 26.2% and the rest is influenced by other factors. Then, based on the results of the anova analysis above, the F value is 32.009 with a significant level  $< .001$ . So it can be concluded that there is an influence between self-adjustment on *growth mindset* because (p  $< 0.5$ ).

Based on the results of the regression test that has been carried out previously, it can be concluded that there is a significant effect of *growth mindset* on



the level of self-adjustment with a contribution value of 0.262 in the coefficient of determination  $R^2$  in the table. From this  $R^2$  value, it can be concluded that the *growth mindset* on self-adjustment is 26.2% and the rest is influenced by other factors. In addition, the results of the ANOVA analysis conducted also showed an F value of 32.009 with a significance level of  $< .001$ . This finding indicates that there is a significant influence between *growth mindset* on the self-adjustment variable, as indicated by a significance value that is much smaller than 0.5. Thus, it can be concluded that there is a strong relationship between the level of self-adjustment of students and the existence of a growth mindset based on the results of statistical tests that have been carried out.

## **ANALYSIS/DISCUSSION**

Based on the results of the categorization test. Self-adjustment is classified in the moderate categorization with a percentage value of 98%. This can be interpreted that new students have the ability to respond according to the situation and are willing to change behavior as needed. However, it does not rule out the possibility that new students will experience conflict when facing existing pressures if they are not in accordance with their wishes. Individuals who have good self-adjustment will be able to complete existing tasks, comply with existing rules and activities. Meanwhile, individuals who have low self-adjustment will tend to ignore existing rules, especially in the lecture environment. They will tend to commit violations, such as not doing assignments, attending late, not even participating in the learning process and not having good interpersonal relationships. This is in accordance with the opinion expressed by Diri et al 2018 (in widyarani et al (2022) which says that, the effectiveness of self-adjustment can be seen from the individual's ability to deal with changing conditions and situations. Then, the categorization of the *growth mindset* is also found in the medium with a percentage value of 67%, which means that new students have a belief in talent, challenges, hard work, accepting criticism is a process for self-development so that it can realize a success. However, it does not rule out the possibility if there is uncertainty about success so that it causes it to not be able to develop itself properly. This is normal for adolescents, supported by the opinion expressed by Hurlock (1990) who said that in terms of cognitive-social development adolescents are still said to be unstable and easily influenced by the surrounding environment. This is because adolescents are still experiencing cognitive development that involves positive and negative emotions in running their lives. Negative emotions become one of a person's obstacles in life, such as frequent criticism and self-blame, feeling alone, and always focusing on past failures. Scientists identified that part of the brain, the *amygdala* is responsible for all instinctive reactions including fear and aggressive behavior. This part

developed earlier than the controlling area of the brain (frontal lobe cortex). Before the frontal lobe cortex is complete, the emotional brain has developed first, which causes adolescents to act more quickly ahead of their minds to weigh the risks and consequences that will be received. Adolescents become less thoughtful in deciding on an action, contemplating for a moment to consider is almost not done, and assume harm to others will not happen to them. (Agung et al., 2019).

Andryani Putri & Trianita Wilman (2023) said that when faced with failure, individuals with a *growth mindset* see it as an opportunity to learn and improve their abilities. Beliefs in *growth mindset* also lead to higher motivation. In terms of learning, they see mistakes as a natural part of the learning process and utilize them to improve themselves. Meanwhile, according to Mosanya (2021) who said that a *growth mindset* can help students overcome obstacles or challenges better. According to Piaget (in Agung et al (2019) individual behavior is based on cognition, namely an action to recognize or think about the conditions in which a behavior occurs. So, indirectly the person will be formed through a learning process that involves a very complex thinking process and is a mental event that will encourage attitudes and behaviors. This supports the results of this study which are related to the *growth mindset* of adolescents who are in the moderate category. Dweck (2006) also said that students who have a *growth mindset* believe that their intelligence and abilities can be improved over time, so they tend to be more diligent and focused in learning to achieve long-term goals and enjoy the effort.

Another finding in this study is that there is an influence between dimensions of self-adjustment. Academic adjustment, social adjustment, emotional-personal adjustment. which is classified in the moderate category. Academic adjustment is classified in the moderate category with a percentage of 98%, which means that the majority of new students consider themselves able to achieve academic success. This is in line with the opinion of (Fitrianti & Cahyono, 2020) that successful adjustment will be reflected in student behavior and also their academic performance. Then, in social adjustment there is a moderate category with a percentage of 98%, which means that most of the new students are able to socialize well in their lecture environment. Rahayu & Arianti (2020) said that social adjustment can be described by the success of new students who have been able to engage in various social activities and social environments. Meanwhile, personal-emotional adjustment is also classified in the moderate category with a percentage value of 89%, which means that the majority of new students are able to adjust to feelings both psychologically and physically. Those who have sufficient and good psychological well-being and physical condition and do not feel disturbed during the process of adjusting to college (Rahayu & Arianti,

2020). (Rahayu & Arianti, 2020). Apart from that, institutional attachment is classified in the low category with a percentage of 41%, which means that new students feel dissatisfied in deciding to continue studying at Bhayangkara University Jakarta Raya. In this case, students tend to have the desire to quit or withdraw from lectures. This relates to the opinion stated by Feldt (2011) that students with low scores will tend to view that the current institution is not suitable for them. This study can prove that *growth mindset* affects self-adjustment in new students based on the results of the correlation test that has been carried out using the *spearman rho* correlation, which is to determine the relationship between *growth mindset* and self-adjustment.

Based on the results of the correlation test conducted, a correlation coefficient of 0.463 was obtained, the significant value (p) obtained was  $< .001$ , which means it can be concluded that there is a significant positive relationship between the *Growth Mindset* variable and self-adjustment in new students. A positive relationship means that the higher the *growth mindset*, the higher the self-adjustment and the lower the self-adjustment, the lower the *growth mindset*. (Periantolo, 2016) Positive correlation describes the relationship between variables in one direction. A positive relationship occurs when the higher one variable, the higher the value of the other variable, and if the value of a variable is low, the lower the value of the other variable. This indicates that the higher the *growth mindset*, the higher the self-adjustment and vice versa, the higher the self-adjustment, the higher the *growth mindset* in new students. This is supported by the results of research by Ainni & Aulia (2021) which explains that there is a positive and significant relationship between *growth mindset* and self-adjustment in new students. Iflah & Listyasari (2013) also said that good self-adjustment, namely when students can maintain a balance between themselves and the environment, students feel their needs are met, and carry out their functions as students properly and run normally.

In addition, each dimension of self-adjustment shows a significant value (p) obtained of  $< .001$ . So it can be concluded that there is a significant relationship between each sub-scale of self-adjustment and *growth mindset*.<sup>2</sup>This is supported by the R value of the *growth mindset* variable (X) on self-adjustment (Y) of 26.2%, it can be interpreted that the *growth mindset* variable contributes an influence of 26.2% on self-adjustment in new students at Bhayangkara University Jakarta Raya. This is supported by research Ainni & Aulia (2021) that *growth mindset* affects self-adjustment in new students. Besides that, Wahidah et al (2021) said that practicing a *growth mindset* can change individuals for the better compared to their previous conditions and can make individuals plan goals for a more directed future. Then, the dimension of self-adjustment, shows that the effect of *growth mindset* on academic adjustment is 22%, while the effect of *growth mindset* on

social adjustment is 24.6%, then the effect of *growth mindset* on personal-emotional adjustment is 25.5%, then the effect of *growth mindset* on personal-emotional adjustment is 23.1%. So it can be concluded that *growth mindset* has a greater influence on personal-emotional adjustment. Research that has been conducted Yeager et al (2014) suggests that a *growth mindset* helps individuals overcome difficulties so that they can reduce stress and the burden of the problems they are facing.

This research has novelty in the setting where the research was conducted because it has never been conducted on subjects in that location using the same variables. The limitations in this study are that many respondents obtained are not suitable for processing due to differences in thinking, assumptions and different understandings. Therefore, it is hoped that further research will pay more attention in terms of distributing questionnaires, it needs to be done better.

## CONCLUSIONS

Based on the results of the study, it can be concluded that there is a significant positive relationship between *growth mindset* and self-adjustment in new students at Bhayangkara University Jakarta Raya by contributing an influence of 26.2%. A positive relationship can mean that the higher one variable, the higher the other variable. This is indicated by the higher the *growth mindset* owned, the higher the self-adjustment and vice versa.

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