

The Relationship Between Growth Mindset and Resilience Among Students at Private Universities in Medan: An Analysis of Social Media Sentiment

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Abstract

Failure to gain admission to a public university (PTN) often causes psychological stress among high school graduates in Medan, such as disappointment, low self-esteem, and a decline in motivation. Resilience is a crucial ability for adapting and bouncing back, while a growth mindset, the belief that abilities can be developed through effort is believed to play a role in fostering that resilience. This study aims to examine the relationship between a growth mindset and resilience among private university (PTS) students in Medan who failed to gain admission to a PTN. Theoretically, the results are expected to enrich the literature in Educational Psychology and Positive Psychology; practically, they can serve as a reference for psychoeducational programs designed to strengthen students' growth mindset and resilience. The study's limitations include a subject population restricted to active 2025-cohort students at private universities in Medan who had previously failed to gain admission to public universities, the use of purposive sampling, a cross-sectional correlational design, and the measurement of only two variables via self-report scales. The method used was a quantitative correlational approach employing Pearson's product-moment correlation on 361 respondents. The instruments consisted of the Growth Mindset Scale (18 items, $\alpha = 0.918$) and the Resilience Scale (32 items, $\alpha = 0.951$). The results showed a strong, significant positive correlation ($r = 0.788$; $p < 0.05$), with a growth mindset accounting for 62% of the variance in resilience. The majority of respondents fell into the high category for both variables. The conclusion confirms that the higher the growth mindset, the higher the students' resilience. The novelty of this study lies in its specific focus on a population of private university students in Medan who are experiencing a transition due to failing to gain admission to a public university, a group that is rarely studied in an integrated manner within this context.

Introduction

Adolescence is a transitional period that requires individuals to prepare themselves to face various developmental tasks, including preparing for a career, achieving emotional independence, and establishing sustainable life goals. One form of career preparation widely chosen by high school seniors in Indonesia, particularly those in senior high school and equivalent programs, is continuing their education at a university, especially a public university (PTN) (Zintz, 2018). Students' interest in entering PTNs continues to rise each year, as evidenced by the high number of UTBK-SNBT participants, which reaches hundreds of thousands nationwide (Yeager et al., 2019). Amid this high level of interest, a stigma has developed in society that the success of high school graduates is measured by their ability to gain admission to a PTN. PTNs are viewed as offering superior educational quality, better career opportunities, and relatively more affordable tuition compared to private universities (PTS). This stigma creates intense social pressure on students to pass the state university admission selection process, whether through the merit-based track or the written exam. The state university admission selection process is highly competitive because each year the number of applicants far exceeds the available quota, resulting in a consistently high percentage of unsuccessful applicants (Wen et al., 2021). The phenomenon of failure to gain admission to public universities is also significant in North Sumatra Province, including the city of Medan, which has a large number of applicants. Failure to gain admission not only affects students' choices for further education but can also lead to psychological stress, such as feelings of disappointment, low self-esteem, anxiety, loss of motivation, and difficulty adapting to a new environment. In such situations, an individual's ability to persevere, adapt, and bounce back from stress becomes crucial (Tugade & Fredrickson, 2017). This ability is known as resilience, which enables individuals to cope with difficulties adaptively, maintain

psychological balance, and continue to function healthily despite experiencing failure (Rege et al., 2021). One psychological factor believed to play a role in shaping resilience is a growth mindset, the belief that intelligence, talent, and abilities can be developed through effort, learning, and perseverance (Prayudy et al., 2025). Individuals with a growth mindset tend to view failure as an opportunity to learn and improve, rather than as evidence of a fixed inability. For private university students who failed to gain admission to public universities, a growth mindset is expected to help them interpret their experience of failure more positively and build resilience in facing academic and social challenges in their new environment. Given the important role of a growth mindset in supporting resilience, particularly among students who failed to gain admission to public universities there is a need for scientific research that specifically examines the relationship between the two among the population of private university students in Medan. Therefore, this study was conducted to examine the relationship between a growth mindset and resilience among private university students in Medan who failed to gain admission to public universities (Yeager & Dweck, 2020).

The purpose of this study is to examine the relationship between a growth mindset and resilience among private university students in Medan who failed to gain admission to public universities. Theoretically, this study is expected to contribute to the advancement of knowledge in the fields of Educational Psychology and Positive Psychology. This study can also enrich the literature on the role of a growth mindset in shaping students' ability to bounce back, persevere, and adapt after experiencing academic failure, while also serving as a reference for other researchers interested in examining the psychological factors that play a role in enhancing individual resilience in the academic sphere (Yeager & Dweck, 2022). For the researcher, this study serves as a means to deepen theoretical understanding of the relationship between a growth mindset and

students' adaptive abilities in facing pressures and challenges in higher education. In practical terms, this study is expected to help students understand the importance of having a growth mindset when facing failure, so that they can view failure as an opportunity to learn, adapt, and develop themselves, as well as improve their ability to build resilience, manage emotions, and remain motivated to achieve their educational goals (Putri & Priyatama, 2024). For future researchers, this study can serve as a guide and reference for conducting further research on the psychological factors that influence resilience, as well as provide a foundation for developing psychological intervention or psychoeducational programs aimed at fostering a growth mindset and enhancing resilience among college students (Salisu & Hashim, 2017).

This study involved only active students at private universities (PTS) in Medan enrolled in the 2025 academic year who had previously failed to gain admission to public universities (PTN). Sampling was conducted using purposive sampling, so the generalizability of the results is limited to populations with similar characteristics. Data were collected using self-report scales, specifically, a growth mindset scale and a resilience scale in the form of Likert scales, which rely on the respondents' honesty and subjective perceptions. This study is correlational and cross-sectional in nature; therefore, it only describes the relationship between variables at a specific point in time and cannot establish a cause-and-effect relationship. The variables studied were limited to growth mindset as the independent variable and resilience as the dependent variable, without considering other factors that might influence resilience. Furthermore, the study was confined to the city of Medan; therefore, the results cannot be generalized to other regions in Indonesia (Lou, 2025).

Empirical studies specifically examining the relationship between growth mindset and resilience among students at private universities (PTS) who failed to gain admission to public universities (PTN) remain limited. Previous research has mostly examined

resilience among the general student population, nursing students, senior students, or student organization leaders, without focusing on groups experiencing academic transition due to failure to gain admission to PTNs. Studies on growth mindset in the context of failure to gain admission to public universities in Indonesia are also still rare, particularly those directly linking it to the development of resilience (Koenig, 2012). Furthermore, there has been little research examining these two variables within a specific geographic context—namely, students at private universities in the city of Medan, which is one of the regions with a high number of participants in the national admissions selection process. Existing studies tend to address resilience or a growth mindset separately; therefore, further research is needed to integrate both within the framework of academic failure and adjustment within the private university environment (King et al., 2026).

Method

This study employed a quantitative correlational approach, conducted in a structured and systematic manner to analyze the relationships among variables. This approach was chosen because it aligns with the objective of determining the relationship between a growth mindset and resilience (Gorleku et al., 2018). The data analysis technique used was Pearson's product-moment correlation, in which the correlation coefficient is calculated using the formula:

$$r_{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{\{n \sum x^2 - (\sum x)^2\} \{n \sum y^2 - (\sum y)^2\}}} \quad (1)$$

to measure the direction and strength of the relationship between the two variables. The independent variable in this study is a growth mindset, which is an individual's belief that intelligence, talent, ability, and personality can be developed through effort, the learning process, experience, and perseverance. The dependent variable is resilience, which is an individual's ability to endure, face, overcome,

and adapt positively to pressure, stress, or adverse conditions, as well as to recover after experiencing setbacks. Growth mindset is measured using a scale developed based on the following aspects. This includes the belief that intelligence, talent, and personality can be developed; that challenges, difficulties, and failures are important for personal growth; that effort and hard work contribute to success; and that criticism and input from others serve as feedback. Resilience is measured on a scale based on these aspects which includes personal competence and perseverance, trust in one's instincts and tolerance for negative emotions, positive self-acceptance of change and a sense of security in relationships, self-control, and spiritual influence. The higher the total score a respondent achieves on each scale, the higher their level of growth mindset or resilience (Lopez-Fuentes et al., 2025).

The research subjects were active students at a private university in Medan, enrolled in the 2025 cohort, who had failed to gain admission to a public university, including both men and women. Since the population size was not precisely known, sampling was conducted using purposive sampling based on predetermined characteristics. The sample size was determined using the Isaac and Michael table with a 5 percent margin of error, resulting in a sample of 349 respondents (Hall et al., 2021).

Data collection used a Likert-type psychological scale with four response options: Strongly Agree, Agree, Disagree, and Strongly Disagree. The items consisted of favorable and unfavorable statements. For favorable items, scores ranged from 4 to 1, while for unfavorable items, scores ranged from 1 to 4. The Growth Mindset scale initially consisted of 20 items, and the Resilience scale consisted of 32 items, each structured based on the blueprint of the respective theoretical aspects. A pilot study was conducted on 50 private university students who had failed to gain admission to public universities in Medan from April 17 to 20, 2026. The results of the pilot study, analyzed using SPSS 20.0 for Windows, showed that the Growth Mindset

scale had a Cronbach's Alpha reliability of 0.918, with two items excluded, leaving 18 valid items, while the Resilience scale had a reliability of 0.951 with no items excluded, meaning all 32 items were deemed valid. An item is considered valid if its item-total correlation coefficient is equal to or greater than 0.3, and a scale is considered reliable if its Cronbach's Alpha value is greater than 0.6.

The research was conducted from April 30 to May 28, 2026, by distributing questionnaires offline at 19 private universities in the city of Medan and online via Google Forms shared through WhatsApp and Instagram. Each email account was limited to one response to avoid duplicate data (Dweck & Yeager, 2020).

Data analysis was performed using descriptive and inferential statistics. Prior to hypothesis testing, assumption tests were conducted, including the Kolmogorov-Smirnov normality test, with the criterion that data are normally distributed if the significance value is greater than 0.05 and a linearity test, with the criterion for a linear relationship being that the "Deviation from Linearity" significance value is greater than 0.05. Once the assumptions were met, hypothesis testing was performed using the Pearson Product-Moment correlation. The hypothesis was accepted if the significance value was less than 0.05, while the correlation coefficient was used to interpret the direction and strength of the relationship between growth mindset and resilience (Bernecker & Job, 2019).

Results And Discussion

The study was conducted from April 30 to May 28, 2026, involving 361 students from private universities in Medan who had failed to gain admission to public universities. Data collection was carried out both online and offline until the required number of participants was reached. Overall, female participants outnumbered male participants (74% vs. 26%). Respondents' ages ranged from 17 to 20 years, with the largest group being 19-year-olds (54%), followed by 18-year-olds

(38.8%). All respondents were part of the 2025 intake and were distributed across 19 private universities, with HKBP Nommensen University accounting for the largest share (10.2%), followed by the Indonesian Methodist University and Medan Area University (Baron et al., 2026). The most represented faculties were Economics and Business, as well as Education and Educational Sciences. In terms of ethnicity, the Toba Batak group dominated (44.9%), followed by the Javanese. Most respondents participated in more than one state university admission track (SNBP/SNBT), lived with their parents (51%), and had parents whose highest level of education was high school (56.5% for both fathers and mothers) (Chamadia & Qureshi, 2021).

The results of the descriptive analysis show that the empirical mean for growth mindset (57.22) is higher than the hypothetical mean (45), with a lower standard deviation ($7.79 < 9$). A similar pattern is observed for resilience, where the empirical mean (99.22) also exceeds the hypothetical mean (80) and has a smaller standard deviation ($14.88 < 16$). These findings indicate that 2025-intake private university students in Medan who failed to gain admission to public universities tend to have higher levels of growth mindset and resilience than theoretical assumptions suggest. Scores were then categorized by dividing the subjects into high, moderate, and low categories based on the mean ± 1 SD, where scores above the mean + 1 SD were classified as high, scores between the mean - 1 SD and the mean + 1 SD were classified as moderate, and scores below the mean - 1 SD were classified as low.

In this study, the growth mindset variable was measured using a psychological scale consisting of 18 items with a response range of 1 to 4. Thus, the minimum possible score was 18, the maximum score was 72, the midpoint (range) was 54, the mean was 45, and the standard deviation was 9. An overview of the categorization of growth mindset scores among all respondents showed that the majority of research subjects fell into the high

category. Of the total 361 respondents, 242 individuals, or 67 percent, had a high growth mindset; 106 individuals, or 29.4 percent, were in the moderate category; and only 13 individuals, or 3.6 percent, fell into the low category. These findings indicate that the majority of private university students in Medan who failed to gain admission to public universities hold a strong belief that their abilities, intelligence, and potential can be developed through effort, learning, and experience (Baysal, 2022).

When analyzed by gender, a similar pattern emerged. Of the 93 male respondents, the majority fell into the high category, 65 people, or 69.9 percent followed by 23 people, or 24.7 percent, in the moderate category, and 5 people, or 5.4 percent, in the low category. Among the 268 female respondents, 177 (66 percent) fell into the high category, 83 (31 percent) into the moderate category, and 8 (3 percent) into the low category. Both men and women exhibited a high tendency toward a growth mindset in relatively comparable proportions; thus, it can be concluded that gender is not a significant differentiating factor in the growth mindset levels of the study participants.

By age, all age groups were also dominated by the high category. Among 17-year-olds—a group consisting of only 3 respondents—2 people, or 66.7 percent, fell into the high category, and 1 person, or 33.3 percent, fell into the moderate category. The 18-year-old age group, consisting of 140 people, showed that 96 people, or 68.6 percent, were in the high category, 42 people, or 30 percent, were in the moderate category, and only 2 people, or 1.4 percent, were in the low category. The 19-year-old group, the largest with 195 respondents, had 128 people (65.6 percent) in the high category, 56 people (28.7 percent) in the moderate category, and 11 people (5.6 percent) in the low category. Meanwhile, among the 23 respondents aged 20, 16 people (69.6 percent) were in the high category and 7 people (30.4 percent) were in the moderate category, with none in the low category. The percentage of respondents in the

high category, which consistently ranged from 65.6 to 69.6 percent across all age groups, confirms that a high growth mindset is a widespread characteristic, even though the number of respondents aged 17 and 20 was relatively limited (Barclay, 2017).

An analysis based on university origin reveals greater variation, but the “high” category remains dominant at most universities. Nahdlatul Ulama University of North Sumatra recorded the highest proportion, with 90.9 percent of respondents in the “high” category, followed by Potensi Utama University at 88.2 percent, Darma Agung University and Mikroskil University at 87.5 percent each, and Prima Indonesia University at 81.5 percent. Budi Darma University, Dharmawangsa University, Muhammadiyah University of North Sumatra, Sari Mutiara University, HKBP Nommensen University in Medan, Al Azhar University, Medan Area University, Battuta University, Santo Thomas Catholic University, and Methodist University of Indonesia also showed a majority of respondents in the “high” category, with percentages ranging from 58.8 to 78.6 percent. Several universities showed a more prominent proportion in the “moderate” category, such as Quality University with 75 percent in the moderate category and North Sumatra Islamic University with 48.3 percent in the moderate category compared to 44.8 percent in the “high” category. The “low” category appeared only in small numbers and was limited to just a few universities (Bai et al., 2021).

A similar pattern was also found when the data was grouped by faculty. The majority of faculties were dominated by the “high” category. The faculties of Business, Medicine, Dentistry, Science, Technology, and Information, as well as Social Sciences, even reached 100 percent of respondents in the “high” category, although the number of respondents in some of these faculties was very limited. The faculties of Psychology, Engineering and Computer Science, Law, Social Sciences and Political Science, and Economics also showed a high proportion of

respondents in the high category, each exceeding 75 percent. In contrast, the Faculty of Computer Science and the Faculty of Engineering were dominated by the medium category, at 50 percent and 66.7 percent, respectively. The “low” category was found only in a small number of faculties, such as Economics and Business, Pharmacy and Health Sciences, Law, Computer Science, and several other science and engineering faculties. These findings indicate that, despite variations across academic disciplines, a high growth mindset remains the most prominent characteristic among students at private universities who were the subjects of this study.

All respondents analyzed were from the class of 2025. Of these 361 students, 242, or 67 percent, fell into the high category; 106, or 29.4 percent, into the moderate category; and 13, or 3.6 percent, into the low category. The predominance of the high category in this cohort confirms that the majority of students who have just entered private higher education after failing to gain admission to a public university have a positive belief in their ability to grow through effort and continuous learning (Cunningham et al., 2023).

By ethnicity, the majority of ethnic groups also showed that the “high” category was the most dominant. The Toba Batak, as the largest group, had 69.8 percent of respondents in the high category, followed by the Javanese at 69 percent, the Mandailing at 80 percent, the Malay at 70 percent, the Acehnese at 66.7 percent, and several other ethnic groups such as the Minang, Padang, and Alas Acehnese, which reached 100 percent. The Karo Batak and Nias ethnic groups were also dominated by the high category, although their percentages were slightly lower. Several ethnic groups with very small numbers of respondents were all in the “moderate” category, such as the Ambon, Banjar, Banten, Batak Angkola, Mentawai, Sikumbang, and Chinese. The “low” category was found only among the Batak Karo, Batak Toba, Javanese, and Nias ethnic groups in small proportions (Azizah et al., 2023).

Grouping based on the state university (PTN) admission pathways previously taken also yielded consistent findings. Respondents who participated in the SNBP had the highest proportion in the “high” category at 74.6 percent, followed by the Mandiri pathway at 67.4 percent, a combination of more than one pathway at 66.7 percent, and the SNBT at 62.4 percent. The “low” category remained very small across all pathways. This indicates that experience with a particular admission pathway does not alter the pattern of high growth mindset dominance among students who subsequently pursue their education at private universities.

The respondents’ living arrangements also did not alter the overall pattern. The group living alone actually recorded the highest proportion in the “high” category at 76.8 percent, followed by those living with parents at 66.8 percent, with friends at 65.4 percent, and with guardians or family at 63.6 percent. The group living with siblings showed a balanced proportion between the high and moderate categories. These findings indicate that living arrangements are not a significant factor in distinguishing levels of growth mindset (Tang et al., 2019).

Similarly, when analyzed based on parental education, the high category remained dominant across nearly all levels for both fathers and mothers. Regarding fathers’ education, the highest proportion in the high category was found among those with a diploma (76.9 percent) and elementary school graduates (73.9 percent), while high school graduates, the largest group had 69.1 percent in the high category. Only among fathers with no formal education was the proportion in the moderate category more prominent. A similar pattern is seen in mothers’ education, where the Master’s/Doctorate group even reached 87.5 percent in the high category, followed by elementary school at 76.9 percent and diploma at 69.6 percent. The group of mothers with no formal education showed a balanced proportion of high and moderate categories.

The growth mindset variable was measured using an 18-item psychological scale

with a score range of 1–4, resulting in a minimum score of 18, a maximum score of 72, a range of 54, a mean of 45, and a standard deviation of 9. The overall categorization results show that the majority of the 361 respondents fell into the high category (242 people, or 67%), followed by the moderate category (106 people, or 29.4%), and the low category (only 13 people, or 3.6%). This pattern of dominance in the high category remained consistent when the data were analyzed by gender, age, university of origin, faculty, enrollment year, ethnicity, state university admission pathway, living arrangement, and the educational level of the father and mother. Among both males and females, across all age groups (17–20 years), at nearly all universities and faculties, and across various ethnic backgrounds and admission pathways, the “high” category accounted for the largest proportion. Although there were a few small groups with more balanced category proportions or moderate dominance (such as the Faculty of Computer Science and Engineering at Quality University, as well as some ethnic groups with a very limited number of respondents), the number of respondents in the low category remained very small across all subgroups. These findings indicate that students at private universities in Medan who failed to gain admission to public universities generally hold a strong belief that ability and intelligence can be developed through effort, learning, and experience; thus, a growth mindset is a fairly strong characteristic among the study participants (Bereczki & Nagy, 2023).

The research results show that the resilience variable was measured using a psychological scale consisting of 32 items with a score range of 1–4, yielding a minimum score of 32, a maximum of 128, a range of 96, a mean of 80, and a standard deviation of 16. Of the total 361 respondents, the majority fell into the high resilience category (62% or 224 people), followed by the moderate category (31.3% or 113 people), and the low category (6.6% or 24 people).

The same pattern is evident when the data is analyzed by gender, age, university of origin, faculty, admission cohort, ethnicity, state university admission pathway, living arrangement, and parents' education levels. For both men and women, the 18–20 age group, nearly all private universities, and the majority of faculties are dominated by the "high" category. Similarly, for the class of 2025, across various ethnic backgrounds, admission pathways (SNBP, SNBT, independent, or a combination), living arrangements, and parental education levels, the high resilience category remains the most dominant.

The results of the descriptive analysis show that the four aspects of growth mindset among private university students in Medan who failed to gain admission to public universities tend to fall predominantly into the high and moderate categories. The belief that intelligence, talent, and personality can be developed ranked highest, with 64.8% of respondents falling into the high category, followed by the belief that effort and hard work contribute to success at 62.6%. The belief that challenges and failures are important for self-development was also predominantly in the high category (55.4%), while the acceptance of criticism and feedback as constructive input was more commonly in the moderate category (51.5%). These findings indicate that the majority of respondents have a strong belief in their ability to grow and value effort, although their openness to criticism remains at a relatively moderate level (Bai & Wang, 2023).

Regarding resilience, the distribution of categories shows a slightly different pattern. The aspect of spiritual influence was the most dominant, with 68.1% of respondents falling into the "high" category, followed by personal competence and tenacity at 51%. The aspects of positive self-acceptance of change and a sense of security in social relationships were also quite strong, with 49% falling into the "high" category. Conversely, the aspects of trust in one's instincts and tolerance for negative emotions and stress were more frequently in the moderate category (58.7%), as was the aspect of self-control (55.7%).

The results of the assumption tests indicate that the data for the growth mindset and resilience variables meet the normality criteria. The One-Sample Kolmogorov-Smirnov test yielded significance values of 0.064 for growth mindset and 0.126 for resilience; both values are greater than 0.05, so the data are deemed to be normally distributed. Furthermore, the linearity test yielded a significance value for Deviation from Linearity of 0.091, which is also greater than 0.05, indicating that the relationship between growth mindset and resilience is linear.

Since the assumptions of normality and linearity were met, hypothesis testing was conducted using Pearson's product-moment correlation analysis. The results of the analysis showed a significance value of 0.000 ($p < 0.05$) with a correlation coefficient of 0.788. These findings indicate a significant and strong positive relationship between a growth mindset and resilience. The higher the students' growth mindset, the higher their level of resilience. The growth mindset accounts for 62% of the variance in resilience, while the remaining 38% is influenced by other factors outside the scope of this study. Thus, the alternative hypothesis is accepted, and the null hypothesis is rejected.

Discussion

This study examined the relationship between growth mindset and resilience among private university students in Medan who were unsuccessful in gaining admission to public universities. The results of the hypothesis test, which used the Pearson product-moment correlation technique, showed a significance value of 0.000 ($p < 0.05$) and a correlation coefficient of 0.788. The null hypothesis was rejected, and the alternative hypothesis was accepted. The findings indicate a significant and strong positive relationship between the two variables. The higher the growth mindset, the higher the students' level of resilience. This positive relationship is consistent with the classification of correlation coefficients according to (Khajavy et al., 2021).

These results are consistent with the findings (Prayudy et al., 2025) which found a significant positive correlation between growth mindset and resilience among the BEM FKIP ULM executive board members ($r = 0.477$). Similarly, the study (Fatimah & Saptandari, 2022) among high school students, yielding a correlation coefficient of 0.372. Although the strength of the relationship in this study was higher, the direction and significance of the findings remained consistent. This reinforces the role of a growth mindset as one of the key psychological factors contributing to an individual's ability to cope with challenges and difficulties.

Descriptive analysis shows that the empirical means of both variables are higher than the hypothetical means. For the growth mindset variable, the empirical mean of 57.22 is greater than the hypothetical mean of 45, while for resilience, the empirical mean of 99.22 is greater than the hypothetical mean of 80. Both variables fall into the high category. Private university students in Medan who failed to gain admission to public universities tend to view failure as part of the learning process, rather than the end of their opportunities. They are able to use this experience as motivation to improve themselves, enhance their abilities, and develop their potential. This enables them to face academic challenges with greater optimism, resist giving up easily, and build positive social relationships within their private university environment.

These findings in the high-resilience category contrast with the initial findings identified through a survey and interviews with 24 students. The initial survey showed that 57% of respondents fell into the low-resilience category, 39% into the moderate category, and only 4% into the high category. The interviews revealed psychological stress in the form of disappointment, sadness, feelings of inferiority, decreased motivation, withdrawal, and difficulty accepting reality. This discrepancy can be explained by Schlossberg's transition theory (Barclay, 2017). Failure to gain admission to a public university

is a form of "non-event transition", that is, an unplanned transition. In the early stages, individuals typically exhibit negative emotional responses, a decline in self-confidence, and confusion. Over time, individuals who have access to adequate internal and external resources will develop coping strategies, redefine their goals, and adapt to their new environment (Hobfoll, 2002; Moos, 1984).

This explanation is also consistent with the view that (Masten, 2001, 2025) that resilience is not a fixed, innate trait, but rather a positive adaptive process (ordinary magic) that develops through the experience of facing difficulties. (Fletcher & Sarkar, 2013; Windle, 2011) emphasizes that resilience is the ability to bounce back, adapt positively to stress, and maintain healthy psychological functioning. After going through the adaptation process at a private university, gaining new academic experiences, building social relationships, and rediscovering their educational goals, most students were able to develop greater resilience (Nabila Putri & Japar, 2020).

The high level of growth mindset among the research participants reinforced this adaptation process. According to (Dweck, 2006), Individuals with a growth mindset believe that intelligence and abilities can be developed through effort, the right strategies, and learning from experience. This belief means that failure is not seen as evidence of incompetence, but rather as feedback for self-improvement. (Yeager & Dweck, 2012) explains that individuals with a growth mindset demonstrate greater adaptability when facing academic failure because they view obstacles as challenges that can still be overcome. (Lou, 2025) also found that a growth mindset contributes to increased resilience in high-pressure situations (Apriliyani & Haniyah, 2024).

An analysis of the growth mindset aspects shows that the majority of aspects fall into the "high" category. The aspect regarding the belief that intelligence, talent, and personality can be developed has the highest percentage in the "high" category (64.8%).

These findings are consistent with (Gutman & Akerman, 2008) and supported by (Bernecker & Job, 2019) which found that a belief in one's ability to grow helps individuals maintain their motivation to learn even when they come from less-than-ideal circumstances. The belief that effort and hard work contribute to success was also high (62.6%), consistent with the findings (Yeager et al., 2019) and (Zintz, 2018) that students with a growth mindset tend to use more effective learning strategies and show improved academic performance. The belief that challenges and failures are important for personal development scored high (55.4%), supporting the view that (Yeager & Dweck, 2020) regarding greater persistence among individuals with a growth mindset.

Meanwhile, the belief that criticism and feedback contribute to success was predominantly in the "moderate" category (51.5%). These results indicate that openness to criticism still needs to be strengthened. (Murphy & Thomas, 2008) and (Rege et al., 2021) explains that individuals with a growth mindset tend to view feedback as a learning opportunity, whereas those with a fixed mindset are more likely to feel threatened. The predominance of the "moderate" category in this aspect indicates that some students still need to develop their ability to view criticism constructively.

Regarding the resilience variable, the aspects of personal competence and tenacity fell into the high category (51.0%). This finding is consistent with (Dweck & Yeager, 2020) regarding the ability to cope and make use of personal resources. Positive self-acceptance of change and a sense of security in relationships with others are also high (49.0%), supported by (King et al., 2026) which emphasizes the role of positive social relationships as a protective factor. The aspect of spiritual influence had the highest percentage in the "high" category (68.1%). Spirituality serves as a source of strength, hope, and meaning in life.

Two aspects fall into the moderate-to-high category: trust in one's instincts, tolerance for negative emotions, and resilience to the effects of stress (58.7%), as well as self-control

(55.7%). These results indicate that the ability to manage negative emotions and control one's responses still needs to be developed. (Hall et al., 2021) emphasizes the importance of emotional regulation and impulse control, whereas (Tugade & Fredrickson, 2007) and (McCraty & Tomasino, 2006) highlights the role of positive emotions and self-control in coping with stress.

An analysis based on demographic characteristics reinforces the finding that a growth mindset and high resilience are prevalent across various groups. The majority of respondents were women (74%) and 19 years old (54%). (Pearson, 1992) explains that women tend to be more reflective and open to experiencing things as a learning process. (Fischer & Pruyne, 2003) states that early adulthood is characterized by an increase in reflective thinking and the ability to adapt to change. By ethnic group, the "high" category dominated nearly all groups (Toba Batak, Javanese, Malay, Mandailing, and others). These findings are consistent with (Lopez-Fuentes et al., 2025) that a growth mindset develops through interaction with various environmental systems and is not limited to specific cultural groups. The fact that the majority of parents have a high school education also supports these findings (Gorleku et al., 2018) regarding the role of the family environment in fostering a growth mindset (Christina, 2019).

Nevertheless, there is still a small proportion of students who fall into the low category. This suggests that resilience is influenced by factors other than a growth mindset. (Wen et al., 2021) emphasizes that resilience is shaped by the interaction of internal factors (self-esteem, self-efficacy) and external factors (social support). (Lopez-Fuentes et al., 2025) found that self-esteem, self-efficacy, and social support significantly contribute to students' resilience. (Kramer & Winter, 2018)

Conclusion

Based on the research findings, a significant and positive relationship was

theoretically found between a growth mindset and resilience among private university students in Medan who failed to gain admission to public universities ($r = 0.788$; $p < 0.05$). This finding reinforces the understanding that the stronger a person's growth mindset, the greater their ability to persevere, adapt, and bounce back after experiencing failure. Both variables fall into the high category, with growth mindset contributing 62% to resilience, while the remaining 38% is influenced by other factors not examined in this study (Wok, 2020).

In practical terms, these findings underscore the importance of maintaining and developing a growth mindset among students to ensure their resilience remains optimal throughout their education. Higher education institutions can use these findings as a basis for developing psychoeducational programs, training, and counseling that support students' mental health. For future researchers, the study can be expanded by examining other factors that influence resilience and by involving a broader population outside the city of Medan.

Author Contributions

This article was written by two individuals, Siregar., T.N. & Rosito, A.C, who have read and approved the published version of this manuscript, Siregar., T.N. & Rosito, A.C, designed the study and analyzed the data, while Siregar., T.N. & Rosito, A.C performed the laboratory work. Siregar., T.N. & Rosito, A.C, wrote the manuscript. They drafted the original manuscript, prepared the introduction, results, discussion, methodology, and conclusion. Siregar., T.N. & Rosito, A.C, also contributed ideas to the research process, data processing, translation into English, review, and editing. All members of the research team collaborated at every stage until this article was completed.

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Conflicts of Interest

This research is conducted to provide information to the public regarding the research that has been conducted so that it can be used for educational purposes. In addition, this research is used by researchers for lecturer performance loads and accreditation needs of study programmes and institutions.

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