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THE IMPACT OF GROWTH MINDSET AND INTRINSIC MOTIVATION ON SELF-REGULATED LEARNING: A STUDY OF MAHASANTRI AT MA'HAD AL-JAMI'AH

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ABSTRAK

Self-Regulated Learning (SRL) merupakan aspek yang sangat penting bagi mahasiswa Ma'had Al-Jami'ah yang harus mengkomodir beban akademik ganda. Temuan awal menunjukkan bahwa tingkat SRL dari mahasiswa belum optimal, ditandai dengan rendahnya inisiatif dalam mengikuti shalat berjamaah, pasifnya partisipasi, dan ketergantungan terhadap pengawasan eksternal. Penelitian ini bertujuan untuk menganalisis dan membuktikan secara empiris pengaruh simultan dari growth mindset dan motivasi intrinsik terhadap SRL mahasiswa, yang secara teoretis merupakan faktor psikologis utama dalam pembentukan kemandirian belajar. Menggunakan pendekatan kuantitatif dengan metode korelasi pada 51 responden melalui teknik incidental sampling, data dianalisis menggunakan uji korelasi Spearman's rho dan Pearson, serta analisis regresi linear berganda, setelah instrumen divalidasi dan diuji reliabilitas (Alpha Cronbach 0,933). Hasil penelitian menunjukkan bahwa kedua variabel memiliki hubungan positif yang signifikan dan kuat terhadap SRL (*Growth Mindset*: $r = 0,681$; *Motivasi Intrinsik*: $r = 0,803$). Secara simultan, growth mindset dan motivasi intrinsik berkontribusi sebesar 67,6% terhadap variasi SRL mahasiswa ($F = 49,976$, $p < 0,05$), dengan motivasi intrinsik menjadi prediktor yang paling dominan ($B = 0,527$). Temuan ini memberikan implikasi urgensi dari penguatan growth mindset dan motivasi intrinsik dalam desain pembinaan mahasiswa di Ma'had Al-Jami'ah dengan basis self-regulated learning.

Keywords:

Motivation intrinsic;
self-regulated
learning; growth
mindset

ABSTRACT

Self-Regulated Learning (SRL) is crucial aspect for Mahasantri at Ma'had Al-Jami'ah who manage dual academic workloads. Preliminary findings indicate suboptimal SRL levels, evidenced by low initiative in congregational prayers and a reliance on external supervision. This study empirically analyzes the simultaneous impact of growth mindset and intrinsic motivation on SRL theoretically the primary psychological drivers of learning independence. Employing a quantitative correlational method with 51 respondents through incidental sampling, data were analyzed using Spearman's rho, Pearson correlation tests, and multiple linear regression analysis, following rigorous validity and reliability testing (Alpha Cronbach 0.933). Result demonstrate that both variables had a significant and strong positive relationship with SRL (*Growth Mindset*: $r = 0.681$; *Intrinsic Motivation*: $r = 0.803$). Simultaneously, growth mindset and intrinsic motivation contributed 67.6% to the variation in SRL of students ($F = 49.976$, $p < 0.05$), with intrinsic motivation being the most dominant predictor ($B = 0.527$). This finding provides implications for the urgency of strengthening the growth mindset and intrinsic motivation in the design of student development at Ma'had Al-Jami'ah on the basis of self-regulated learning. These finding highlight the urgency of fostering a growth mindset and internalizing motivation within mahasantri development programs to enhance effective self-regulated learning.

A. INTRODUCTION

The new role as a student requires independence, which often leads to unpreparedness or *culture shock* (Daulay, 2021) . This challenge is even more pronounced for Ma'had students who face a double academic burden, making them prone to *burnout* and procrastination (Marchella et al., 2023) . Therefore, academic success no longer depends solely on intellectual intelligence, but also on strong self-management skills (Suciati, 2016) . This self-management ability is known as *Self-Regulated Learning* (SRL). Zimmerman defines *self-regulated learning* as a systematic effort by students to direct their focus, cognitive strategies, and self-motivation to achieve and evaluate learning goals independently (Thoyibah et al., 2024) .

In a boarding school education ecosystem such as Ma'had Al-Jami'ah, *self-regulated learning* is a key pillar. Students are not only required to master academic material, but also to be able to manage their learning strategies, manage their time between lectures and ma'had activities, and control their learning environment independently without supervision from *musyrif-musyrifah*. Without good *self-regulated learning*, students are prone to getting stuck in meaningless routines or simply fulfilling their obligations.

Based on preliminary observations at Ma'had Al-Jami'ah UIN Sunan Gunung Djati Bandung, it appears that the *self-regulated learning* abilities of students are still not optimal. This can be seen from several indicators of failure in self-management and environmental management. For example, there is weak time management and self-control, and there are still students who must be woken up or reminded repeatedly to pray in congregation. Then there is the passive cognitive involvement in learning, where students tend to be passive listeners, showing a lack of initiative in learning strategies. Furthermore, there is poor environmental management, where awareness of maintaining the cleanliness of rooms and *buildings* is highly dependent on duty schedules and *the control of supervisors*. This phenomenon indicates that the process of self-regulation among students has not yet been formed internally.

Two key psychological factors believed to play a crucial role in the formation of *self-regulated learning* are *growth mindset* and intrinsic motivation. According to Carol S. Dweck, *growth mindset* refers to the belief that abilities and intelligence can be developed through effort, strategy, learning, and support from others (Dweck, 2006) . Conversely, individuals with a *fixed mindset* believe that abilities are fixed and cannot be significantly changed. Meanwhile, according to Deci and Ryan, intrinsic motivation is the drive to perform an activity because the activity itself is considered enjoyable, challenging, or meaningful, not because of external rewards or pressure (Deci, E. L., & Ryan, 1985) .

Previous studies reinforce the urgency of this research. For example, studies have concluded that the perseverance and enthusiasm (*grit*) of psychology students are significantly influenced by their beliefs about their abilities, whether they believe those abilities can be developed (*growth mindset*) or are fixed (*fixed mindset*) (Genia et al., 2007) . Furthermore, research shows a significant positive relationship between *growth mindset* and academic self-efficacy among students ($R_{XY} = 0.507$). The coefficient of determination (R^2) is 0.257, indicating that *growth mindset* only contributes 25.7% to academic self-efficacy , with the remainder influenced by other factors that have not been studied (Wahyukencana & Utami, 2024) . This was followed by research that found a negative relationship between *growth mindset* and academic stress, meaning that the

higher the students' *growth mindset*, the lower their academic stress levels. However, the influence of *growth mindset* on academic stress was only 6.6% (regression coefficient 0.066), indicating the dominance of other factors (Junita et al., 2023) . Finally, research on Islamic boarding school students found that there is a positive and significant ($t\text{-count} > t\text{-table}$) influence of *growth mindset* on academic *grit*, with a contribution of 13.5%. These results indicate that *grit* in the Ma'had environment is also influenced by other factors such as motivation, intention, and consistency (Novanto, 2023) .

Although previous studies have confirmed the significant role of *growth mindset* in improving various positive constructs such as *grit* and academic self-efficacy among students and santri, there is a substantial gap because these studies generally only focus on one predictor variable and use dependent variables that are cognitive or non-behavioral in nature. This study fills this gap by simultaneously testing the influence of two main internal drivers, namely *growth mindset* and intrinsic motivation, on *the self-regulated learning* of students, which is measured through specific and practical collective behavior indicators in the Ma'had environment, such as group initiatives, learning participation, and maintaining cleanliness, thereby providing a more comprehensive understanding.

Based on the theoretical framework presented and previous research findings, growth mindset is expected to play a role in encouraging individuals to continue to strive and use effective learning strategies, thereby improving self-regulated learning abilities. On the other hand, intrinsic motivation originating from within the individual is also thought to encourage active involvement, independence, and perseverance in managing the learning process. Therefore, this study proposes the hypothesis that growth mindset has a positive effect on self-regulated learning, intrinsic motivation has a positive effect on self-regulated learning, and growth mindset and intrinsic motivation together have a positive effect on the self-regulated learning of mahasantri. This study aims to analyze and empirically prove the extent of the influence of *growth mindset* and intrinsic motivation of mahasantri on *self-regulated learning* at Ma'had Al-Jami'ah UIN Sunan Gunung Djati Bandung.

B. METHOD

This study uses a quantitative approach with a correlation method. The sample determination in this study refers to Arikunto's guideline, which states that if the population is more than 100 people, the sample can be taken from 10-20% of the total population (Arikunto, 2010) . The population of this study was 402 people, so that an adequate sample was in the range of 40-80 respondents. In this study, 51 respondents, who were students at Ma'had Al-Jami'ah UIN Sunan Gunung Djati Bandung, completed the questionnaire. This number is equivalent to 12.68% of the population and is still within the range recommended by Arikunto, so it is considered representative of the population. Furthermore, the research instrument was a closed-ended questionnaire using the Likert scale, which is a measurement method used to measure a person's opinion using a questionnaire to determine the scale of attitude towards a particular object by giving a score to each answer on a scale of 1-5 points (Sugiyono, 2016) . Where point 1 means never, point 2 means once, point 3 means sometimes, point 4 means often, and point 5 means always. Then, in terms of variable operationalization, this study uses three variables, where the first variable is *Growth Mindset* (X_1), which is measured through indicators that include: a) the belief that intelligence, talent, and character can

be developed, b) the belief that challenges, difficulties, and failures are important for self-development, c) the belief that effort and hard work contribute to success, d) and the belief that criticism and input from others can be used as *feedback* to improve. The second variable is intrinsic motivation (X_2), which is measured through indicators that include: a) desire and willingness to succeed, b) drive and need to learn, c) and hopes and aspirations. The third variable is *Self-Regulated Learning* (Y), which is measured through indicators that include: a) individuals designing their own learning according to their needs or goals, b) individuals choosing strategies to implement their learning plans, c) and individuals monitoring their own learning progress, evaluating their learning outcomes, and comparing them with certain standards. In addition, the use of 51 respondents also considered the practical aspects of data collection and the feasibility of the sample size for statistical analysis, including validity tests, reliability tests, normality tests, and correlation tests. The sampling technique used was *incidental sampling*, which is the selection of samples based on available respondents who were willing to fill out the questionnaire, which is commonly used in survey-based educational research (Sugiyono, 2017) . In this case, according to Green in his book entitled *How Many Subjects Does It Take to Do a Regression Analysis*, the minimum regression sample = $50 + 8k$, where k is 2 variables, so $50 + 16 = 66$ (Green, 1991) . Therefore, a sample size of 51 respondents is considered sufficient for analysis, but it is at the minimum level, which is one of the limitations of this study, in addition to the use of *incidental sampling* techniques that can limit generalization, so the results of the study need to be interpreted with caution.

C. RESULT AND DISCUSSION

Table 1. Validity Test

Variable	Growth Mindset	R Table	Description	
Growth Mindset	0.657	0,273	Valid	
	0.714	0,273	Valid	
	0.763	0,273	Valid	
	0.628	0,273	Valid	
	0.614	0,273	Valid	
	0.779	0,273	Valid	
	0.651	0,273	Valid	
	0.667	0,273	Valid	
	Intrinsic Motivation	0.661	0,273	Valid
		0.535	0,273	Valid
		0.772	0,273	Valid
		0.669	0,273	Valid
		0.421	0,273	Valid
		0.634	0,273	Valid
		0.341	0,273	Valid
		0.575	0,273	Valid
		0.626	0,273	Valid
0.472		0,273	Valid	
0.694	0,273	Valid		

<i>Self Regulated Learning</i>	0.482	0,273	Valid
	0.548	0,273	Valid
	0.358	0,273	Valid
	0.47	0,273	Valid
	0.477	0,273	Valid
	0.374	0,273	Valid

The table r value of 51 respondents according to the Pearson and Spearman correlation tests is determined by: $df = N - 2 = 51 - 2 = 49$, then the table r value for $df = 49$ is obtained. Therefore, the significance level of 5% (0.05) = 0.273 and the significance level of 1% (0.01) = 0.354 were obtained. From the data above, the table r of $0.05 = 0.273$ and the table r of $0.01 = 0.354$ were obtained. It can be concluded that all item validity values above are greater than the table r, so all items are valid.

Table 2. Reliability Test

Reliability Statistics	
Cronbach's Alpha	N of Items
.933	25

Based on the calculations, Cronbach's Alpha value of 0.933 was obtained for all 25 items. This value is very high, as it exceeds the minimum reliability threshold of 0.70. Therefore, each statement point in the *growth mindset*, intrinsic motivation, and *self-regulated learning* measurement tools is considered reliable and suitable for use as a data collection instrument in this study. This high level of reliability indicates that the instrument can produce consistent and reliable measurement results that reflect the actual conditions of the respondents.

Table 3. Normality Test

		One-Sample Kolmogorov-Smirnov Test		
		X1	X2	Y
N		51	51	51
Normal Parameters ^{a,b}	Mean	31.96	33.41	27.84
	Std. Deviation	6.767	6.980	6.519
Most Extreme Differences	Absolute	.142	.097	.115
	Positive	.117	.061	.059
	Negative	-.142	-.097	-.115
Test Statistic		.142	.097	.115
Asymp. Sig. (2-tailed)		.012 ^c	.200 ^{c,d}	.088 ^c

a. Test distribution is Normal.

- b. Calculated from data.
- c. Lilliefors Significance Correction.
- d. This is a lower bound of the true significance.

According to the test results, the *growth mindset* variable (X₁) shows a significance value of 0.012, which is less than 0.05. Therefore, the data on variable X₁ is not normally distributed. Meanwhile, the intrinsic motivation variable (X₂) obtained a significance value of 0.200, while the *self-regulated learning* variable (Y) obtained a significance value of 0.088. Both values are greater than 0.05, so it can be concluded that the X₂ and Y variables are normally distributed.

Therefore, to test X₁ to Y, we used Spearman's rho test, which is non-parametric. Meanwhile, to test X₂ to Y, we used Pearson's correlation test because both variables met the normality requirements.

Table 4. Correlation Test

Correlations

			X ₁	Y
Spearman's rho	X ₁	Correlation Coefficient	1.000	.681**
		Sig. (2-tailed)	.	.000
		N	51	51
	Y	Correlation Coefficient	.681**	1.000
		Sig. (2-tailed)	.000	.
		N	51	51

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

Based on Spearman's rho test, a correlation coefficient of 0.681 with a significance of $0.000 < 0.05$ was obtained. This indicates that there is a strong and significant positive relationship between *growth mindset* and *self-regulated learning* among mahasantri. Thus, the higher the *growth mindset* of mahasantri, the better their ability in *self-regulated learning*.

Table 5. Pearson Correlation Results

Correlations

		X ₂	Y
X ₂	Pearson Correlation	1	.803**
	Sig. (2-tailed)		.000
	N	51	51
Y	Pearson Correlation	.803**	1

Sig. (2-tailed)	.000	
N	51	51

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

Based on the Pearson Correlation results above, the calculated R value of 0.803 is greater than the table R value (N=51) with a significance of 0.05, which is 0.2706. This means that the variables of growth mindset and intrinsic motivation are related or correlated with Self-Learning Regulation.

Table 6. Model Summary Test Results

R Square

Model Summary									
Model	R	Adjusted R	Std. Error of the Estimate	Change Statistics R Square Change	F Change	df1	df2	Sig. Change	F
1	.822 ^a	.676	3.790	.676	49.976	2	48	.000	

a. Predictors: (Constant), X₂, X₁

Based on the model summary test results, the R Square value obtained was 0.676. This means that the variables of *growth mindset* (X₁) and intrinsic motivation (X₂) simultaneously contributed 67.6% to the *self-regulated learning* of mahasantri, while the remaining 32.4% was influenced by other factors not examined in this study.

Table.7 Anova Test

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1435.414	2	717.707	49.976	.000 ^b
	Residual	689.331	48	14.361		
	Total	2124.745	50			

a. Dependent Variable: Y

b. Predictors: (Constant), X₂, X₁

Based on the ANOVA test results, a Sig. value of 0.000 < 0.05 was obtained. This indicates that the regression model constructed is significant, so it can be concluded that *growth mindset* and intrinsic motivation simultaneously have a significant effect on *self-regulated learning* among students.

Table 7. Multiple Linear Regression Test Results

Model	Coefficients ^a										
	Unstandardized Coefficients		Standardized Coefficients		t	Sig.	Correlations			Collinearity Statistics	
	B	Std. Error	Beta				Zero-order	Partial	Partial	Tolerance	VIF
1 (Constant)	1.126	2.733			.412	.682					
X1	.285	.134	.296		2.126	.039	.752	.293	.175	.348	2.871
X2	.527	.130	.564		4.049	.000	.803	.505	.333	.348	2.871

a. Dependent Variable: Y

The constant value of 1.126 indicates that when the variables of *growth mindset* (X1) and intrinsic motivation (X2) are zero, the base value of *self-regulated learning* (Y) is 1.126. This value is the starting point before the two independent variables exert their influence.

Based on the t-test results, the *growth mindset* variable has a B coefficient value of 0.285, a t-value of 2.126, and a significance of $0.039 < 0.05$, so it can be concluded that *growth mindset* has a positive and significant effect on *self-regulated learning* among students.

The intrinsic motivation variable has a B coefficient value of 0.527, a t value of 4.049, and a significance of $0.000 < 0.05$, so it can be concluded that intrinsic motivation has a positive and significant effect on *self-regulated learning*. This variable is the most dominant variable because it has the largest coefficient.

The results of the multiple linear regression analysis show that *growth mindset* (X1) and intrinsic motivation (X2) simultaneously have a significant effect on *self-regulated learning* (Y), as evidenced by the ANOVA Sig. value of 0.000. Partially, both variables also have a significant effect, where X1 has a Sig. of 0.039 and X2 has a Sig. of 0.000. The regression model produces an R Square value of 0.676, which means that both independent variables contribute 67.6% to *self-regulated learning*, while the remaining 32.4% is influenced by other variables outside the study.

Discussion

The Influence of Growth Mindset on Self-Regulated Learning

Based on the results of research conducted on first-semester students at Ma'had Al-Jami'ah UIN Sunan Gunung Djati Bandung, there is a significant influence between *growth mindset* and *self-regulated learning*. In addition, the results obtained using Spearman's rho test showed a significance value of less than 0.005, as indicated by a t-

value of 0.681 and a t-table value of 2.021. This shows that H_a can be accepted and H_0 rejected. From the data processing, the following indicators were established:

- a) Believing in one's potential
- b) Being earnest in facing challenges
- c) Possessing a progressive mindset
- d) Criticism as a form of learning
- e) Always thinking positively

Growth Mindset is the belief that abilities and intelligence can be developed through effort and strategy in learning from experience, including failure (Witir, 2025). The essence of *growth mindset* is a belief that one's potential is not fixed, but can be gradually improved (Prasetyo & Asbari, 2023). This is reinforced by the *Growth Mindset* theory proposed by Carol Dweck in her book *Mindset: The New Psychology of Success*, where she explains that an individual's achievements in learning, working, and life are greatly influenced by their mindset regarding their potential.

Therefore, a growth mindset in education means viewing every academic challenge as a process of improving abilities, not as a threat to self-esteem (Calicchio, 2023). A *growth mindset* plays a crucial role in learning, as it fosters awareness among students in performing tasks or engaging in activities related to the learning process (Jamhuri & Yusuf, 2025). This *growth mindset* also impacts students' independence. Someone with a *growth mindset* will not give up halfway and will try to find solutions to the problems they face (Ramadhanti et al., 2024). *Growth mindset* is a form of effort in developing all individual abilities to achieve something. A growth mindset can shape an independent and resilient personality, based on perseverance and effort.

From the data and statements above, it can be concluded that the higher the *growth mindset* of students, the higher their *self-regulated learning*. This means that there is a significant influence between *growth mindset* and *self-regulated learning*.

The Effect of Intrinsic Motivation on Self-Regulated Learning

From the research conducted, there is a significant influence between intrinsic motivation and *self-regulated learning*. Based on the data obtained using Pearson's correlation test, there is a correlation coefficient of 0.803. The calculation results obtained a significant number from a score of 0.005 ($0.000 < 0.005$). The number 0.803 is the t-value and the t-table is 2.021. The study shows that there is a significant positive effect. The higher the intrinsic motivation of students, the higher their *self-regulated learning*.

Intrinsic motivation is an active trait without external stimuli, because individuals naturally have an innate drive (Farida, 2021). Intrinsic motivation is a motive that functions without external stimuli. He argues that every child already has an innate drive (Rismayanti et al., 2023). Therefore, in the context of the learning process, intrinsic motivation is the most fundamental thing in shaping the personality of students who have a strong character. Sadirman emphasizes that intrinsic motivation is pure motivation that exists within individuals, whether it is to obtain information, develop attitudes to achieve success, or contribute to group efforts (Kristiyani, 2016). In this context, rewards or praise will not motivate students to study or work to achieve rewards or praise.

Pure motivation within individuals can shape a person's strength as a stimulus to generate a level of willingness and carry out an activity (Farida, 2021). Therefore, intrinsic motivation is very important in the learning process in order to build

enthusiasm for learning, be able to solve problems, and shape an independent personality without interference from others.

From the results and theories above, it can be concluded that there is a significant influence between intrinsic motivation and *self-regulated learning*. The data analysis shows a significance of 803 from a score of $0.000 < 0.005$. Regarding the influence of learning motivation on student learning independence, it was found that there is a significant influence between learning motivation and learning independence, as seen from a significance value of less than 0.050 or close to 0.000 (sig. $0.042 > 0.050$), it is understood that the learning motivation variable has a significant influence on learning independence (Trisnawaty et al., 2022) . Furthermore, the *R-square* value of 0.134 indicates that learning motivation contributes 13.4% to learning independence, while the remaining 86.6% is influenced by variables other than those studied in this research.

The Influence of Growth Mindset and Intrinsic Motivation on Self-Regulated Learning

Self-regulated learning is a process in which students implement strategies by regulating cognition, metacognition, and motivation. Cognitive and social psychologists argue that *self-regulated learning* is a process that can be changed through training in . This is reinforced by Zimmerman, who states that *self-regulated learning* is an effort made by students to activate and maintain cognition and behavior and influence the achievement of goals in a structured manner.

Based on the results of data processing in this study regarding the influence of *growth mindset* and intrinsic motivation on *self-regulated learning* with regression model testing, the R Square value was 0.676, which means that the two independent variables contributed 67.6% to *self-regulated learning*, while the remaining 32.4% was influenced by other variables outside the study. This study used a t-test to determine the magnitude and smallness of the results obtained. Based on the t-test results, the *growth mindset* variable had a B coefficient value of 0.285, a t value of 2.126, and a significance of $0.039 < 0.05$, so it can be concluded that *growth mindset* has a positive and significant effect on *the self-regulated learning* of students. Conversely, the X₂ variable related to intrinsic motivation has a B coefficient value of 0.527, a t value of 4.049, and a significance of $0.000 < 0.05$, so it can be concluded that intrinsic motivation has a positive and significant effect on *self-regulated learning*. This variable is the most dominant variable because it has the largest coefficient.

In this study, there were many limitations in sampling because it focused on first-semester students at Ma'had Al-Jami'ah UIN Sunan Gunung Djati Bandung. However, the limitations in sampling did not reduce the essence of the data described above. This is because the tests conducted by the researchers were based on real conditions in the field and were carried out on each individual first-semester student at Ma'had Al-Jami'ah UIN Sunan Gunung Djati Bandung. The tests were conducted to examine the validity of the influence of Growth Mindset and Intrinsic Motivation on Self-Regulated Learning. In the concept of self-regulation (), students are required not only to rely on knowledge about understanding strategies but also to accept every process they undergo. According to Eggen and Kauchak (1997), the concept of self-regulation for learners is a combination of thoughts and real actions to achieve a goal in the learning process.

CONCLUSION

The results of the study indicate that *growth mindset* and intrinsic motivation are significant factors that influence the level of *self-regulated learning* among first-semester students at Ma'had Al-Jami'ah UIN Sunan Gunung Djati Bandung. All research instruments have been tested for validity and reliability, with a Cronbach's Alpha value of 0.933, indicating excellent internal consistency. Correlation analysis revealed that *growth mindset* has a strong positive relationship ($r = 0.681$; $p < 0.01$) with *self-regulated learning*, while intrinsic motivation shows a very strong relationship ($r = 0.803$; $p < 0.01$). These findings confirm that students' belief in their ability to develop through effort, as well as their internal drive to learn, play an important role in shaping their ability to independently set goals, strategies, and evaluate their learning.

Simultaneously, both independent variables were proven to have a significant effect on *self-regulated learning*, as evidenced by the regression test results with an F value of 49.976 and an R Square of 0.676, which means that *growth mindset* and intrinsic motivation together explain 67.6% of the variation in student independence in learning. Partial analysis shows that intrinsic motivation is the most dominant predictor ($B = 0.527$; $p < 0.05$), followed by *growth mindset* ($B = 0.285$; $p < 0.05$). Overall, this study confirms that strengthening a growth mindset and internalizing pure learning motivation are key to creating effective, sustainable, and adaptive independent learning skills in the context of religious higher education.

Based on these findings, ma'had administrators need to design academic and pesantren guidance programs that specifically foster a *growth mindset* and intrinsic motivation among students, including through training in independent learning strategies, encouraging self-reflection, providing constructive feedback, strengthening an academic culture that emphasizes the learning process, and providing mentoring or musyrif guidance as role models of perseverance and discipline. Orientation programs also need to instill the belief that intellectual and spiritual abilities can be developed through continuous effort. Meanwhile, future researchers are advised to develop and test intervention models experimentally, expand the subjects to other levels or ma'had, and conduct qualitative studies that explore the learning experiences of students by considering factors such as social support, pesantren culture, emotional intelligence, and spiritual regulation to enrich the study of learning independence.

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