

# Grit Sebagai Mediator Pengaruh Growth Mindset terhadap Work Engagement Pada Guru di Sekolah Penggerak XYZ: Peran Intervensi Training Growth Mindset = Grit as a Mediator for the Effect of Growth Mindset on Work Engagement in Teachers in 'Sekolah Penggerak' XYZ: The Role of Growth Mindset Training Interventions

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## Abstrak

Guru di Sekolah Penggerak memiliki tantangan untuk melakukan continuous improvement, sehingga diperlukan engagement sebagai kunci keberhasilan Sekolah Penggerak. Berdasarkan data survey, engagement guru di Sekolah Penggerak XYZ berada dalam kategori sedang sehingga ada ruang untuk peningkatan. Penelitian ini bertujuan untuk meneliti peran Grit Sebagai Mediator Pengaruh Growth Mindset terhadap Work Engagement Pada Guru di Sekolah Penggerak XYZ dan menindaklanjuti hasil yang diperoleh dengan membuat suatu program intervensi. Dalam penelitian ini Work Engagement diukur dengan Utrecht Work Engagement Scale-9 (UWES-9) (Schaufeli & Salanova, 2003), growth mindset diukur dengan Growth Mindset Scale (Dweck, 2013), grit diukur dengan Short Grit Scale (Duckworth & Quinn, 2009). Partisipan penelitian adalah 197 guru Sekolah Penggerak XYZ. Hasil membuktikan grit dapat berperan sebagai mediator secara parsial pada pengaruh growth mindset terhadap work engagement (indirect effect = 0,2152, SE = 0,0501, LLCI = 0,1180, ULCI = 0,3157). Studi lanjutan berdasarkan hasil penelitian, didesain program intervensi training growth mindset yang diikuti 12 partisipan dari 25 orang dengan skor growth mindset rendah. Hasil membuktikan terdapat pengaruh positif signifikan training growth mindset terhadap peningkatan skor growth mindset, grit dan work engagement pada guru di sekolah penggerak XYZ (Skor Wilcoxon Asymp. Sig (2-tailed) 0,005 < 0,05). Dengan demikian, training growth mindset perlu diterapkan pada guru di Sekolah Penggerak.

.....Teachers in 'Sekolah Penggerak' have challenges to carry out continuous improvement, so engagement is needed as the key to the success of 'Sekolah Penggerak'. Based on survey data, teacher engagement at 'Sekolah Penggerak' XYZ is in the moderate category so there is room for improvement. This study aims to examine the role of Grit as a Mediator for the Effect of Growth Mindset on Work Engagement in Teachers at 'Sekolah Penggerak' XYZ and to follow up on the results obtained by creating an intervention program. In this study Work Engagement was measured by the Utrecht Work Engagement Scale-9 (UWES-9) (Schaufeli & Salanova, 2003), growth mindset was measured by the Growth Mindset Scale (Dweck, 2013), grit was measured by the Short Grit Scale (Duckworth & Quinn, 2009). The research participants were 197 teachers of the 'Sekolah Penggerak' XYZ. The results prove that grit can act as a mediator partially on the effect of growth mindset on work engagement (indirect effect = 0.2152, SE = 0.0501, LLCI = 0.1180, ULCI = 0.3157). A follow-up study based on research results, designed a growth mindset training intervention program which was followed by 12 participants out of 25 people with a low growth mindset score. The results prove that there is a significant positive effect of growth mindset training on increasing the growth mindset, grit and work engagement scores of teachers in 'Sekolah Penggerak' XYZ (Wilcoxon Asymp. Sig (2-tailed) score 0.005 < 0.05). Therefore, growth mindset training needs to be applied to teachers in 'Sekolah Penggerak'.