



## **Academic Resilience and Growth Mindset of Senior High School Students in Relation to Their Early Learning Experiences**

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# Academic Resilience and Growth Mindset of Senior High School Students in Relation to Their Early Learning Experiences

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## Abstract

This study aims to examine senior high school students' early learning experiences, growth mindset, and academic resilience to provide baseline data for developing digital guidance services. A quantitative descriptive design was used, involving an online survey with 3,746 students. The survey included both open-ended questions to explore early learning experiences and closed-ended Likert scale questions to assess growth mindset and academic resilience. Data analysis revealed that 66.20% of students reported mixed early learning experiences, 30.25% reported positive experiences, and 3.55% reported less positive experiences. Regarding growth mindset and academic resilience, 77.95% and 83.08% of students, respectively, were categorized at moderate levels. The results indicate that while students exhibit adaptive potential, their growth mindset and coping strategies are still developing. These findings highlight the importance of understanding the factors influencing students' mindset and resilience. This study suggests the need for reflective e-guidance services to help students strengthen their growth-oriented beliefs and improve their academic resilience, providing a promising approach to supporting students' learning and development.

**Keywords:** Academic Resilience; Digital Guidance; Early Learning Experiences; Growth Mindset.

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## INTRODUCTION

The senior high school level represents an academic phase that requires a high level of adaptation due to the complexity of learning tasks, evaluative pressure, and the socio-emotional dynamics faced by adolescents [1], [2]. At this stage, students are confronted with various academic challenges that require appropriate skills and strategies to overcome [3], [4]. The complexity of learning tasks, such as deeper content, increased workload, and more rigorous evaluations, can be managed well if students possess academic resilience [5], [6], [7], [8], [9]. Academic resilience is understood as the ability to persist, adapt, and bounce back when facing learning difficulties, enabling students to remain engaged in the learning process and continuously strive to achieve their academic goals [10], [11]. Students with strong academic resilience tend to demonstrate perseverance in overcoming difficulties, strategic flexibility in planning their learning strategies, and the ability to regulate emotions when facing obstacles or failures in learning. They are also more likely to maintain motivation and focus, even when confronted with significant challenges in the learning process [12], [13]. One of the key factors in this is the growth mindset, which is the belief that abilities can be developed through effort, strategies, and support received. This mindset helps students not only see challenges as obstacles but as opportunities to learn and grow [14].

Students with a growth mindset tend to have a more positive view of the difficulties they face [15], [16]. They see failure not as a reflection of personal limitations but as an opportunity to improve and enhance their abilities [17], [18]. This allows students to remain motivated when encountering obstacles, as they believe that with effort and the right strategies, they can continue to grow. Moreover, a growth mindset encourages students to be more flexible in planning and adjusting their learning strategies according to the challenges they face, while also enhancing their resilience in overcoming obstacles throughout the learning process [17], [19], [20]. Recent research indicates that a growth mindset is associated with mastery goal orientation, more adaptive learning engagement, and better academic performance in certain contexts [14], [21]. Therefore, growth mindset and academic resilience are two complementary psychological constructs that together support students' academic success. Psychopedagogical theory suggests that early learning experiences play a determining role in shaping these two psychological constructs [22].

Early learning experiences serve as a psychopedagogical context that has the potential to shape students' beliefs, attitudes, and responses to difficulties [23]. Experiences involving constructive support, celebrated success, and failure that is negatively interpreted can influence how students understand and explain their abilities [11], [21]. Students who view failure as something temporary that can be overcome with effort are more likely to develop a growth mindset, while those who perceive failure as an indication of a lack of talent may feel hindered in facing challenges. As a result, these experiences can determine the strategies they choose when facing difficult tasks, either through greater effort or by avoiding challenges they deem too difficult.

Although various studies have examined growth mindset and academic resilience separately, and some have explored the factors influencing them, research that simultaneously maps early learning experiences, growth mindset, and academic resilience as an empirical foundation for developing reflective digital guidance services tailored to students' needs

remains limited, particularly in the context of senior high school students in Indonesia. Many existing studies tend to focus more on testing relationships between variables or the effectiveness of specific interventions, without considering how these three aspects interact within the dynamic learning context. As a result, comprehensive baseline information for designing needs-based preventive services that can effectively support the development of growth mindset and academic resilience in students is still relatively scarce and requires further research [24].

From a service perspective, the acceleration of technology encourages guidance and counseling services to utilize digital platforms to become more accessible, sustainable, and capable of effectively facilitating reflection and monitoring of students' development. Frameworks for technology-based counseling services emphasize the importance of feature alignment, ethical considerations, and counselors' competency readiness in implementing digital services that are responsive and adaptive to students' needs [25], [26]. Additionally, the development of effective digital services requires comprehensive baseline data that not only describes students' psychological conditions but also their learning experiences, particularly in the context of groups that may face specific challenges, such as women, who require more inclusive and gender-sensitive service approaches.

Based on these needs, this pre-research study aims to present baseline profiles of senior high school students' early learning experiences, growth mindset, and academic resilience. These profiles are used to rationalize the development of reflective e-guidance services that are relevant to students' needs, without duplicating the research focus of the MeGA model, while remaining aligned with the spirit of growth mindset-based digital guidance [11], [25].

## METHODS

### *Research Design*

This study uses a descriptive quantitative approach with an online survey design to obtain an initial overview of students' profiles regarding early learning experiences, growth mindset, and academic resilience [27]. This approach was chosen because it allows for the collection of large amounts of data and provides a clear picture of the current conditions that can be used as a basis for designing subsequent services or interventions. The online survey facilitates distribution to a large number of participants from various locations, while also enabling more efficient and standardized data collection. Moreover, the quantitative approach allows researchers to measure and classify data in an objective manner, so the results can be statistically analyzed to identify relevant patterns.

### *Participants and Sampling*

The participants consisted of 3,746 senior high school students from various schools across Indonesia, selected using a voluntary response sampling technique, with an even distribution between female and male students. The students voluntarily completed the questionnaire through a survey link distributed to schools with diverse backgrounds.

### *Data Collection Procedure*

The pre-research instrument comprised short open-ended questions exploring: (a) the most memorable early learning experiences, (b) responses to learning difficulties or outcomes that did not meet expectations, and (c) beliefs about the role of talent and effort in academic success. The instrument was developed based on a review of the literature and conceptually examined to ensure content relevance.

### *Data Analysis*

Data were analyzed using a quantizing process, namely converting qualitative responses into quantitative categories based on semantic similarity and keywords, in reference to mixed-methods guidelines [28], [29]. Early learning experiences were classified as positive, mixed, and less positive. Indicators of growth mindset and academic resilience were converted into index scores and then grouped into low, moderate, and high categories. To ensure consistency, a portion of the data was recoded and discussed until agreement on category assignments was achieved.

### *Ethical Considerations*

This study will adhere to ethical standards by obtaining informed consent, ensuring data confidentiality, and guaranteeing voluntary participation from the participants.

## **RESULTS AND DISCUSSION**

### *Results*

#### *Descriptive Statistics Respondents*

This section presents the results and discussion of the pre-research study, which aims to provide baseline profiles of early learning experiences, growth mindset, and academic resilience among senior high school students. These profiles serve as a foundation for designing reflective e-guidance services that are relevant to students' needs. The following discussion will examine how early learning experiences, growth mindset, and academic resilience contribute to ensuring alignment with the spirit of growth mindset-based digital guidance.

#### *Data Screening and Descriptive Statistics*

The profiles of early learning experiences, growth mindset, and academic resilience among senior high school students are crucial for understanding the factors influencing their academic development. This study provides a clearer picture of how students face learning challenges and how these experiences shape their attitudes toward academics. The following table presents the analysis of students' early learning experiences, categorized into three groups: positive, mixed, and less positive, offering valuable insights for the future development of technology-based guidance services.

**Table 1.** Profile of Students' Early Learning Experiences (N = 3,746)

<b>Construct</b>	<b>Mean</b>	<b>SD</b>
Positive	1133	30,25 %

Construct	Mean	SD
Mixed	2480	66,20 %
Less positive	133	3,55 %

The results show that students' early learning experiences were predominantly classified as mixed (66.20%) and positive (30.25%), while less positive experiences accounted for a relatively small proportion (3.55%). The predominance of mixed experiences indicates that most students have learning memories that involve a combination of supportive elements, such as encouragement from teachers or peers, as well as obstacles faced, such as difficulties with the subject matter or lack of motivation. This suggests that the early experiences students undergo are not always entirely positive or negative, but often contain various challenges that influence their academic development. The following presents an analysis of students' growth mindset profiles based on the collected data. Table 2 shows the categories of students' growth mindset, divided into low, medium, and high levels. The analysis provides an overview of how many students have a moderate or high growth mindset, highlighting the importance of strengthening these beliefs through process-based feedback and structured reflective practices.

**Table 2.** Categories of Students' Growth Mindset (N = 3,746)

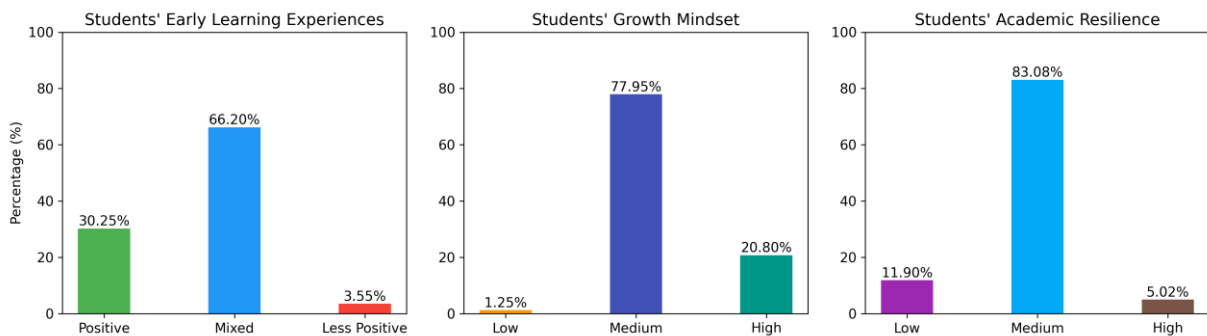
Category	Frequency	Percentage
Low	47	1,25 %
Medium	2920	77,95 %
High	779	20,80 %

The majority of students were classified in the moderate growth mindset category (77.95%), followed by the high category (20.80%), with only a small proportion in the low category (1.25%). These findings indicate that most students already possess growth-oriented beliefs, reflecting a positive attitude toward learning and the belief that academic abilities can be improved through effort and perseverance. However, despite the fact that most students have a growth mindset, these beliefs are not yet fully strong and consistent. This suggests that there is a need to continually strengthen and develop these growth mindset beliefs through more systematic and sustainable interventions. The following presents an analysis of students' academic resilience. Table 3 outlines the categories of academic resilience, categorized by low, medium, and high levels. The analysis provides insights into the extent to which students employ basic coping strategies, such as reattempting tasks or seeking assistance. However, these strategies have not yet been fully stabilized across all learning situations.

**Table 3.** Categories of Students' Academic Resilience (N = 3,746)

Category	Frequency	Percentage
Low	446	11,90 %
Medium	3112	83,08 %
High	188	5,02 %

Students' academic resilience was predominantly classified as moderate (83.08%), followed by the low category (11.91%) and the high category (5.02%). The predominance of the moderate category suggests that most students possess the ability to cope with academic challenges using basic coping strategies, such as retrying difficult tasks or seeking assistance from peers or teachers. However, despite their efforts to overcome difficulties, these strategies are not yet fully stable or consistent across all learning situations. This indicates that students may still struggle to maintain academic resilience in more complex conditions or under high levels of pressure.



**Figure 1.** Distribution Graphs by Category

Overall, the profiles indicate a predominance of moderate levels of growth mindset and academic resilience, along with a predominance of mixed early learning experiences. This pattern suggests substantial potential for strengthening through preventive and developmental services, particularly reflective e-guidance services that focus on reframing learning experiences, reinforcing growth-oriented beliefs, and developing adaptive coping strategies.

### *Discussion*

The finding that students' early learning experiences are predominantly classified as mixed confirms that most students develop within learning contexts that involve a combination of success and failure experiences. This reflects the reality that students are often faced with situations that require adaptation, both through the support they receive and the challenges they must face. These experiences, which vary between success and failure, play an important role in the learning process, as they provide an opportunity to understand how effort and support influence the outcomes achieved. This condition is consistent with the view that the meanings attached to learning experiences play an important role in shaping beliefs about ability and the strategies used when facing difficulties. Experiences involving challenges and failure, when interpreted positively, help shape the understanding that ability is not fixed, but can be developed through effort and strategy. Therefore, learning experiences that provide opportunities for improvement help shape the belief that challenges are part of the continuous learning process.

Students who interpret their experiences adaptively tend to attribute both success and failure to effort and strategy, rather than to fixed ability. This approach is crucial in creating a learning environment that allows each student to develop by providing equal opportunities to explore various methods and effective learning strategies. With this understanding, failure can

be viewed as constructive feedback for improvement, rather than an indication of personal limitations. Such growth-supporting learning experiences are essential in preparing students to face more complex academic challenges, as they provide the ability to continue progressing despite encountering obstacles.

The dominance of the moderate growth mindset category indicates that growth-oriented beliefs have developed, but have not yet been fully internalized in a stable manner. This suggests that, although students have developed a belief in their ability to grow, the internalization of these beliefs requires time and ongoing support. Inclusive education plays a crucial role in providing the necessary support for each student, especially those who may face specific challenges in learning. By providing equal opportunities for all students to engage in the learning process, inclusive education supports the more stable and profound development of a growth mindset.

This finding aligns with previous research indicating that most students are positioned at a moderate level of growth mindset and are responsive to reinforcement through process-oriented feedback, reflective practice, and support for self-regulation [21], [30]. Learning processes that actively engage students, particularly those based on reflection and self-regulation, will be more effective if tailored to individual students' needs. Such support is essential in inclusive education, where each student is given the opportunity to grow through constructive feedback, improved strategies, and enhanced self-regulation skills. Therefore, interventions that emphasize the learning process and strategy improvement have the potential to enhance the consistency of the growth mindset. Education that considers the individual needs of students can optimize the effectiveness of these interventions by providing appropriate support tailored to the challenges faced by the students. This approach not only strengthens the growth mindset but also supports the formation of more stable academic resilience, allowing students to continue progressing despite encountering various learning obstacles.

The academic resilience of students, which is predominantly at a moderate level, suggests that students generally possess basic coping strategies, such as retrying tasks or seeking help, but these strategies do not always persist in demanding learning situations. Education that provides equal opportunities for every individual to develop, including those facing learning challenges, is crucial in supporting the development of more effective coping strategies. By providing support tailored to individual needs, each student has the opportunity to enhance their ability to tackle more complex learning difficulties. Students at a moderate level of academic resilience, for instance, require a more in-depth approach to develop long-term resilience, rather than relying solely on temporary basic coping strategies.

This finding aligns with the research by Imhof et al. [31] and Nuha et al. [11], which emphasize that resilience and self-regulation serve as protective resources that can be developed through structured learning environment support. Support provided through inclusive learning, which takes into account the diversity and individual needs, is essential in helping students develop self-regulation and academic resilience. With a supporting structure in place, students can build resilience, utilize constructive feedback, and manage learning challenges more effectively. Providing a structured and continuous support environment helps students not only survive difficulties but also strengthen their ability to remain focused on academic goals. This highlights that education that prioritizes equal opportunities for all individuals plays a key role in fostering more stable and sustainable academic resilience.

Viewed integratively, early learning experiences, growth mindset, and academic resilience form an interrelated sequence. Early learning experiences interpreted adaptively can strengthen the growth mindset, which in turn encourages the use of more effective coping strategies and enhances academic resilience. Education that provides equal opportunities for all individuals to develop is crucial in supporting the optimal development of the growth mindset. Learning experiences that involve proper support and opportunities to face challenges constructively help students develop a positive view of difficulties, using these challenges as opportunities to learn and grow.

This pattern reinforces the argument that guidance services should not only focus on short-term motivational enhancement, but also on restructuring the meaning of learning experiences and strengthening adaptive beliefs. Effective guidance services should consider how students interpret their early learning experiences, providing support tailored to each individual's needs. Strengthening adaptive beliefs means helping students view failure and difficulties as part of the learning process that can be overcome, rather than as insurmountable obstacles. Learning experiences that support the development of a growth mindset and academic resilience provide a strong foundation for students to face learning challenges with more confidence and effectiveness. Therefore, guidance services designed to support the development of a growth mindset should focus on providing constructive feedback, altering the meaning of learning experiences that may be viewed negatively, and strengthening the belief that every individual can continue to grow despite facing various obstacles. Such services will help students overcome difficulties and improve their ability to remain focused on long-term academic goals.

From an e-guidance service perspective, these baseline findings provide an empirical foundation for designing structured digital reflective services, such as online reflective journals, learning experience mapping, personal action plans, and process-based feedback. Such services can help students monitor their development, identify response patterns to difficulties, and cultivate more adaptive learning strategies. Technology frameworks for guidance and counseling services also emphasize the importance of feature alignment, counselors' digital competence, and ethical and data security considerations in implementing digital services [25], [26].

## CONCLUSION

This pre-research study presents profiles of senior high school students' early learning experiences, growth mindset, and academic resilience (N = 3,746) as an empirical basis for developing reflective digital guidance services. Students' early learning experiences were predominantly classified as mixed and positive, while the majority of students' growth mindset and academic resilience were at moderate levels. These findings indicate that most students already possess adaptive potential, yet still require reinforcement to ensure that growth-oriented beliefs and coping strategies become more stable. Practically, these results support the development of reflective e-guidance services that target the reinterpretation of learning difficulties, the strengthening of growth mindset, and the enhancement of students' coping and self-regulation strategies. Such services can be positioned as preventive and developmental

efforts integrated into school guidance and counseling programs. As a recommendation, future research is encouraged to examine the effectiveness of reflective e-guidance services using experimental or quasi-experimental designs, as well as to explore causal relationships among early learning experiences, growth mindset, and academic resilience. These efforts are expected to strengthen empirical evidence and broaden the contribution of research to digital-based guidance and counseling practices.

## LIMITATIONS

This study has several limitations, including the use of a voluntary response sampling technique, which may lead to selection bias, as well as limited participation from students without internet access. Additionally, the study relied on self-reported data, which is prone to biases such as social desirability or lack of self-awareness among respondents. Future research could address these limitations by using a longitudinal design, more diverse sampling techniques, and objective measures of academic resilience and mindset, as well as examining the impact of reflective e-guidance services.

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## AUTHOR CONTRIBUTION

M.A.M. conceptualized the study, designed the methodology, conducted the interviews, analyzed the qualitative data, and led the manuscript drafting process. S. supervised the research design, provided methodological guidance, contributed to the refinement of the analytical framework, and critically revised the manuscript for intellectual content. M. assisted with data validation, thematic coding reliability checks, and contributed to the interpretation of the findings. H.H. contributed to the analysis of the data and the drafting of specific sections of the manuscript. R.A. reviewed and approved the final version of the manuscript.

## CONFLICT OF INTEREST

"The authors declare no conflict of interest."

## DECLARATION OF USE OF AI IN SCIENTIFIC WRITING

The authors used ChatGPT during the preparation of this work to design graphics and images. After utilizing the tool, the authors thoroughly reviewed and edited the content as necessary, assuming full responsibility for the publication's content.

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