

P R A C E P S Y C H O L O G I C Z N E

HERDIAN HERDIAN

Universitas Muhammadiyah Purwokerto, Psychology Faculty, Indonesia;
Nanjing Normal University, School of Psychology, China

FATIN WAHIDAH

Universitas Muhammadiyah Purwokerto, Psychology Faculty, Indonesia

TOTOK HARYANTO

Universitas Muhammadiyah Purwokerto, Economics and Business Faculty, Indonesia

THE ROLE OF MINDSET IN PREVENTING ONE'S MENTAL HEALTH

Abstract: Introduction: As long as the world is still in a pandemic, an individual must maintain his mental health to deal with problems or impacts arising from a pandemic situation. The growth mindset is believed to be a predictor in influencing a person's mental health. We tested how the growth mindset influences on positive mental health in college students during a pandemic.

Method: A total of 567 students from universities in Indonesia randomly completed an online questionnaire. The data collection tool uses Positive mental Health and Implicit Theory Measures scale on two dimensions of growth mindset: intelligence mindset and moral mindset.

Results: The results show that the intelligence mindset affects positive mental Health, the moral mindset as well. In addition, the two variables together, intelligence mindset and moral mindset, affect positive mental health.

Conclusions: The three hypotheses proposed can be accepted statistically, but the magnitude of the influence of each hypothesis is very small. The implications and research suggestions are discussed in depth in the discussion.

Keywords: mental health, growth mindset, mindset pandemic

Introduction

Pandemics that occur in all parts of the world have an impact on all aspects of life. The study of Hiscott et al. (2020) reported that the impact of the global pandemic caused by the corona virus included: economic impact, namely many employees lost their

Correspondence address: Herdian Herdian, herdian@ump.ac.id, ORCID: <https://orcid.org/0000-0003-3452-1843>; Fatin Wahidah, fatinrohmahwahidah@ump.ac.id, ORCID: <https://orcid.org/0000-0002-4955-179X>; Totok Haryanto, totokharyanto@ump.ac.id, ORCID: <https://orcid.org/0000-0003-1790-0649>.

jobs, lost their salaries, or lost their permanent jobs in the middle of the pandemic. Psychological effects such as psychological disorders include fear of death, loneliness and isolation, sadness and anxiety, the future of loved ones. Environmental impacts such as massive closures of industries, businesses, global travel, agriculture, which produce unexpected beneficial effects on the environment. These three impacts continue to be felt by the community, especially Indonesia, until July 2021. This is due to the difficulty of controlling the spread of COVID-19 in Indonesia.

We focus on the psychological impact on humanity globally. Lockdown has been proven to be related to human mental health, such as stress and depression, referred to as psychological reactions during a pandemic (Atalan, 2020). Research in Italy found that negative mental health in the general population related to depression, anxiety, insomnia, stress and adjustment disorders occurred after three weeks of COVID-19 lockdown measures (Rossi et al., 2020). It also happened in Spain that the depressive response was the most frequently found as a form of impact of this pandemic (García-Álvarez et al., 2020). In addition, research with an online survey conducted on 11.333 people in Japan, 36.6% of participants experienced mild to moderate psychological distress, the estimated prevalence of depression was 17.9%, and psychological distress was significantly higher than in previous years (before the pandemic, 2010, 2013, 2016, 2019). It was also found that the level of psychological distress was influenced by the specific interactional structure of the risk factors: high loneliness, poor interpersonal relationships, sleeplessness and anxiety related to COVID-19, deteriorating household economy, and occupational and academic difficulties (Yamamoto et al., 2020).

Mental health is a state in which an individual feels positive emotions towards life and functions well psychologically and socially (Keyes, 2003). So that individuals can function and take advantage of available opportunities and participate fully with family, workplace, community, and peers (Bhugra et al., 2013). Batson et al. (1993) described at least seven mental health criteria: absence of mental illness, appropriate social behavior, freedom from worries and guilt, personal competence and control, self-acceptance and self-actualization, personality integration, and organization. And open-mindedness and flexibility. This study uses a positive mental health approach, also known as mental well-being (Lukat et al., 2016), which includes a combination of subjective well-being and being fully functional (Huppert, 2005). Positive mental health is built on the philosophical approach of a hedonic perspective that emphasizes feelings of pleasure or happiness and a eudaimonic perspective that emphasizes ways of thinking and behavior that provide engagement and fulfillment (Huppert, 2005).

Mental Health is indeed an interesting issue to study during this pandemic. All human beings' psychological impact has been felt, including the impact on students. Problems that occur due to the lockdown include stress because exams are postponed, not only entrance exams to continue education, but also exams on-campus itself, plus the fear of corona makes students more stressed (Goothy et al., 2020). In another study, a study conducted on 505 university students reported that 28.5% of respondents experienced stress, 33.3% anxiety, 46.92% depression from mild to very severe (Khan et al., 2020). Research on 1000 university students in Greece reported an increase in anxiety (73.0%), depression (60.9%) and suicide (20.2%); besides that, the quantity of sleep increased (66.3%), but the quality deteriorated (43.0%) (Kaparounaki et al., 2020).

However, contrary to the results of previous studies, a meta-analysis study conducted by Prati & Mancini (2021) showed that lockdowns do not have a uniform detrimental effect on mental health; besides that, most people are psychologically re-

sistant to its effects. This gives us information that there is a discrepancy in research results related to the psychological impact of the pandemic. Based on this discrepancy, we are interested in conducting further mental health studies on students.

To overcome mental health problems that occur in students, it is known that it depends on how students view their problems. Zhao et al. (2021) said that students with a growth mindset could better adapt to COVID-19 events and experience less stress. In a recent study, 170 international students during social isolation caused by covid 19 have found that the growth mindset, as a dynamic variable, can be taught to students as prevention of academic stress during the COVID-19 pandemic (Mosanya, 2021).

Dweck & Yeager (2019) said that the growth mindset believes that human capacity is not fixed but can be developed over time. Growth mindset is a set of beliefs or ways of thinking that influence a person's behaviour and attitudes, which will ultimately determine the level of success in life (Sari et al. 2015). Dweck et al. (1995) explained many domains in explaining the growth mindset, including the intelligent growth mindset and the moral growth mindset. The intelligence growth mindset believes that one's intelligence and abilities can change over time (Han et al., 2018), while the moral growth mindset is the belief about whether one can become a better person morally through effort (Han et al., 2020). The growth mindset helps students understand that there are no limits or limits to intelligence to succeed academically (Farok & Mahmud, 2020).

The mindset of students with a growth mindset can determine how and what strategies are used in certain situations such as COVID-19. Individuals with a growth mindset show a consistent interest in learning tasks and show persistent efforts to complete these tasks even in difficulties, including continuing to study even during a pandemic (Zhao et al., 2021). With this perseverance, students with a growth mindset will impact their learning outcomes during the pandemic.

Growth mindset research has reported good results on several psychological variables, including growth mindset having a positive effect on school well-being (Wahidah & Royanto, 2019), achievement (Sawitri, 2019), self-regulated learning (Putri & Royanto, 2021), student persistence (Griffin et al., 2021), growth mindset is related to higher values in attitudes (Duchi et al., 2020). Growth mindset has a positive impact on motivation (Truax, 2018). Based on the success of the growth mindset in many ways, we are interested in how the growth mindset affects students' mental health during a pandemic.

Research question

Based on literature review and recent studies, the question in this study is whether mindset has an effect on mental health?

Hypotheses

We propose a hypothesis that is:

1. There is a significant effect of intelligence mindset on positive mental health.
2. There is a significant effect of moral mindset on positive mental health.
3. There is a significant effect of intelligence mindset and moral mindset on positive mental health.

Method

This study uses a quantitative method with a cross sectional approach to see the effect of mindset on mental health. The independent variables in this study are intelligence mindset and moral mindset, while the dependent variable is positive mental health

Participants

Five hundred sixty-seven Students college who lives in Banyumas, Indonesia participated in this study. This study consisted of 567 Students college-aged 17–38 years ($M_{age} = 19.9$ years, $SD_{age} = 1.43$) with a minimum age of 17 years and maximum age of 38 years. The gender of participants consisted of 130 males (22.9%) and 437 females (77.1%). All participants completed the online questionnaires.

Materials and measures

Positive mental health

Positive mental health is a psychological function that works optimally, and a feeling of well-being includes psychological well-being (Schönfeld et al., 2016). The data collection tool uses a scale the positive mental health (PMH-scale) Lutz, whose psychometric properties have been tested by Lukat et al. (2016) scalar invariance across samples and over time, high internal consistency, good retest-reliability, good convergent and discriminant validity as well as sensitivity to therapeutic change. Examples of items are “I am often carefree and in good spirits”. Scoring data using a scale Likert scale from 1 (not true) to 4 (true). All items are favourable, so a high score indicates individuals who have positive mental health. The positive mental health scale has a reliability of 0.906.

Growth Mindset

The data collection tool uses a scale Implicit Theory Measures developed by Dweck et al. (1995). The measuring tool has three domains of mindset, namely intelligence mindset, moral mindset and world mindset. This study uses two domains, namely intelligence mindset and moral mindset, to adjust the research interests. The two domains each consist of 3 items. Examples of intelligence items “You have a certain amount of intelligence and you really can’t do much to change it”. Example item moral mindset “Whether a person is responsible and sincere or not is deeply ingrained in their personality. It cannot be changed very much”. Scoring data using a scale Likert scale from 1 (true) to 6 (not true). The Intelligence mindset scale has a reliability of 0.834, and moral mindset scale has a reliability of 0.876.

Procedure

This research was conducted on students at a private university in Central Java, Indonesia. This research was conducted online using the Google Form application. It is because it was still in a pandemic condition in Indonesia during data collection. The consent form to become a participant was filled out voluntarily before data collection. Data collection was carried out for one week. We selected the data to ensure that further analysis could be carried out.

Data analysis procedure

First, descriptive statistics and correlational analyzes were conducted to examine the relationship between positive mental Health, intelligence mindset and moral mindset. Second, multiple regression was conducted to examine the effect of intelligence mindset and moral mindset on positive mental health.

Results

This study aims to examine how the influence of intelligence and moral mindset on positive mental health. We present the results of the study in the form of the following table with explanations.

Intercorrelation among Positive Mental Health, Intelligence Mindset And Moral Mindset

Table 1

Means, standard deviations, and correlations of all variables (n = 567)

Variable	mean	SD		1	2	3	4	5
1. Positive Mental Health	30.443	5.665	Pearson's <i>r</i>	–				
			<i>p</i> -value	–				
2. Moral Mindset	11.152	4.051	Pearson's <i>r</i>	0.149	***	–		
			<i>p</i> -value	< 0.001	–			
3. Intelligence Mindset	11.66	3.219	Pearson's <i>r</i>	0.176	***	0.626	***	–
			<i>p</i> -value	< 0.001	< 0.001	–		
4. Age	19.898	1.427	Pearson's <i>r</i>	0.023		0.006	0.005	–
			<i>p</i> -value	0.587	0.886	0.896	–	

* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

Based on table 1. It is known that there is a significant positive relationship between mental health and moral mindset ($r = 0.149$; $p < 0.01$). That is, the higher the moral mindset of a person, the higher the positive mental health. A significant positive relationship also occurred in mental Health and intelligence mindset ($r = 0.176$; $p < 0.01$). The higher a person's intelligence mindset, the higher the positive mental Health they have. In addition, there is a significant positive relationship between the moral mindset and intelligence mindset ($r = 0.626$; $p < 0.01$). That is, the higher the moral mindset you have, the higher the intelligence mindset.

Linear Regression Intelligence Mindset to Positive Mental Health

Table 2

Model Summary – Intelligence Mindset to Positive Mental Health

Model	<i>R</i>	<i>R</i> ²	Adjusted <i>R</i> ²	RMSE	<i>R</i> ² Change	<i>F</i> Change	<i>df</i> 1	<i>df</i> 2	<i>p</i>
H ₀	0	0	0	5.66	0		0	566	
H ₁	0.17	0.03	0.02	5.58	0.03	18.06	1	565	< 0.001

Table 2 illustrates the significant influence of intelligence mindset on positive mental Health ($R^2 = 0.03$; $p < 0.001$). However, the effect is relatively small. 3.1% Intelligence mindset contributes to positive mental health, and other factors influence 96.9%.

Linear Regression Moral Mindset to Positive Mental Health

Table 3

Model Summary – Moral Mindset to Positive Mental Health

Model	R	R ²	Adjusted R ²	RMSE	R ² Change	F Change	df1	df2	p
H ₀	0	0	0	5.66	0		0	566	
H ₁	0.14	0.02	0.02	5.60	0.02	12.81	1	565	< 0.001

Table 3 shows a significant influence of moral mindset on positive mental Health ($R^2 = 0.02$; $p < 0.001$). However, the effect is relatively small, namely 2% moral mindset contributes to positive mental health, while other factors influence the remaining 98%.

Multiple Regression Intelligence mindset and Moral Mindset to Mental Health

Table 4

Coefficients – Intelligence Mindset and Moral Mindset to Positive Mental Health

Model		Unstandardized	R ²	Standardized	t	p
H ₀	(Intercept)	30.44	0.00		127.96	< 0.001
H ₁	(Intercept)	33.55	0.03		45.16	< 0.001
	Intelegence mindset	-0.24		-0.13	-2.56	0.011
	Moral mindset	-0.08		-0.06	-1.19	0.232

Based on table 4. It is known that intelligence mindset and moral mindset together have a significant effect on positive mental Health ($t = 45.16$; $p < 0.001$). Compared to each of the previous linear regressions, the effect of these two together is slightly larger. 3% intelligence mindset and moral mindset contribute to positive mental health, and other factors influence the remaining 96.7%.

Discussion

We found evidence that intelligence mindset has an effect on positive mental Health during a pandemic. Our hypothesis is supported by previous research, which says that students with a growth mindset contribute to the ability to adapt to situations such as COVID-19 (Zhao et al., 2021). It can be explained that students with a growth mindset are good at finding ways or adaptive strategies to deal with external challenges and then regulating their emotions (Cooley & Larson, 2018). So that students are still able to carry out academic performance well without being influenced by situations such as COVID-19. The World Health Organization (2018) has illustrated that determinants of poor mental health are associated with rapid social changes that trigger psychological stress due to conditions or situations. This is also found in symptoms that appear during a pandemic, such as stress, anxiety, and depression from mild to very severe

(Khan et al., 2020). So the key to a growth mindset and mental health is the ability of individuals to control themselves to adapt to the environment, even if the environment is bad or difficult, such as a pandemic.

Like the intelligence mindset, the moral mindset gives us an idea where individuals believe that morals can change and is not a permanent trait that contributes to mental health. The description of the moral mindset and intelligence mindset can be explained by the individual's condition, who can adapt to the situation. So it can be said that the growth mindset, which includes the intelligence mindset and the moral mindset is not permanent but a belief in changes in conditions and situations.

The growth mindset believes that moral character, responsibility, and sincerity are dynamic and can change to affect the situation and conditions. Similarly, mental Health is considered capable of adapting to the changes that occur. Regarding moral values, Martin (2006), in his book "From morality to mental health: Virtue and vice in a therapeutic culture", says that some of the moral values determine health and mental disorders. Moral values will lead individuals to habits, and habits themselves have a "driving force" whether it leads to behaviour that makes us ashamed or destructive habits (Martin, 2006).

This research implies that every effort to change the environment depends on how one's mindset in looking at situations and conditions. This research is limited to students who are currently studying at universities in Banyumas Indonesia. As in general, students in our research carry out their study activities using online learning, so that the impact of the implementation of the lockdown is felt among them. The results of this study can be used as a basis for changing individual perspectives to stay strong in difficult situations such as COVID-19. In addition to affecting students' performance in learning, this also affects their mental health. As previously said, the pandemic has had many negative impacts on students, in particular, thus triggering stress. Therefore, universities can advise students to increase their growth mindset with many things, such as creating a supportive environmental climate (Qin et al., 2021), lecturer figures in delivering material as authority figures discussing intelligence (Limeri et al., 2020). However, it should be noted that the mindset can be influenced by personal experiences and observations of the environment (Limeri et al., 2020).

Conclusions

COVID-19 has had a significant impact on mental health in all walks of life. Students or students are one of the affected communities. The importance of a growth mindset includes an intelligence mindset and a moral mindset to overcome mental health problems. Our research shows that the growth mindset affects mental health. So the importance of the university, in this case, who is authorized and overshadows students' lives, creates a supportive environmental climate to overcome this problem.

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ROLA NASTAWIENIA W DBANIU O ZDROWIE PSYCHICZNE

Streszczenie: Wprowadzenie: Tak długo jak pandemia panuje na świecie, jednostka musi dbać o swoje zdrowie psychiczne, aby być w stanie stawiać czoła problemom związanym z sytuacją pandemiczną oraz jej wpływowi na swoje życie. Uważa się, że nastawienie plastyczne (*growth mindset*) jest predyktorem zdrowia psychicznego osoby. Zbadaliśmy, czy nastawienie plastyczne ma wpływ na pozytywne zdrowie psychiczne studentów uczelni w czasie pandemii.

Metoda: W sumie 567 studentów uniwersytetów w Indonezji wypełniło losowo kwestionariusz internetowy. Narzędzie zastosowane do gromadzenia danych wykorzystuje skale Positive Mental Health oraz Implicit Theory Measures w dwóch aspektach nastawienia plastycznego: poglądu na plastyczność inteligencji (*intelli-*

gence mindset) oraz poglądu na plastyczność moralności (*moral mindset*).

Wyniki: Wyniki wskazują, że plastyczny pogląd na inteligencję ma wpływ na pozytywne zdrowie psychiczne; plastyczny pogląd na moralność również. Ponadto, obie zmienne łącznie – plastyczny pogląd na inteligencję oraz plastyczny pogląd na moralność – wpływają na pozytywne zdrowie psychiczne.

Wnioski: Trzy zaproponowane hipotezy są statystycznie akceptowalne, ale wielkość wpływu każdej z hipotez jest bardzo mała. Implikacje oraz sugestie badawcze są omówione szczegółowo w części poświęconej dyskusji.

Słowa kluczowe: zdrowie psychiczne, *growth mindset* (nastawienie plastyczne), nastawienie względem pandemii