

A Mindset Education Model for Character Building of the Students of Yogyakarta State University, Indonesia

S.F.A. Widodo¹, Sukardi², B. Setiawan³

^{1,2}Department of Mechanical Engineering Faculty of Engineering Universitas Negeri Yogyakarta

³Department of Communication Faculty of Social Sciences Universitas Negeri Yogyakarta

{¹syukri@uny.ac.id, ²sukardi@uny.ac.id, ³bennisetiawan@uny.ac.id}

Abstract. This research aims to develop a positive mindset education model that supports sustainable career development and to reveal its effectiveness in educating the positive mindset that enhances student's carrier development sustainably. It is population research employing Fleming Model. The research subjects include 35 fourth semester students and 50 second semester students of the Department of Mechanical Engineering, Faculty of Engineering, Yogyakarta State University. The data were collected by surveying the Internet sites that correlate with the future, negative thinking, and work hunting. The developed model consists of the sub-system, specific information, main theory, figure/motivator, repetition, and Internet sites. The model shows its effectiveness after four times of repetition.

Keywords: career development, character, education, mindset, model

1 Introduction

The first coaching step in mindset education is the development of its own human resources [1] because the readiness of human quality is the driving force of other factors [2]. Mindset is a belief or a set of beliefs, behaviors, ways of thinking, views and attitudes that determine a person's level of success in the future [3]. While belief is something that is believed to be true or acceptance by the thought that something is true [4]

Mindset affects attitudes, attitudes affect actions, forms habits, habits shape character, and character determines the level of success, which subsequently the level of success will affect the mindset, and so on [5]. Change results without changing mindset [6].

There are three (3) things that affect the mindset, namely information input, environment, and past experience [7]. Basically, everyone has three (3) reference/representation systems, but the person in question has one of the reference systems/representation systems of the three which are the mainstay of the process of releasing information from memory [8].

The reference system is visual, auditory and kinesthetic [9]. Relevant research found that students' thinking patterns that were classified as wrong include perception of fate, perception of luck, negative prejudices, worrying about the future, and difficult-to-get-a-job perception [10].

The research problem can be formulated as how a positive mindset education model supports sustainable career development and how effective the model is in supporting sustainable career development. The research objective is to develop a positive mindset education model that supports sustainable career development and to reveal the effectiveness of the developed model in supporting sustainable career development.

2 Method

This research is exploratory descriptive research using Fleming Model-VAK; Fleming's VAK model stands for Visual (V), Auditory (A), and the Kinesthetic (K) sensory modalities. This model gives an overview about learner's learning styles referring to the sensory modalities involving in information-seeking. In addition, this model is developed from neuro-linguistic programming (NLP) models. Based on the NLP model, the senses are divided into three categories: visual, auditory, and kinesthetic referred to as Representational Systems. This term denotes that the brain employs the senses to establish internal representation or the model pertaining the world surrounding us [11].

The data were collected using a questionnaire and through lecture, discussion, interviews, and task giving. The research subjects consist of semesters 2 and 4 students of Diploma 3 program, semesters 2 and 6 students of Bachelor program of the Department of Mechanical Engineering Education, Faculty of Engineering, Universitas Negeri Yogyakarta.

The data were collected by giving assignments utilizing prominent figures to present knowledge, keys to success, facts, true stories. The technique is optimizing the work of one's representation system, bringing to Alpha waves, and opening Cf.

The research followed the procedure including listening, seeing, and feeling, continued with taking notes on interesting, memorable, inspiring things. The students wrote down the related changes in their perception if any.

The process began with performing the initial mindset (perception) test, identifying (sorting and choosing according to the priority), and determining the object of the Internet site; briefing; searching; learning and understanding, and evaluating changes in perception. The assessment of perception was carried out by looking at the world from the students' perspectives.

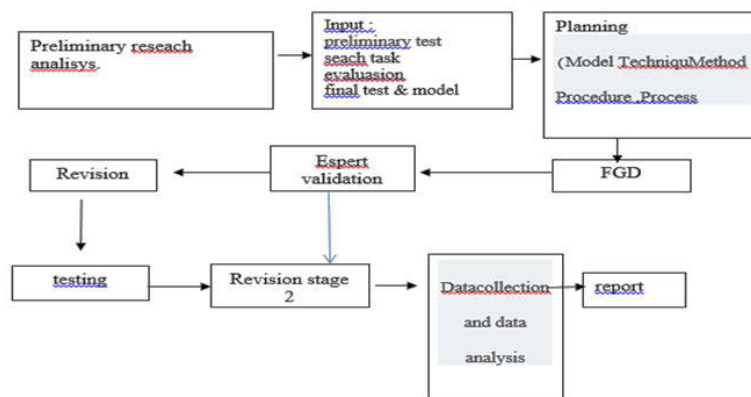


Fig.1. Research Step

3. Result And Discussion

The results of the study include an increase in the quality of mindset; insights gained, insights that are directly embedded, summaries of results, the mindset score of semester 4

students is 82.57, and that of semester 2 students is 56.81 (low category). Both groups' mindset score in prejudice is still low, namely 56.81 for fourth semester students, and 51.85 for second semester students. This score is higher than that in the research by Subiyono [12] about the prejudice schemes of second and fourth semester students whose scores were only 35.70 and 38.70. This happens because the students are at their new age to maturity so the effect of the environment and their past is still looming. This is in accordance with the theory in [7] stating that there are three things that affect mindset, namely information input, environment, and past experience, while in this study it does not respond to negative environmental influences and past negative influences. In addition, it is possible that the model lacks a number of prominent figures who provide information about prejudice so as not to provide stability of results [13].

Furthermore, the scores of the dream of looking for jobs of the fourth semester students at 90.90 and for second semester students at 82.67 are quite good. This is because it is affected by their belief in the future which has a score of 100 for the fourth semester students 96.18 for the second semester students. The future is related to a clear purpose in life, soft skills, and mindset.

This result is in line with Karwowski & Kaufman (Eds.) [14] who write that the importance of goals or ideals is to give hope, be sensitive to direction, encourage, give focus, guide plans and decisions on measures of progress, give challenges, and help and explore self-potential. This result is also in line with the theory that other experts say that the functions of the objectives include being sensitive to direction as a measure of progress, helping and exploring self-potential, giving targeted challenges, giving focus, encouraging, giving direction to life, giving motivational focus, clarifying roles and positions, defining benchmarks for meaning of success and happiness, and facilitating steps [15].

The information the semester IV students obtained or absorbed from the figures is as follows: the future was given a score of 90.90, prejudice was given a score of 88.88, and job was given a score of 85.60. This shows the students' seriousness and interest in the information the figures have conveyed. The information the second semester students obtained or absorbed from the figures is as follows: the future was given a score of 76.40, prejudice was given a score of 43.45, and job was given a score of 26.75

This result indicates that the second semester students tend not to have a clear purpose in life, have not imagined the future, are not fully mature and still unstable, have not thought about the job, and do not yet know the importance of the job. So it cannot be said that they are not interested in the future but more likely that they do not yet think it is a necessity and important for them, or they do not even know the importance of thinking for the future, prejudice, and profession from early age to study in universities.

Based on Table 3 above, some of the information the semester IV students absorbed from the prominent figures is missing/blurred/leaked/not needed and thus the embedded information changes their mindset. The score is as follows: the future was given a score of 75.24, prejudice was given a score of 66, and getting a job was given a score of 70.10, which means that the three aspects of mindset are in a good category.

Furthermore, some of the information the semester II students absorbed from the figures is missing/blurred/leaked/not needed and thus the embedded information changes their mindset. The score is as follows: the future was given a score of 70.10, prejudice was given a score of 43.80, and getting jobs was given a score of 32.14. This means that the future is in a good category because it is intrigued to realize the importance of thinking about the future at the beginning of college life, while prejudice is still in the poor category because they are still at the stage of becoming an adult with the influence of the environment and their past

experience. The job was given a very low score because they have not yet begun to think about jobs with the above conditions [16] for both second and fourth semester students, which shows that perceptions of struggle to get jobs was given a score of 31.85 by the second semester students and 74.19 by the fourth semester students.

The mindset education model with the method of the effect of information from prominent figures and repetitions produces the following. By the fourth semester students, the insights absorbed was given a score of 88.46, the embedded insights was given a score of 70.48, and the insight that becomes reality was given a score of 82.57. From the directly embedded period to the stage of reality, it has increased through the process of deposition and time. The condition means that these insights are increasingly embedded rather than lost over time. Thus the performance of the model is in a very good category with the score of 82.57.

The model of mindset education with the method of the effect of information from prominent figures and repetition has resulted in the following. For the second semester students the insight absorbed gets a score of 48.86, directly embedded insight gets a score of 48.68 and insights that come true gets a score of 76.90. The directly embedded period to the stage of reality has increased with the process of deposition and time.

The condition is that these insights are increasingly embedded rather than lost over time. Thus the performance score of the model is in the good category, which shows the realization into reality gets a score of 76.90.

Compared to the results shown by the fourth semester students, this result is much lower, because the repetition for the fourth semester students is four times while the repetition for the second semester students is only twice. In addition, as mentioned above, the second semester students tend not to think about the future and profession, tend not to know the importance of thinking about the future and profession so they tend not be interested in profession because for them it is not a necessity.

The results of this study indicate that a prominent figure plays an important role in the growth and development of adolescents towards adulthood. They can provide inspiration and at the same time give important decisions in life.

Words, behavior, and all the good things displayed by a prominent figure can be inspiring. Inspiration is what drives a person to decide and establish choices about the future. When the information obtained is complete and relevant with the feeling of someone, he/she will be more confident and will choose the path as directed by the figure.

Prominent figures also become a mirror-like which means that their presence can motivate students to be better. This change of self can determine the future. A student in this study can think about the future when he is inspired by a figure. Furthermore, this research reveals that repetition in watching and paying attention to details about prominent figures has a significant effect on mindset and character. Thus, repetition becomes important in civilizing characters in visual, audio, and kinesthetic processes (VAK).

4 Conclusion

Through the VAK model, utilizing figures and repetition through social media/internet becomes very important. Prominent figures and repetition help a person in the process of forming the mindset and actions. The implication of this research is that educators need to provide more information and present more figures so that students have more views and

solutions to various problems they face. Future studies can develop with many figures and be tested on people who have problems in life.

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