

**THE CORRELATION BETWEEN GROWTH MINDSET AND  
STUDENTS CREATIVITY IN ACADEMIC WRITING**  
(A Correlational Study at The Third Semester of English Tadris Study Program in  
IAIN Curup on the Academic Year 2021/2022)

**THESIS**

This Thesis is submitted to fulfill the requirement  
for “Sarjana” degree in English Language Education



By:

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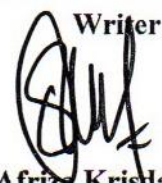
## **PREFACE**

All praises to Allah SWT that the writer had finally finished writing his thesis entitled **“The Correlation Between Growth Mindset And Students Creativity In Academic Writing (A Correlational Study at The Third Semester of English Tadris Study Program in IAIN Curup on the Academic Year 2021/2022)”**.

This thesis is submitted as a part of the completion for undergraduate degree of strata 1 in English study Program of IAIN Curup. The writer realizes that this thesis is far from being perfect, therefore the writer really appreciates some suggestion and critics for being perfect in the future.

Last but not at least, the writer hopes that this thesis will be really useful to those who are interested in this field of study.

**Curup, January 2023**

Writer  


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Hal : Pegajuan Skripsi  
Kepada  
Yth. Bapak Rektor IAIN Curup  
Di  
Tempat

*Assalamualaikum Wr. Wb.*

Setelah diadakan pemeriksaan dan perbaikan, maka kami berpendapat Skripsi atas nama **Afriza Krisdayanti (19551002)** Mahasiswa IAIN Curup Prodi Tadris Bahasa Inggris, yang berjudul “**The Correlation Between Growth Mindset And Students Creativity In Academic Writing** (A Correlational Study at The Third Semester of English Tadris Study Program in IAIN Curup on the Academic Year 2021/2022)”, telah dapat dijalankan dalam sidang munaqosah Fakultas Tarbiyah Institute Agama Islam Negeri (IAIN) Curup.

Demikian permohonan ini kami ajukan, terima kasih.

*Wassalamu'alaikum Wr. Wb.*

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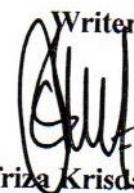
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I hereby certify that thesis entitled “The Correlation Between Growth Mindset And Students Creativity In Academic Writing (A Correlational Study at The Third Semester of English Tadris Study Program on IAIN Curup in the Academic Year 2021/2022)” is honestly my own work. I am fully aware that I have quoted some statements and ideas from various sources and they are properly acknowledgment in the text.

**Curup, January 2023**



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This thesis is presented in partial fulfillment of the requirement for Degree of Strata 1 in English Study Program of IAIN Curup. In conducting this thesis, the researcher received valuable contribution, guidance, helping, support and also motivation from a lot of participations. In this chance, the researcher would like to express his deepest appreciation to:

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Finally, the researcher believes that this thesis is still far from being perfect. So, the constructive suggestion for the improvement of it still need for better. Hopefully, the result of this research can give a useful contribution to the development of English Study Program of IAIN Curup. For acknowledgment above, and those are not mentioned, may Allah SWT gives them the best rewards.

**Curup, January 2023**

Writer  


**Afriza Krisdayanti**  
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## MOTTO AND DEDICATION

Success and failure are both part of life. Both  
are not permanent.

*Happiness is not something ready-made; it comes  
from your own actions.*

*Don't think to be the best, but think do the  
best.*

**Telling the truth is a simple way to have a  
peaceful of live.**

**Smart is not the key in conducting a research.  
Discipline, confidence and strong mental is the key**

**This thesis dedicates to:**

- ❖ My wonderful and beloved family, the greatest man ever, my father Mr. Andi Antoni the most patient and beautiful woman ever, my mother Mrs. Suryati.
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- ❖ All of students English Study Program of IAIN Curup
- ❖ And all the people around me who gave me the golden precept that I could not be mentioned one by one.

## ABSTARCT

Afriza Krisdayanti : The Correlation Between Growth Mindset And  
Students Creativity In Academic Writing  
Advisor : Dr. Eka Apriani, M.Pd.  
Co-Advisor : Henny Septia Utami, M.Pd.

This research was aimed to know whether there was positive correlation between students' Growth Mindset and Students Creativity In Academic Writing. The researcher formulated the problem into one research questions which was answered by using quantitative method. This research had two variables, students' Growth Mindset as an independent variable and students' Academic Writing as a dependent variable. The design of this research is correlational research. There are 68 students of English Study Program as population, the researcher took 32 students as samples that are taken from third semester students English Study Program of IAIN Curup. In collecting the data, the researcher used questionnaire and writing test. The questionnaire was used to measure students' Growth Mindset which consists of 14 statements. Then, the writing test was used to know students' Academic Writing which was gotten from the writing test about educational during the Covid 19, then the students writing was assessed by the rater.. In analyzing the data, the researcher used descriptive statistics and Pearson Product Moment Correlation formula. The data was analyzed by using Microsoft Excel. Based on the research finding, it was found that students' Growth Mindset was categorized into High level and students' writing was categorized into High level too. The result of Pearson Correlation showed that the probability level is 0.700. It can be stated that  $(0,794 > 0,349)$ . Which means  $H_0$  was rejected and  $H_a$  was accepted. Thus, it can be concluded that there is positive correlation between students' Growth Mindset and their Academic Writing of English Study Program of IAIN Curup.

***Keywords: Correlation, Growth Mindset, Academic Writing.***

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# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Writing is an essential literacy skill that is essential for academic performance and future career development. Given its important role, researchers have long sought to identify factors that contribute to writing competence in the context of English as a Second/Foreign Language (ESL/EFL).<sup>1</sup> Writing is highly dependent on changes in four areas, namely skills (eg handwriting and spelling), strategies (eg self-regulated learning processes), knowledge (eg linguistic knowledge and content) and motivation.

Creativity and innovation shared by writing Academics can take these effective learning techniques, build a habit of lifelong learning, and synthesize information through creativity and innovation, potentially igniting passion for writing. As a lifelong learning habit extends into innovative thinking and a passion for sharing new ideas, individuals are called to writing. This process of communicating new ideas can also become a powerful and self-reinforcing habit. The science of lifelong learning highlighted above can be applied to the art of writing.

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<sup>1</sup>Bai, B. Chao, G. C. N., & Wang, C. (2019). The relationship between social support, self-efficacy, and English language learning achievement in Hong Kong. *TESOL Quarterly*, 53(1), 208-221.

Sahlberg writes of creativity as an outcome of lifelong learning. In fact, creativity can be learned and developed into a habit interwoven with lifelong learning. Specifically, the continuous process of learning new information and synthesizing it with current information is dynamic and exciting, leading to unique perspectives, revolutionary ideas, newly intermingled concepts, and innovative solutions.<sup>2</sup> A lifelong learning habit makes individuals more sensitive and open to new ideas, more willing to incorporate alternative approaches into problem-solving, and more interested and engaged in innovation.

Creativity is a product of lifelong learning that helps us innovate as educators, researchers, and writers. An individual with a lifelong learning habit naturally fuels the fire of repeated moments of creativity and innovation and wants to share these moments with others through a variety of outlets, including writing. “Innovation is the extraction of economic and social value from knowledge.”<sup>3</sup> It involves putting ideas, knowledge, and technology to work in new and unique ways, resulting in new insights and improved performance. This process of innovation can be described as dynamic, complex, non-linear, even chaotic. Further, Sahlberg stated that innovation is most often a collective process. This is why we write.<sup>4</sup> As we share our creativity, i.e. Our new ideas and innovative solutions, through

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<sup>2</sup>Sahlberg P. Creativity and innovation in lifelong learning. *lifelong learning in Europe*. <https://pasisahlberg.com/wp-content/uploads/2013/01/Creativity-and-innovation-in-LLL-2009.pdf>. Published 2019. Accessed 13 April 2019.

<sup>3</sup>Sahlberg P. *Op.cit.* 2019

<sup>4</sup>Sahlberg P. *Op.cit.* 2109

writing, others read, learn, analyze, synthesize, and innovate further. As we share our creative thoughts and together through writing back and forth, we build a perpetually creating and innovating society. This is the creative “art” of academic writing.<sup>5</sup>

Creative writing is important because it addresses much more fundamental issues of creation in student writing. In the era of mass higher education, many students are intimidated by any kind of writing. For them, every writing is a learning experience and, in the truest sense of the term, creative writing. So these students must write not only lecture notes and essays and exam reports and answers, but also contributions to online discussions, entries in ePortfolios, content for websites and emails. If we can overcome students' reluctance to write, we can give them great power and freedom. We can enable them to be creative.

Growth mindset were found to be nearly as important predictors of strategy use, while the impact of interest and utility was weaker. The results showed that independent learning and competence in writing English can be improved through the promotion of motivation. This study highlights the influence of socio-cultural context on motivation. More importantly, a growth mindset can emerge as a new research agenda in English as Second/Foreign Language (ESL/EFL) writing.

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<sup>5</sup>Coleman J. Lifelong learning is good for your health, your wallet, and your social life. Harvard Business Review; 2017 <https://hbr.org/2017/02/lifelong-learning-is-good-for-your-health-your-wallet-and-your-social-life> Published February. Accessed 13 April 2019

Growth mindset has attracted increasing attention given its significance in promoting persistence and resilience. People with a fixed mindset maintain that ability is a fixed trait, failure is a sign of low ability, and efforts and practice are useless. Thus, they resist engaging in tasks that they are not good at, show more self-handicapping behaviours, and are more likely to give up, which is related to low performance. In contrast, people with a growth mindset perceive that competence is malleable and can be improved with effort, such that they are more likely to use effective learning strategies and exert effort to improve competence.

This research contribute to the literature to show that the Growth Mindset theory applies in the context of TBI IAIN CURUP students or not. and must be tested because we will see the difference from previous research There have been a number of previous studies that have looked into the same topic. The first related finding was form Barry Bai, Jing Wang & Youyan Nie article entitled “Self-efficacy, task values and growth mindset : what has the most predictive power for primary school students’ self-regulated learning in English writing and writing competence in an Asian Confucian cultural context”. and in students TBI IAIN CURUP will be examined its demographics / characteristics. because students who were conscientious at that time were definitely different from the students of TBI IAIN CURUP.

This study will refute or support the theory later to become of The correlation between growth mindset and students creativity in academic writing. and it is very important that this research is conducted to see the

experiment/correlation of this research. To contribute to the theory that shows that the Growth Mindset has something to do with creativity in academic writing.

The phenomenon of the weak writing creativity of TBI students. For example, on the walls of TBI, there are many student writings that have wrong grammar. This shows weak writing creativity because what the students wrote on the board was not thorough.

Based on the importance of the Growth Mindset and Writing Creativity and based on the possible theoretical relationship between the Growth Mindset and Writing Creativity plus the phenomenon in the TBI environment about the weakness of Writing Creativity, the researchers are interested in conducting a research entitled The Correlation Between Growth Mindset And Students Creativity in Academic Writing.

This proposal describes some of the work the author is currently doing under the theme The Correlation Between Growth Mindset in Academic Writing Skill to help students write and challenge the special status of 'creative writing' at TBI IAIN CURUP.

## **B. Research Question**

According to the study's background, the problems of this study are formulated as follows:

1. How are student's academic growth mindset of third semester atenglish tadris study program ?

2. How is the level of student writing creativity of third semester at english tadrís study program ?
3. Is there any correlation between student growth mindset and their academic writing creativity of third semester at english tadrís study program ?

### **C. Objectives of the Research**

1. The academic writing creativity of TBI students in the third semester at IAIN Curup.
2. The level of student growth mindset and student creativity in academic writing at TBI in the third semester at IAIN Curup.
3. The correlation between the growth mindset of students and their academic writing creativity in the third semester of TBI at IAIN Curup.

### **D. Significant of the Research**

This research has the benefits are the following :

#### **1. For the teacher**

By understanding that each student has a different Growth mindset, the teacher is expected to pay more attention to the students' Growth mindset as especially for the students' low growth mindset and involves the students' active in learning writing academic. Such as write like it's your job, Find a writing partner, find a good patient, Write description and giving support so that students will have good Growth

mindset and participate in learning process and be able to maintain and improve their writing academic.

## **2. For the students**

The students must have to desire to develop, have a purpose, motivation, flexibility in behavior, having and utilizing superiority, health, and energy it important for them to improve their Growth mindset. Following the teachers' concept in learning, enjoying writing academic by involving themselves actively in writing academic helps boost mindset to write in English academic writing.

## **3. For the other researcher**

This research gives information that students' Growth mindset and writing academic have a correlation. Therefore, it is desirable for the further researcher to find out the variable to know other factors that influence the writing academic except which existed in this research.

## **E. Delimitation of the Research**

The sample in this research is delimited on the third semester English Tadris Study Program in IAIN Curup. They have good writing skill competence and the potential to be homogenous because they have just completed a writing class with controlled writing curriculum.



## **F. Operational of Definition**

### **1. Writing Creativity**

Writing is a skill in which we express ideas, feeling, and thoughts that are arranged in words, sentence, and paragraph by using eyes, brain and hand. Furthermore, some people will express their message, attitude, opinion, and belief to readers through form of writing consisting of meaningful completeness, such as spelling and punctuation that can be seen by both the writer and the reader in writing.

### **2. Growth Mindset**

The application of a growth mindset in learning is one strategy that can be used to improve the quality of education. It is an educational method that helps students realize their potential and encourages them to develop it by focusing on their talents and abilities rather than their short comings.

Growth mindset is a way of thinking about a person's capacity or talent since childhood. A person who has this mindset understands that his abilities and talents can continue to develop with hard work and dedication. It instills a mindset to keep learning and understanding the world.

Someone who has a growth mindset or growth mindset tends to want to get a learning process that is important (meaningful) and has an

influence in his life. He doesn't just want to look smart or he wants to master things.

Growth Mindset in this research to observations of other of natural phenomenon, or just from a break with a return and fresh perspective. The mindset theory suggests that a person with the self-view of a growth mindset believes that intelligence is developing and embraces challenges with belief in, anticipation of, future growth, where as a person with the self-view of a fixed mindset believes that intelligence is an innate quality that cannot be changed, resulting in a response of helplessness to challenges.

#### **G. Systematic of the Research**

The explanation of this research will be organized into five chapters. The first, Chapter I, about the background of the research, research question, objective of the research, significance of the research, delimitation of the research, operational of definitions and systematics of the research. The second, Chapter II, this chapter consist to review of the related theories and review of the related findings. the third, Chapter III, presents about the methodology of the research which includes the kind of the research, population and ample, technique of collecting data, research instrument, validity and reliability, and technique analysis data. The fourth chapter, Chapter IV, is research finding and discussion. And the fifth,

Chapter V, is the conclusion and suggestion that consist of conclusion and suggestion.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Growth mindset**

The growth mindset plays an important role in students' learning motivation. Students who believe their abilities are malleable are more likely to set mastery goals and persevere in the face of adversity. This study examines the growth mindset of third semester TBI students. Growth modeling was used to examine the trajectory of students' growth mindsets and their two associative factors - self-efficacy and creative thinking. students with a higher creative mindset showed a more adaptive growth mindset trend in developing a growth mindset.

Growth mindset has been increasingly promoting in primary, secondary, and tertiary educational settings and providing support to school leaders and teachers who develop students learning motivation and achieve their learning goal in education<sup>6</sup>. Education is to cultivate students to enhance their 21st-century skills, including technical information, communication, collaboration, creativity, critical thinking, and problem-solving, facing the challenges in the use of technological industry 4.0. Coutts said that growth mindset could help teachers to transform their knowledge, values, and beliefs in influencing students' learning outcomes. Meerts-Brandsma and Sibthorp additionally emphasize how growth

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<sup>6</sup>(Han & Stieha, 2020; Hoyt & Burnette, 2020)

mindsets transform their experiences, conceptualize, and interact with the world to young students.

Capozzi also indicated that using the growth mindsets could help teachers to create a positive classroom learning cultures for student achievement. Brock and Hundley further emphasized how teachers could use the growth mindset to create a learning community as well as Allen, Williams, and Wallace said that growth mindsets could help students to reach their learning success by getting things done timely. Therefore, growth mindset is an effective approach for teachers to help students to reach their learning goals and cultivate their educational core values, such as honesty, responsibility, and contribution to the society.

Growth mindset has attracted increasing attention given its significance in promoting persistence and resilience<sup>7</sup>. Growth mindset on students' SRL strategy use and competence in writing has not received much attention in empirical research. According to implicit theories of intelligence, people's beliefs of whether intelligence is malleable or fixed can lead to different learning patterns and achievements<sup>8</sup>. People with a fixed mindset maintain that ability is a fixed trait, failure is a sign of low ability, and efforts and practice are useless. Thus, they resist engaging in tasks that they are not good at, show more self-handicapping behaviours,

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<sup>7</sup>Yeager, D. S., & Dweck, C. S. (2012). Mindsets that promote resilience: When students believe that personal characteristics can be developed. *Educational Psychologist*, 47(4), 302–314.

<sup>8</sup>Blackwell, L. S., Trzesniewski, K. H., & Dweck, C. S. (2007). Implicit theories of intelligence predict Achievement across an adolescent transition: A longitudinal study and an intervention. *Child Development*, 78(1), 246–263.

and are more likely to give up, which is related to low performance. In contrast, people with a growth mindset perceive that competence is malleable and can be improved with effort, such that they are more likely to use effective learning strategies and exert effort to improve competence.

### **1. Indicators**

Such people also persist and take actions to confront problems in the face of setbacks.<sup>9</sup> found that L2 learners with a growth mindset reported more academic engagement, positive mood and continuance intention in failure situations. In Bai and, growth mindset was found to be positively related to primary school students' SRL strategy use in English writing. However, it is necessary to highlight that each individual may hold a growth mindset, a fixed mindset and/or a mixture of both in different areas of learning given the multi-dimensionality of intelligence, which includes practical problem solving, verbal ability, social competence and motivation<sup>10</sup>. For example, some learners may believe that their L2 speaking ability is fixed, whereas their L2 reading ability may be malleable. On the other hand, growth mindset has been widely measured with self-report questionnaires, which may induce some effects of social

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<sup>9</sup>Lou, N. M., & Noels, K. A. (2016). Changing language mindsets: Implications for goal orientations and responses to failure in and outside the second language classroom. *Contemporary Educational Psychology*, 46, 22–33.

<sup>10</sup>Lüftenegger, M., & Chen, J. A. (2017). Conceptual issues and assessment of implicit theories. *Zeitschrift für Psychologie*, 225(2), 99–106

desirability<sup>11</sup>. Although learners with a fixed mindset may not perform as well as those with a growth mindset in a particular academic domain, they may still make progress in learning<sup>12</sup>. In addition, learners with a growth mindset may stick to their failed tasks for too long rather than moving on to new tasks<sup>13</sup>.

## 2. Influential Factors

Growth mindset may play a particularly important role for students in many Asian societies due to the influence of the Confucian heritage culture. In such cultures, efforts are viewed as central to the learning process<sup>14</sup>. For example, examined teachers' influences on students' motivation in one rural and one urban Grade 11 class in China.<sup>15</sup> Their study provides direct and explicit evidence that Chinese teachers transmit Confucian values of education that promote a malleable and incremental view towards competence. Earlier studies with Chinese students also found that students generally viewed competence as malleable and able to be improved through hard work<sup>16</sup>. Since writing in English is generally highly challenging for

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<sup>11</sup>Lüftenegger, M., & Chen, J. A. (2017). Conceptual issues and assessment of implicit theories. *Zeitschrift für Psychologie*, 225(2), 99–106

<sup>12</sup>Costa, A., & Faria, L. (2018). Implicit theories of intelligence and academic achievement: A meta-analytic review. *Frontiers in Psychology*, 9, 1–16.

<sup>13</sup>Park, D., & Kim, S. (2015). Time to move on? When entity theorists perform better than Incremental theorists. *Personality & Social Psychology Bulletin*, 41(5), 736–748.

<sup>14</sup>Li, J. (2006). Self in learning: Chinese adolescents, goals and sense of agency. *Child Development*, 77(2), 482–501.

<sup>15</sup>Wang, J., & Rao, N. (2019). Classroom goal structures: Observations from urban and rural high school classes in China. *Psychology in the Schools*, 56(8), 1211–1229.

<sup>16</sup>Hau, K. T., & Ho, I. T. (2010). Chinese students' motivation and achievement. In M. H. Bond (Ed.), *Oxford handbook of Chinese psychology* (pp. 187–204). Hong Kong: Oxford University Press.

ESL/EFL learners, growth mindset is likely to play an important motivational role in writing competence. Therefore, growth mindset may prove to be another very important motivational variable for ESL/EFL writing in Asian Confucian cultural contexts, as compared to self-efficacy. More importantly, very little research has addressed how growth mindset may function in contrast to self-efficacy in the same study.

### 3. Benefits

In sum, it is highly important to map out the relationships between young ESL/EFL students' motivation, self-regulated learning and English writing competence given the developmental nature of such students' learning. In addition, research into ESL/EFL writing has historically focused on higher education. Research that focuses on early writing is very limited<sup>17</sup>. There has been a large population and a growing number of ESL/EFL students who start learning English at an early age, and their problems in English writing start in early grades<sup>18</sup>. Only with a better understanding of young students' ESL/EFL writing through empirical evidence can policies, school curriculums and classroom instructions be made more relevant and effective.

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<sup>17</sup>Matsuda, P. K., & De Pew, K. E. (2002). Early second language writing: An introduction. *Journal of Second Language Writing*, 11(4), 261–268.

<sup>18</sup>Oga-Baldwin, W. L. Q., Nakata, Y., Parker, P., & Ryan, R. M. (2017). Motivating young language learners: A longitudinal model of self-determined motivation in elementary school foreign language classes. *Contemporary Educational Psychology*, 49, 140–150.



## B. Student Creativity

Sahlberg writes of creativity as an outcome of lifelong learning. In fact, creativity can be learned and developed into a habit interwoven with lifelong learning.<sup>19</sup> Specifically, the continuous process of learning new information and synthesizing it with current information is dynamic and exciting, leading to unique perspectives, revolutionary ideas, newly intermingled concepts, and innovative solutions. A lifelong learning habit makes individuals more sensitive and open to new ideas, more willing to incorporate alternative approaches into problem-solving, and more interested and engaged in innovation. Creativity is a product of lifelong learning that helps us innovate as educators, researchers, and writers. An individual with a lifelong learning habit naturally fuels the fire of repeated moments of creativity and innovation and wants to share these moments with others through a variety of outlets, including writing. “Innovation is the extraction of economic and social value from knowledge.”<sup>20</sup> It involves putting ideas, knowledge, and technology to work in new and unique ways, resulting in new insights and improved performance. This process of innovation can be described as dynamic, complex, non-linear, even chaotic. Further, Sahlberg comments that innovation is most often a collective process. This is why we write.<sup>21</sup> As we share our creativity, i.e. our new

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<sup>19</sup>Sahlberg P. Creativity and innovation in lifelong learning. lifelong learning in Europe. <https://pasisahlberg.com/wp-content/uploads/2013/01/Creativity-and-innovation-in-LLL-2009.pdf>. Published 2019. Accessed 13 April 2019.

<sup>20</sup>Sahlberg P. Op.cit. 2019

<sup>21</sup>Sahlberg P. Op.cit. 2019

ideas and innovative solutions, through writing, others read, learn, analyze, synthesize, and innovate further. As we share our creative thoughts and together through writing back and forth, we build a perpetually creating and innovating society. This is the creative “art” of academic writing.

Academics can take these effective learning techniques, build a habit of lifelong learning, and synthesize information through creativity and innovation, potentially igniting passion for writing. As a lifelong learning habit extends into innovative thinking and a passion for sharing new ideas, individuals are called to writing. This process of communicating new ideas can also become a powerful and self-reinforcing habit. The science of lifelong learning highlighted above can be applied to the art of writing.

### C. Writing Creativity

Embracing artisanal writing habits can provide an effective model of writing that overflows from the pursuit of lifelong learning. Artisanal writing habits are one of four premises illuminated<sup>22</sup> research regarding writing successfully. The other premises include behavioral, emotional, and social writing habits which together create The Writing BASE, an online self-evaluation tool designed to improve productive writing.<sup>23</sup> For example, behavioral habits describe everyday writing habits whereas emotional habits

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<https://pasisahlberg.com/wp-content/uploads/2013/01/Creativity-and-innovation-in-LLL-2009.pdf>. Published 2019. Accessed 13 April 2019.

<sup>22</sup>Sword H. *Air & light & time & space: how successful academics write*. Cambridge, MA: Harvard University Press; 2017.

<sup>23</sup>The writing BASE. The writer’s diet. <http://writersdiet.com/base.php>. Accessed 13 April 2019.

reflect how you feel about writing, and social habits indicate the level of productive collective discussions. By evaluating your writing habits, the tool provides guidance on areas of improvement. If adopted, these habits, found to be common among productive academic writers, are inspired by lifelong learning.<sup>24</sup> This commentary will address effective lifelong learning principles, developing our lifelong learning as a catalyst for creativity and innovation, and extending our ideas toward others through the medium of writing. We propose that lifelong learning is the fertile soil within which creative ideas and innovations grow, producing a beautiful creation shared with others through academic writing.

Lifelong learning, as a personal value, must start inside us before we can pass the ideas onto others through writing, so let's first explore some concepts of lifelong learning. Lifelong learning is most effective when it becomes a habit. For some, this habit may be ingrained in their development; for others this may take more focused effort.<sup>25</sup> In order to truly develop the lifelong learning habit first must believe in your own ability to create and innovate. Then, in order to learn and retain new concepts, learning must shift new information from working memory, where it's newly experienced, into long-term memory, where it's associated, anchored, and retrievable. Learning becomes a habit and, in turn, a lifelong journey when the pattern

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<sup>24</sup>Sword H. *Air & light & time & space: how successful academics write*. Cambridge, MA: Harvard University Press; 2017. The writing BASE. The writer's diet. <http://writersdiet.com/base.php>. Accessed 13 April 2019.

<sup>25</sup>Brown PC, Roediger HL, McDaniel MA. *Make it stick*. Cambridge, MA: The Belknap Press of Harvard University Press; 2014

of association and retrieval is practiced again and again until it becomes habit. Some other fascinating tidbits from this work include:<sup>26</sup>

Depth: The more complex thinking needed to learn the concept, the more difficult it is to learn, yet the more likely it is retained. Once learned, the deeper, more complicated concepts are more likely to shift into long-term memory. Spacing: By spacing out the time in which information is retrieved, such as reviewing an article to find one particular statement that was of interest, the more likely one is to learn and retain. and Capacity: Our capacity for learning material that translates into long-term memory is enormous; yet the utility of long-term memory is based on the ability to retrieve that information. All of these premises support the practice of lifelong learning and, if incorporated, make the practice more effective. For example, When reading books, blogs and articles that interest us, if we:

Seek new complex concepts or findings we struggle a bit to understand, such as the psychology behind learning, we are more likely to remember the information [depth]. Incorporate these ideas into our current knowledge and retrieve the ideas periodically, such as discussion with others, rereading passages, or applying to new environments, we are more likely to retain the information [spacing]. and add more new concepts to link to items we have already retained and repeatedly retrieve them, we can retain more and more [capacity].

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<sup>26</sup>Brown PC, Roediger HL, McDaniel MA. Make it stick. Cambridge, MA: The Belknap Press of Harvard University Press; 2014

#### **D. Previous Related Findings**

There have been a number of previous studies that have looked into the same topic. The first related finding was from Barry Bai, Jing Wang & Youyan Nie article entitled “Self-efficacy, task values and growth mindset: what has the most predictive power for primary school students’ self-regulated learning in English writing and writing competence in an Asian Confucian cultural context?”.<sup>27</sup>

This study extends our understanding of the relationships between motivational variables, SRL writing strategy use and competence in English writing among primary school ESL/EFL students in Hong Kong. The findings indicate that the high achievers were relatively more motivated and used more SRL strategies in English writing than the low achievers.

The results were based on the students’ self-reports of strategy use and motivational variables in the questionnaire. Although self-reported measures have been widely used, students’ own reports may induce bias in social desirability. It might be useful for future research to employ a more open-ended survey and/or interviews to let students report their own motivation and strategy use. Second, the sample was relatively small. The study focused on ESL/EFL learners in a particular sociocultural setting. More future research with a larger sample and from other Asian/Confucian

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<sup>27</sup>To cite this article: Barry Bai , Jing Wang & Youyan Nie (2020): Self-efficacy, task values and growth mindset: what has the most predictive power for primary school students’ self-regulated learning in English writing and writing competence in an Asian Confucian cultural context?, Cambridge Journal of Education, DOI: 10.1080/0305764X.2020.1778639 To link to this article: <https://doi.org/10.1080/0305764X.2020.1778639>

heritage societies is needed to ascertain the generalisability of the findings. Further, a worthwhile direction for future research would be to conduct a study that includes participants from both Western and Asian societies so as to better illustrate the possible different roles of motivational variables in SRL writing strategy use and competence among Western and Asian students.

The second finding was from Megan L. Truax “The Impact of Teacher Language and GrowthMindset Feedback on Writing Motivation”<sup>28</sup>. The study indicate that when teachers suspend their criticism in favor of objectively noticing what their students have done well as writers, in addition to incorporating feedback that encourages a growth mindset, students are able to move forward in a growth mindset developmental progression, thus eventually increasing their writing motivation. These findings are especially pertinent given the long-understood relationship between motivation and achievement (Csikszentmihalyi, 1990). Focus on writing as a separate entity from reading, with an additional emphasis on feedback to young writers, would be especially powerful for new teachers entering the field.

The testing culture that has become prevalent in schools across the nation must change in order to focus on the importance of motivation if educational policy makers wish to see an increase in student writing

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<sup>28</sup>To cite this article: Megan L. Truax (2017): The Impact of Teacher Language and Growth Mindset Feedback on Writing Motivation, Literacy Research and Instruction, DOI:10.1080/19388071.2017.1340529 To link to this article: <http://dx.doi.org/10.1080/19388071.2017.1340529>

achievement. Instead of encouraging the shift from broad-based learning to a narrow focus on test-taking strategies that has currently permeated our schools (Au, 2007), policy makers must concentrate on creating students with a lifelong love of literacy. Without taking the time for valuable interactions between students and teachers, in which teachers can offer their students meaningful and motivational feedback, the data presented on The Nation's Report Card: Writing 2011 are not likely to change. Once policy makers understand the value of creating a nation of students who truly love to write, students' achievement in writing will rise to unlimited heights.

The third, from Barry Bai and Jing Wang the research under title "The role of growth mindset, self-efficacy and intrinsic value in self-regulated learning and English language learning achievements".<sup>29</sup>The present study suggests that self-regulated EFL/ESL learners who effectively monitor and expend efforts to regulate their learning are more likely to achieve desirable English language learning results. Additionally, nurturing growth mindset, intrinsic value, and self-efficacy can foster students' self-regulated learning.

Experimental studies suggest that motivational beliefs are dynamic and can be changed through students' engagement in different contexts, and are also influenced by interactions with teachers, peers, and parents (Dweck, 2006; Yeager et al., 2016). Therefore, universities and schools should provide more teachers' professional development opportunities and family

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<sup>29</sup> Language Teaching Research 1–22 © The Author(s) 2020 Article reuse guidelines: [sagepub.com/journals-permissions](https://www.sagepub.com/journals-permissions) DOI:10.1177/1362168820933190 [journals.sagepub.com/home/ltr](https://journals.sagepub.com/home/ltr)

education programs. These programs should cover knowledge of motivational beliefs and selfregulated learning.

**E. Hypotheses of the study**

Based on various theories above, the writer proposes the hypotheses as follows :

Ha : There is a correlation between the third semester TBI students' habits of Growth Mindset And Students Creativity in Academic Writing.

Ho : There is no correlation between the third semester TBI students' habits of Growth Mindset And Students Creativity in Academic Writing.



## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Kind of the Research

This research used a correlational method. The correlational method, according to Fraenkel and others, is a method for explaining the intensity of the relationship between two or more events or characteristics<sup>30</sup>. It is a step up from the descriptive form of description. Unlike the experimental approach, which looks at whether or not a given control condition has a predicted effect, this method focuses on the relationship that can be seen by the coefficient of correlation. To put it another way, a correlational analysis is a research method that aims to predict the degree or relationship between two or more variables without attempting to influence the variables. Furthermore, according to Ary, the correlational approach is beneficial since the stronger two events are linked (related, or associated), the better we can predict one from the other<sup>31</sup>.

A correlational analysis can produce three different outcomes, according to Gall and others: a positive correlation, a negative correlation, or no correlation<sup>32</sup>. To begin with, positive correlation

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<sup>30</sup> Jack R Fraenkel, Norman E Wallen, and Helen H Hyun, *How to Design and Evaluate Research in Education* (1221 Avenue of the Americas, New York, NY 10020: McGraw-Hill Companies, Inc, 2012) <<https://doi.org/10.1017/CBO9781107415324.004>>.

<sup>31</sup> Donald Ary and others, *Introduction to Research in Education, Measurement*, 8th edn (USA: Wadsworth, Cengage Learning, 2010), IV <<https://doi.org/10.1017/CBO9781107415324.004>>.

<sup>32</sup> Meredith D Gall, Joyce P Gall, and Walter R Borg, *Educational Research: An Introduction*, 7th edn (USA: Allyn and Bacon, 2003).

means that when one variable increases or decreases, the others increase or decrease. A good positive correlation is shown by a correlation coefficient close to +1.00. Negative correlation is when one variable increases while the others decrease, it is said that the variables have a negative correlation. It is no connection. No correlation happens when the variables are uncorrelated, and there is no linear relationship between them, it is said that there is no correlation. There is no correlation when the correlation coefficient is 0.

As previously mentioned, a correlational approach is one that is used to predict the relationship between two or more variables. There were two correlational variables in this research. They were independent variables (X) and a dependent variable (Y). The independent variable is the one used to predict and influence the outcome. The dependent variable, on the other hand, is the variable that would be expected or influenced by the independent variable. The following are the variables that were used in this research:

Independent variable, The first independent variable of this research was Growth Mindset of the third semester TBI students at IAIN Curup. The second independent variable of this research was students creativity of the third semester TBI students at IAIN Curup. Dependent variable, The dependent variable of this research was

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Academic Writing skill of the third semester TBI students at IAIN Curup.

## **B. Population and Samples**

### **1) Population**

Rumble stated that population is the group of interest to the group of interest to the researcher, the group to which the researcher would like of the study to be generalizable. In additional population is totality or generalization of the unit, individual, object or subject that determine the quantity and criteria to be studied, which can be people and events, that can be obtained or can provide the data information research which can be drawn conclusions.

Population is defined by Fraenkel as the entire group of organisms (animal or human) that will be represented by the research participants<sup>33</sup>. The population for this research was all third semester English students in the English Tadris department at State Islamic Institute of Curup in the academic year 2020/2021. They were 68 English students from classes A, B, and C, and D who had completed several levels of English Writing classes.

**Table 3.1**  
**The Data of Students Population**

NO	CLASS	TOTAL

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<sup>33</sup>Fraenkel, Wallen, andHyun. Op. Cit.

1	TBI 3A	18
2	TBI 3B	17
3	TBI 3C	18
4	TBI 3D	15
Total		68

*Source : Third semester english tadrıs study program 68*

## 2) Samples

Sample is part of population which is supposed to represent the characteristics of the population. In addition sample is the representative of the group population from which it is drawn, or simply knew as the people take part in study. To determine the sample of this research, the researcher used total sampling. Total sampling is a sampling technique which the sample is taken from whole of the population. It means people who are sampled are those from the population itself.

The purpose of taking all members within the population asample in this research due to the researcher wanted to knowThe Correlation between Growth Mindset And Students Creativity in Academic Writing.

Researchers chose the third semester of TBI IAIN Curup because they were experiencing a paragraph writing course in their semester of learning. Therefore, in exploring the correlation between

Growth Mindset and their academic writing creativity, the results are getting stronger with a total of 68 students from the population, the sample will be the same as the total population.

According to Ary, sample refers to the portion of the population that is being studied<sup>34</sup>. In this research, the researcher deployed a convenient sampling technique to solicit the samples. In this way, the researcher distributed the three instruments already designed as the techniques of collecting data, namely critical writing questionnaire, English students creativity test, and Academic Writing Skill test to the population (68 students). Subsequently, of the 68 students, those who responded and returned the answers of the three instruments were officially regarded as the samples. After conducting the foregoing, there were 68 students who provided the answers of the three instruments. This, there were 68 third semester TBI students who became the samples of this research.

The population is the total number of individuals in the study from whom the sample is drawn. In the other term, the sampled group is referred to as the population.<sup>35</sup> The group studied in this study included all third semester students from the English Education Department at IAIN Curup. The data of student

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<sup>34</sup>Ary and others, IV. Op. Cit

<sup>35</sup>Donald Ary et al., *Introduction to Research in Education, Measurement*, 8th ed., vol. 4 (USA: Wadsworth, Cengage Learning, 2010), <https://doi.org/10.1017/CBO9781107415324.004>.

population can be seen in table 3.1 below. It is worth noting that the students' names are labeled by their initials to guarantee their confidentiality.

**Table 3.2**  
**The Data of Student Population**

NO	CLASS	TOTAL
1	TBI 3A	18
2	TBI 3B	17
3	TBI 3C	18
4	TBI 3D	15
Total		68

The researcher further selected the sample members using a convenient sampling technique. Wallen defined a sample as a representative fraction of a population.<sup>36</sup> A sample is a collection of components drawn from a broader population according to predefined criteria. A sample is always fewer in number than a population, and it is sometimes even much fewer. In this study, the author selected a convenient sampling technique to gain a sample from the entire population.

Sampling is the process of selecting a group of participants for a research so that the individuals represent the broader population from which they are drawn.<sup>37</sup> Sampling entails selecting a few things from a particular group to study

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<sup>36</sup>Fraenkel, Wallen, and Hyun, *How to Design and Evaluate Research in Education*.

<sup>37</sup>Oisín Tansey, "Process Tracing and Elite Interviewing: A Case for Non-Probability Sampling," in *Methoden Der Vergleichenden Politik-Und Sozialwissenschaft* (Springer, 2009), 481–96.

in order to get data from which valid inferences about the full mass may be formed.

**Table 3.3**  
**The Data of Student Sample**

NO	CLASS	TOTAL
1	TBI 3A	8
2	TBI 3B	7
3	TBI 3C	10
4	TBI 3D	7
Total		32

### C. Techniques of Collecting Data

The data in this research were collected using one set of questionnaire and two sets of tests. The first was critical thinking questionnaire whose instrument borrowed the Critical thinking questionnaire developed <sup>38</sup>. This questionnaire was derived from a model of critical thinking skills whose components or indicators consisted of analysis, inference, evaluation, inductive reasoning, and deductive reasoning. This test had been validated and developed by Lisa Kay Maag in 2007.

This research, the researcher uses data collecting for get information of data, there are:

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<sup>38</sup>Honey. Op. Cit.

## **1. Questionnaire**

Questionnaire is a written collection of self-report questions to be answered by a selected group of the research subjects. The Correlation Between Growth Mindset And Students Creativity In Academic Writing. In this research, questionnaire was very important to collect data in detail. The questionnaire prepared by researcher is close-ended type questionnaire. It is aimed to get a solid and clear response from the students. The questionnaire was consisting of 14 statements.

## **2. Test**

Test is a method of measuring a person's ability, knowledge, or performance in a given domain. Test is constructed as a device to reinforce learning and to motivate students' performance in the language. Test is an instrument or procedure design to elicit performance from learners with the purpose of measuring their attainment of specified criteria.

## **D. Instruments**

In conjunction with the elaborations contained in the previous section, techniques of collecting data, there were three sets of instruments used in this research. They were Growth Mindset Questionare , students creativity in academic writing skill test.

### **1. Growth Mindset Level Questionnaire**



Growth mindset questionnaire was developed by Honey<sup>39</sup>. This questionnaire assessed the ability of students to apply critical thinking in terms of some skills such as analysis, inference, evaluation, inductive reasoning, and deductive reasoning. The options of the Likert scale are:

**Table 3.4**

**Likert Scale**

Strongly Agree	Agree	Disagree	Strongly Disagree
4	3	2	1

The options of Linkert Scale could be shortened in the forms as bellow:

Strongly Agree	SA	:	Disagree	:	D
Agree	A	:	Strongly Disagree	:	SD

In this technique, the students only need to put their choice and the question of the questionnaire. The researcher belief that obtaining the data with the questionnaire is the best way for collecting data in this research because it will be easier for the students to give information based on their answers that suitable to the questions in the questionnaire.

**Table 3.5**

**Blueprint of questionnaire**

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<sup>39</sup>Honey. Ibid.

No	Indicator	Items	Scoring
1	The belief that mindset is developing	(Q1) You can always substantially change how intelligent you are.	(+)
		(Q6) Other people's successes are inspiring. I can learn by their example.	(+)
		(Q8) You have a certain amount of intelligence, and you can't really do much to change it.	(-)
		(Q13) I feel threatened by the by the success of others	(-)
2	Embracing challenges	(Q2) I thrive when given a challenge to overcome	(+)
		(Q3) I overcome setbacks or other obstacles that arise	(+)
		(Q4) Hard work is needed to master skills	(+)
		(Q9) I lose interest and enjoyment in a task when it is difficult	(-)

		(Q10) I give up when faced with setbacks or other obstacles	(-)
		(Q11) I'm drawn to tasks where I already have the skills to succeed	(+)
3	Anticipating future's growth mindset	(Q5) Criticism is helpful and motivates me to improve	(+)
		(Q7) Knowing my strengths and weakness helps me develop and improve	(+)
		(Q12) I ignore criticism of my work	(-)
		(Q14) I'm perfect the way I am	(-)
<p><b>NOTE : Scoring (+) : SD= 1, D=2, A=3, SA=4</b></p> <p><b>Scoring (-) : SD=4, D=3, A=2, SA=1</b></p>			

*Adopted from Cooperal (2020).*

**Table 3.6**

**Assesment rubric for Creativity In Academic Writing**

No	Indikator	Sub-Indikator	Scoring		
			High	Medium	Low
1	Fluency	Refers to the ability to	<b>8-10</b>	<b>5-7</b>	<b>1-4</b>

		generate new ideas			
		Count the number of idea units in each paragraph			
		Each idea unit will be counted from 0 to 2			
2	Flexibility	Refers to the ability to generate a wide variety of ideas			
		The sample will be scored according to the degree of diversity in the content			
		Every transformation or development of time, space, person, characteristics of the story will score/mark			
		Transformation or development of time			
		Transformation or development of places			
		Transformation or development of person			

		Transformation or development of the story			
		Different characteristics of the character			
3	Originality	Refers to the ability to embellish ideas			
		Each special quality or originality will be counted from 0 to 2			
		Vivid image			
		Novel Theme			
		Original setting/plot			
		Unusual story structure			
		Rare or unusual ending			
		Shows story style			
		Shows the writer's emotional tone			

## 2. Students Creativity In Academic Writing Test

The students creativity in academic writing test uses a writing test. how to assess the results of the writing test later using a

rubik. and the rubik itself is made from indicators from creative writing. Furthermore, creative writing indicators are absorbed from reviewing theory.

**Table 3.7**

**Instruction of Writing test**

<b>Nama</b>
<b>Class</b>
<b>Semester</b>
<b>AllocationTime</b>
<b>Instruction test:</b>
Make an essay about education after the Covid 19 (Minimum essay length 250 words and maximum 500 words)

**E. Validity and Reliability of the Instruments**

**1. Validity of the Instruments**

Validity is requirement to get valid the result of the research. Sugiyono stated that the valid instrument means the instrument can be used to measure what should be measured.<sup>40</sup> The instrument of this research used the construct validity as Sugiyono states non test instrument have to require construct validity. To examine construct validity, it used judgment from expert, and then analyze the item

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<sup>40</sup>*Ibid*,P 173

with count the correlation between item score of instrument and the total score of instrument.<sup>41</sup>

## 2. Reliability of the Instruments

Reliability defines whether an instrument can measure something to be measured constantly from time to time. Thus, the key words for qualifying requirements are consistency or unchanged.<sup>42</sup> To measure reliability in this research, the reliability is measured by using Cronbach Alpha. Cronbach's Alpha is the most common measure of internal consistency ("reliability"). It was commonly used when someone have multiple Likert questions in a survey or questionnaire that from a scale and someone wish to determine if the scale is reliable. A commonly accepted rule of thumb for describing internal consistency is as follows:<sup>43</sup>

**Table 3.8**

### **Cronbach's Alpha**

Cronbach's Alpha	Internal Consistency
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good

<sup>41</sup>*Ibid*, P. 178

<sup>42</sup>SyaifudinAzwar. 2006.*PenyusunanSkalaPsikologi*. (Yogyakarta: PustakaPelajar). P. 99-103

<sup>43</sup> Stephanie, *Cronbach's Alpha: Simple Definition, Use and Interpretation* at <https://www.statisticshowto.com/cronbachs-alpha-spss/>. Accessed on July, 26<sup>th</sup> 2020.

$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

The researcher has analyzed reliability two instrument. In this study, the researcher determined the reliability of the instruments, the researcher took two steps. For the first step, test instrument used construct reliability by interrater reliability, the researcher got help from one of English lecturers of TBI IAIN Curup who had adequate experiences in reliability the instrument content. Both drafts of questionnaire and writing test were given to for getting checked and revised. For the second step, the researcher gave questionnaire to some students as the respondents who are not in the population at seventh semester. After the try out, the researcher used Mc. Excel to analyze data to measure that was reliable or not and then the questionnaire was reliable. Conclusively, both questionnaire of metacognitive knowledge and English writing test used as the instruments of this study were reliable. From the result, the questionnaire has 0.9, it means that the items interpreted to good on table Cronbach's Alpha. In other words, the items of questionnaire were reliable. (See Appendix 12).



## F. Technique of Data Analysis

After researcher collected the data from the participants, researcher continued to analyze the data. Data analysis is the process of systematically searching and compiling the data obtained from questionnaire and test. The data collected by the students' response in tabulate, and find out the percentage of the students by using percentage technique. The first steps for analysis the data was scoring. Scoring was against the grain of questions contained in the questionnaire.

The questionnaire was analyzed based on 4-value of Likert scale which was the most common scale that were used in measuring attitude, perception and opinion of respondents toward subject. In order to get the mean score, the total voice of each degree of agreement ("*Strongly Agree*", "*Agree*", "*Disagree*", and "*Strongly Disagree*") for each statement was multiplied with the value of the degree of agreement (Strongly Agree = 4, Agree = 3, Disagree = 2 and Strong Disagree = 1) the maximum score of the scale is 4 and the minimum score is 1. In scoring, the researcher counted the number of students given answer in the item based on the questionnaire.

The second steps were the researcher accounted the score of the total frequency was divided with the total questions. The formula was described as follow:<sup>44</sup>

$$X = (f \text{ SA} \times 4) + (f \text{ A} \times 3) + (f \text{ D} \times 2) + (f \text{ SD} \times 1)$$

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<sup>44</sup>*Ibid*, P. 137

Where:

<i>F</i>	:	Frequency		<i>D</i>	:	Disagree
SA	:	Strongly Agree		SSD	:	Strongly Disagree
A	:	Agree				

The next step was accounting the percentage of each items of questionnaire based on the students answer in questionnaire. The formula was:<sup>45</sup>

$$P = \frac{\sum \text{Score}}{\text{Max Score}} \times 100\%$$

Where:

<i>P</i>	:	Percentage
$\sum$ Score	:	Total Score
Max Score	:	Maximum Score

After counting the percentage of entire items and indicators, the researcher consulted it to discover Students' attitude towards writing text in writing skill to the following criteria:

**Table 3.9**

**Table Growth Mindset And Students Creativity In Academic Writing**

Interval Presents	Category	Category
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<sup>45</sup>Arif, *cara menghitung Skala Likert* at <http://naufansapoetra.blogspot.com/2015/11/cara-menghitung-kuesioner-skala-likert.html>.. Accessed on July, 6<sup>th</sup> 2020.

76%-100%	Very High	Growth mindset positive correlation writing skills
51%-75%	High	
26%-50%	Low	Growth mindset have negative correlation writing skills
0%-25%	Very Low	

*Source: Ridwan, 2004<sup>46</sup>*

The table above is categorized from Likert Scales that divided The correlation between growth mindset and students creativity in academic writing in the four categorized by Ridwan. There are Strongly Agree, Agree, Disagree, Strongly Disagree. Based on the accounted with the four categories, the result of much calculation was categorized by positive and negative growth mindset in academic writing.

In quantitative research, especially in correlational study, the analyzing data is used statistical data analysis and the data analysis is using the coefficient correlation of Pearson Product Moment technique. In this case, the research will be used statistical method which is used to investigate The correlation between growth mindset And students creativity in academic writing.

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<sup>46</sup>SentiaDewi, *Students perception towards non-native speakers in teaching English*, (IAIN Curup 2019). P.56

The formula is:

$$r_{xy} = \frac{N \cdot \sum XY - (\sum X) \cdot (\sum Y)}{\sqrt{(N \cdot \sum X^2 - (\sum X)^2) \cdot (N \cdot \sum Y^2 - (\sum Y)^2)}}$$

N = Total sample

$r_{xy}$  = The correlation index numbers "r" product moment

$\sum xy$  = The amount of multiplying the deviation scores x and y deviation

$\sum x^2$  = The amount of deviation after the first score of x squared

$\sum y^2$  = The amount of deviation after the first score y squared

If the  $r_{count} > r_{table}$ , or the p-value in the sig. (2 tailed) < level of significant ( $\alpha$ ) than  $H_a$  is accepted. It means that there is a correlation between negative reinforcement and student's writing skills.

If the  $r_{count} < r_{table}$ , or the p-value in the sig. (2 tailed) > level of significant ( $\alpha$ ) than  $H_o$  is accepted. It means that there is no correlation between negative reinforcement and student's writing skills.

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

#### **A. Finding**

This chapter, the researcher presents students' The Correlation Between Growth Mindset And Students Creativity In Academic Writing. The data presentation is divided into three sections associated with the formulated research: 1) Descriptive data of students' Growth mindset at English Tadris Study Program in IAIN Curup, 2) Descriptive data of students' English writing skill at English Tadris Study Program in IAIN Curup, and 3) Correlation between students' Growth Mindset And Students Creativity In Academic Writing at English Tadris Study Program in IAIN Curup.

##### **1. The Students' Growth Mindset**

Growth Mindset as X variable (Independent variable), students' Growth Mindset was taken questionnaire. Below, the researcher has presented a table of data from Growth Mindset. The data from Growth Mindset below was taken from the sample of the third semester of the English Study Program at IAIN Curup. The presentation of Growth Mindset data below was to facilitate data interpretation. The table explained is the result of the questionnaire obtained with a sample of 32 respondents. Then, there is a Growth Mindset score for each respondent and there are also results from the

sum of all the scores of each respondent which are symbolized with  $\sum X$ , where  $\sum X$  here is the data needed to calculate the correlation of the two variables.

The description of data is as below:

**Table 4.1**  
**The student's Growth Mindset**

Students	Score	Students	Score	Students	Score	Students	Score
1	80	11	84	21	70	31	68
2	73	12	91	22	59	32	79
3	73	13	73	23	70	N:32	$\sum X$ : 2359
4	80	14	75	24	77		
5	66	15	59	25	75		
6	79	16	77	26	75		
7	84	17	75	27	73		
8	68	18	55	28	80		
9	77	19	64	29	77		
10	82	20	71	30	70		

In addition, to describe the more detail data, the descriptive statistics of students score is provided below.

**Table 4.2**  
**Descriptive Data of Third Semester TBI Students' Growth Mindset**

Domains	Scores
Mean	74
Standard Deviation	8
Max	91
Min	55
Range	36
Median	75
Mode	73
N	32
Sum	2359

Table 10 demonstrates that the average score of 45 students' Growth Mindset (with the continuum of 14 items) is 74 with the standard deviation of 8. Based on the distribution of raw data, the maximum score is 91; the minimum score is 55; the median is 75; and the mode is 73. The value of range is gained from the friction between maximum and minimum scores (91-55). The computation indicates that the value of range is 36. N represented the number of students which is 32 students.

The table below shows the distribution of students' Growth Mindset:

**Table 4.3**  
**Student Growth mindset Distribution**

Category	Interval Presents	Frequency	Percentage
Very High	76%-100%	13	41%
High	51%-75%	19	59%
Low	26%-50%	0	0%
Very Low	0%-25%	0	0%
Total		32	100%

According to the results of the data questionnaire, Students in the Third semester English Study Program IAIN Curup perceive the four levels of Growth Mindset differently; (41%) 13 of the students have very high level Growth Mindset, (59%) 19 students have high Growth Mindset, and remaining (0%) 0 have low and very low Growth Mindset level. From the data above, it can be assumed that most of the third semester English Study Program IAIN Curup have high Growth Mindset level.

## 2. The students creative writing score

In this research, writing academic acts as the Y variable (dependent variable). The writing academic data collection process was by using writing test, namely by taking the students writing test about educational during the Covid 19, then the students writing was assessed by the rater. The researcher has provided a table of data scores and rater assessments below. The data and writing tests below are from the third semester of the English Study Program at IAIN Curup. The presentation of the writing test data below is to facilitate data interpretation. The table is explained the results of the writing test assessments obtained with a sample of 32 respondents, then there were writing test scores from each respondents and there were also results from the summation of all scores from each respondents which are symbolized with  $\sum Y$ , where  $\sum Y$  here is the data needed to calculate the correlation of the two variables.

The table describes the resume of the students' Creativity In Academic Writing test:



**Table 4.4****The students' Creativity In Academic Writing score**

Students	Score	Students	Score	Students	Score	Students	Score
1	87	11	77	21	73	31	70
2	67	12	77	22	70	32	63
3	80	13	67	23	57	N: 32	$\Sigma Y : 2207$
4	70	14	67	24	63		
5	77	15	73	25	73		
6	60	16	57	26	70		
7	67	17	63	27	70		
8	57	18	73	28	70		
9	70	19	70	29	73		
10	67	20	57	30	73		

Furthermore, the descriptive statistics of students' scores are provided below to describe the more detailed data.

**Table 4.5****Descriptive data of Students' Creativity In Academic Writing score**

<b>Domains</b>	<b>Scores</b>
Mean	69
Standard Deviation	7,06
Max	87
Min	57
Range	30
Median	70
Mode	70
N	32
Sum	2207

Table 12 demonstrates that the average score of 32 students' writing academic (with the continuum of 3 items) is 69 with the standard deviation of 7. Based on the distribution of raw data, the

maximum score was 87; the minimum score was 57; the median is 70; and the mode is 70. The value of range is acquired from the friction between maximum and minimum scores (87-57). The computation indicates that the value of range is 30. N represents the number of students which is 32.

The distribution of writing achievement results is shown in the table below:

**Table 4.6**  
**Student Creativity In Academic Writing Distribution**

Category	Interval Presents	Frequency	Percentage
Very High	76%-100%	5	16%
High	51%-75%	27	84%
Low	26%-50%	0	0%
Very Low	0%-25%	0	0%
Total		32	100%

Based on the distribution above, the result showed that (16%) 5 students has Very High Creativity In Academic Writing, (84%) 27 with High writing academic, (0%) 0 with low writing academic. On the contrary, none of them has very Low writing academic. Thus, it can be assumed that most of the third semester English Study Program IAIN Curup have High writing score.

### **3. The Correlation between Growth Mindset And Students Creativity In Academic Writing**

The data related to the correlation between third semester TBI students' Growth Mindset and Academic Writing were gathered from hypothesis testing. To restate, based on reviews of literature and the rationale elaborated in this study, there is a pair of hypotheses.  $H_a$ : There is a positive correlation between the third semester TBI students' Growth Mindset and Academic Writing.  $H_0$ : There is no positive correlation between third semester TBI students' Growth Mindset and Academic. Nonetheless, as part of the requirement of doing correlational research, a pre-requisite test must be done before testing the hypothesis. The pre-requisite test in this study was conducted to confirm whether the data of this study were normal because the normality or abnormality of data could lead the researcher to choosing a different formula of correlation. **Principally, if the data are normal, the correlation formula is Pearson's Product Moment Correlation Coefficient. Otherwise, if they are not, the correlation formula is Spearman's rank correlation coefficient.**

#### **a. Normality Test**

The normality test is used to determine whether or not the study's sample was normally distributed.

### **1. Normality test of Third Semester TBI students' Growth Mindset.**

The computation of normality test for students' Growth Mindset can be seen in appendix 8. According to the calculation, it can be concluded that L Count is lower than L table ( $0,0990 < 0,1566$ ), the data of Third semester TBI Students' Growth Mindset are normally distributed.

### **2. Normality test of Third Semester TBI students' Creativity In Academic Writing**

The computation of normality test for Students' Academic Writing can be seen in appendix 9. According to the calculation, it can be concluded that L Count is lower than L table ( $0,1211 < 0,1566$ ), the data of third semester TBI Students' English Academic Writing are normally distributed.

Because the data of both Students' growth mindset and Academic Writing were normally distributed, the researcher further used the Pearson's Product Moment Correlation Coefficient as the formula to test the working hypotheses.

### b. Hypothesis Testing

Based on reviews of literature and the rationale elaborated in this study, there was a pair of hypotheses. Ha: There is a positive correlation between the third semester TBI students' Growth Mindset and Academic Writing. H0: There is no positive correlation between the third semester TBI students' Growth Mindset and Academic Writing. The correlation was tested by employing the formula of Pearson Product Moment. The researcher utilized Microsoft Office Excel Program as a tool for doing calculation in an accurate way. The computation results can be seen in the following presentation as displayed in table 15.

**Table 4.7**  
**The Correlation between Students' Growth mindset and their Creativity In Academic Writing**

No	X	Y	XY	X <sup>2</sup>	Y <sup>2</sup>
1	80	87	6964,286	6457	7511
2	73	67	4880,952	5360	4444
3	73	80	5857,143	5360	6400
4	80	70	5625	6457	4900
5	66	77	5065,476	4365	5878
6	79	60	4714,286	6173	3600
7	84	67	5595,238	7044	4444
8	68	57	3845,238	4605	3211
9	77	70	5375	5896	4900
10	82	67	5476,19	6747	4444
11	84	77	6434,524	7044	5878
12	91	77	6982,143	8294	5878
13	73	67	4880,952	5360	4444
14	75	67	5000	5625	4444
15	59	73	4321,429	3473	5378
16	77	57	4351,19	5896	3211

17	75	63	4750	5625	4011
18	55	73	4059,524	3064	5378
19	64	70	4500	4133	4900
20	71	57	4047,619	5102	3211
21	70	73	5107,143	4850	5378
22	59	70	4125	3473	4900
23	70	57	3946,429	4850	3211
24	77	63	4863,095	5896	4011
25	75	73	5500	5625	5378
26	75	70	5250	5625	4900
27	73	70	5125	5360	4900
28	80	70	5625	6457	4900
29	77	73	5630,952	5896	5378
30	70	73	5107,143	4850	5378
31	68	70	4750	4605	4900
32	79	63	4976,19	6173	4011
N: 32	$\Sigma X$ : 2359	$\Sigma Y$ : 2170	$\Sigma XY$ : 162732,1	$\Sigma X^2$ : 175743	$\Sigma Y^2$ : 153711

The following score would be included into product moment formula  $N = 32$ ,  $\Sigma X = 2359$ ,  $\Sigma Y = 2170$ ,  $\Sigma XY = 162732,1$ ,  $\Sigma X^2 = 175743$ , and  $\Sigma Y^2 = 153711$ . Thereby, the score would be analyzed by using the following formula to find out the correlation index ( $r_{xy}$ ):

$$r_{xy} = \frac{N \cdot \Sigma XY - (\Sigma X) \cdot (\Sigma Y)}{\sqrt{(N \cdot \Sigma X^2 - (\Sigma X)^2) \cdot (N \cdot \Sigma Y^2 - (\Sigma Y)^2)}}$$

$$r_{xy} = \frac{32 \cdot 162732 - 2359 \cdot 2170}{\sqrt{(32 \cdot 175743 - 2359^2) \cdot (32 \cdot 153711 - 2170^2)}}$$

$$r_{xy} = \frac{5207424 - 5119030}{\sqrt{(5623776 - 5564881) \cdot (4918752 - 4708900)}}$$

$$r_{xy} = \frac{88394}{\sqrt{(58895) \cdot (209852)}}$$

$$r_{xy} = \frac{88394}{\sqrt{12359233540}}$$

$$r_{xy} = \frac{88394}{111172}$$

$$r_{xy} = 0,794$$

N	32	The Interpretation of r Value	
$\sum X^2$	175743	0.800 – 1.00	Very strong
$(\sum X)^2$	5564544	0.600 – 0.799	Strong
$\sum Y^2$	153711	0.400 – 0.599	Medium
$(\sum Y)^2$	4708900	0,200 – 0.399	Low
$\sum X \sum Y$	5118875	0,000 – 0.199	(No correlation) very low
$\sum XY$	162732,1		
$r_{xy} =$	0,794		
$r_{table}$	0,349		

Interpretation: Because  $r_{xy}$  (0,794) is higher than  $r_{table}$  (0,349), it is possible to conclude that there is a positive correlation between Growth Mindset and Academic Writing.

According to the calculation above, it can be construed that  $r_{xy}$  (0,794) was higher than  $r_{table}$  (0,349). It meant that there was a correlation between third semester TBI students' Growth Mindset and Academic Writing. The correlation  $r_{xy}$  (0,794) is in the range of (0.600 – 0.799). This result is interesting because this result rejects the  $H_0$  hypothesis and accepts the  $H_a$  hypothesis which reads: There is positive correlation between the third semester TBI students' Growth Mindset and Academic Writing.

## B. Discussion

The result of this research highlights an understanding of the correlation between students' Growth Mindset and Academic Writing. The following details discusses those correlations by providing some short summaries of this research's data, and some theoretical argumentations.

### 1. Growth Mindset

According to Barry Bai and Jing Wang, Growth Mindset language teaching and learning research has benefited greatly from the work on such motivational variables as self-efficacy and task values, another important motivational variable that has positive effects on language learning.<sup>47</sup> So, People with a growth mindset are more likely to persist in the face of adversity because they view failures as a sign that they need to expend more efforts to improve. Self-regulated learning and competence in English writing can be improved through the promotion of motivation. This study highlights the influence of the social-cultural context on motivation. More importantly, growth mindset may emerge as a new research agenda in English as Second/Foreign Language (ESL/EFL) writing.<sup>48</sup>

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<sup>47</sup>Barry Bai and Jing Wang, "The Role of Growth Mindset , Self-Efficacy and Intrinsic Value in Self-Regulated Learning and English Language Learning Achievements" (2020).

<sup>48</sup>Barry Bai et al., "Self-Efficacy , Task Values and Growth Mindset : What Has the Most Predictive Power for Primary School Students ' Self-Regulated Learning in English Writing and Writing Competence in an Asian Confucian Cultural Context ? Learning in English Writing and Writing Competence in an Asian Confucian Cultural Context ?," *Cambridge Journal of Education* 00, no. 00 (2020): 1–20, <https://doi.org/10.1080/0305764X.2020.1778639>.



According to finding of the research, the data students' growth mindset was collected by questionnaire. The questionnaire was analyzed based on 4-value of Likert scale which was the most common scale that were used in measuring attitude, perception and opinion of respondents toward subject. In order to get the mean score, the total voice of each degree of agreement for each statement was multiplied with the value of the degree of agreement the maximum score of the scale is 4 and the minimum score is 1. In scoring, the researcher counted the number of students given answer in the item based on the questionnaire. The researcher found that the students' growth mindset of the third semester students' of English Study Program of IAIN Curup were high. It was indicated by the high score (Mean) of students' Growth mindset that was 74. Then, from the distribution data of growth mindset (see table 11) there are four levels of growth mindset students third semester English Study Program IAIN Curup. (41%) 13 of the students have very high level growth mindset, (59%) 19 students have high growth mindset, and there were (0%) 0 students who have very low and low growth mindset level.

Based on the data presented above, it can be assumed that the most of the third semester English Study Program IAIN Curup participants had high growth mindset. During this study, the researcher discovered that students with high Growth mindset would

be rather manage their emotions intelligently. According to Antony in his book *Smart Emotion* which discusses solutions with emotion smart to build a growth mindset and able show signs of high intelligence.<sup>49</sup>

The result of normality data of Growth mindset was normal, the data was normal because L Count was lower than L table (0,0990 < 0,1566). Because the data of growth mindset was normal, so the correlation formula is Pearson's Product Moment Correlation Coefficient.

## 2. Writing

Nahed Mohammed and Mahmoud Ghoneim defines Writing is a basic means for communication that has an important role in constructing knowledge, supporting thinking, and making meaning.<sup>50</sup> Writing is a skill in which we express ideas, feeling, and thoughts that are arranged in words, sentence, and paragraph by using eyes, brain and hand. Furthermore, some people will express their message, attitude, opinion, and belief to readers through form of writing consisting of meaningful completeness, such as spelling and punctuation that can be seen by both the writer and the reader in writing.

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<sup>49</sup>Dio Martin, Anthony, *Smart Emotion* (Jakarta: PT Gramedia Pustaka Utama, 2014), hal.45

<sup>50</sup>Nahed Mohammed and Mahmoud Ghoneim, "Utilizing Ergonomics Based Instruction to Develop College Students' EFL Creative Writing Skills," no. 34 (2019): 1–29.

According to finding of the research, the data writing academic was collected by writing test; the writing test is by taking the students writing test about educational during the Covid 19, then the students writing was assessed by the rater. The researcher has provided a table of data scores and rater assessments below. After all writes are submitted, they will be rated by a rater. In the rubric of writing test there are three indicators namely; fluency, originality and flexibility. The rating score from lowest to highest; 1-10. The researcher found that the students' writing test of the third semester students of English Study Program of IAIN Curup was high. It is indicated by the high score (Mean) of students' writing score that is 69. Then, from the data of writing ability (see table 14) showed that (16%) 5 students with very high writing ability, (84%) 27 students have high writing ability, (0%) 0 student with very low and low writing ability. In contrast, none of them have poor writing ability.

As a result, it can be assumed that the majority of IAIN Curup's third semester English Study Program students have a high writing score. The high writing achievers reported a higher level of motivation, i.e. self-efficacy, task values (i.e. interest and utility) and growth mindset in English writing than the low writing achievers.<sup>51</sup> During this study, the researcher discovered that students

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<sup>51</sup>Bai et al., "Self-Efficacy, Task Values and Growth Mindset: What Has the Most Predictive Power for Primary School Students' Self-Regulated Learning in English Writing and

in the average category made some common mistakes in their writing, such as incorrect use of proper fluency, originality and flexibility. According to R. Masri Sareb P, Scientific work is considered as Creative Writing, can be seen from plot, logic of thinking, as well as te validity and fluency.<sup>52</sup>

The result of normality data of writing score is normal. The data is normal because L Count is lower than L table ( $0,1211 < 0,1566$ ). Because the data of growth mindset is normal, so the correlation formula is Pearson's Product Moment Correlation Coefficient.

### **3. The correlation between students Growth mindset and their Creativity In Academic Writing**

There is any significant correlation between students' Growth mindset and their Writing Ability at the English Study Program of IAIN Curup? So, based on the results of the analysis, with the product moment correlation, it shows that the magnitude of the calculated  $r_{xy}$  is greater than  $r_{table}$  ( $0,794 > 0,349$ ). Thus, this research succeeded in proving the hypothesis that states, "There is a significant correlation between students' Growth Mindset and their Creativity In Academic Writing at English study program at IAIN

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Writing Competence in an Asian Confucian Cultural Context? Learning in English Writing and Writing Competence in an Asian Confucian Cultural Context?"

<sup>52</sup>R, Masri Sareb Putra, Principles of Creative Writing, (Jakarta: indeks, 2010),13.

CURUP". Therefore, it can concluded that  $H_a$  (There is a significant correlation between students' Growth mindset and Creativity In Academic Writing) was accepted, and  $H_0$  (There is no significant correlation between students' Growth mindset and Creativity In Academic Writing) was rejected. So, the growth mindset and Writing ability of the third semester students of English Study Program of IAIN Curup are correlated. Sahlberg that creativity can be learned and developed into a habit interwoven with lifelong learning. Truax states that One way to prevent the development of fixed mindsets is through teacher–student writing conferences.<sup>53</sup> It can be seen from the  $r_{xy}$  that the significance was 0,794. It can be concluded that, in this research the correlation between students' growth mindset and Writing ability of the third semester students of English Study Program of IAIN Curup was High correlation.

According to the researcher, the High correlation from the results of this research occurs because someone who has a growth mindset or growth mindset tends to want to get a learning process that is important (meaningful) and has an influence in life. As Sahlberg states that the continuous process of learning new information and synthesizing it with current information is dynamic

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<sup>53</sup>Megan L Truax, "The Impact of Teacher Language and Growth Mindset Feedback on Writing Motivation The Impact of Teacher Language and Growth Mindset Feedback on Writing Motivation," *Literacy Research and Instruction* 00, no. 00 (2017): 1–23, <https://doi.org/10.1080/19388071.2017.1340529>.

and exciting, leading to unique perspectives, revolutionary ideas, newly intermingled concepts, and in-novative solutions.<sup>54</sup>

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<sup>54</sup>Sahlberg P. Creativity and innovation in lifelong learning. lifelong learning in Europe. <https://pasisahlberg.com/wp-content/uploads/2013/01/Creativity-and-innovation-in-LLL-2009.pdf>. Published 2019. Accessed 13 April 2019.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion of the research. The conclusion refers to the finding of the research. Suggestion is also presents in reference to the objective and significance of the research.

#### A. Conclusion

Based on the findings and discussion of this study, the researcher concluded that there are results of research and discussion. The researcher can conclude that there is a significant correlation between students' growth mindset and their writing academic at English Study Program of IAIN CURUP. The significance of the correlation between variable X and variable Y can be seen that the  $r_{xy}$  value is 0,794. The results were then consulted with  $r_{table}$  at 5% significance level. When compared with  $r_{table}$  0,349, then  $r_{xy}$  is greater than  $r_{table}$ , so the research hypothesis  $H_a$  is accepted, and  $H_o$  is rejected. It means that there is a correlation between students' growth mindset and their writing academic at English Study Program of IAIN CURUP.

#### B. Suggestion

This study offers some suggestions for several parties, namely TBI Students specifically and other English students in general, TBI English lecturers specifically and other English educators, and further researchers.

#### 4. For the teacher

By understanding that each student has a different Growth mindset, the teacher is expected to pay more attention to the students' Growth mindset as especially for the students' low growth mindset and involves the students' active in learning writing academic. Such as Write like it's your job, Find a writing partner, find a good patient, Write description and giving support so that students will have good Growth mindset and participate in learning process and be able to maintain and improve their writing academic.

#### **5. For the students**

The students must have to desire to develop, have a purpose, motivation, flexibility in behavior, having and utilizing superiority, health, and energy it important for them to improve their Growth mindset. Following the teachers' concept in learning, enjoying writing academic by involving them selves actively in writing academic helps boost mindset to write in English academic writing.

#### **6. For the other researcher**

This research gives information that students' Growth mindset and writing academic have a correlation. Therefore, it is desirable for the further researcher to find out the variable to know other factors that influence the writing academic except which existed in this research.



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# APPENDIX

## Appendix 1

### Blueprint Question of Growth Mindset

No	Indicator	Items	Scoring
1	The belief that mindset is developing	(Q1) You can always substantially change how intelligent you are.	(+)
		(Q6) Other people's successes are inspiring. I can learn by their example.	(+)
		(Q8) You have a certain amount of intelligence, and you can't really do much to change it.	(-)
		(Q13) I feel threatened by the by the success of others	(-)
2	Embrancing challenges	(Q2) I thrive when given a challenge to overcome	(+)
		(Q3) I overcome setbacks or other ostacles that arise	(+)
		(Q4) Hard work is needed to master skills	(+)
		(Q9) I lose interest and enjoyment in a task when it is difficult	(-)
		(Q10) I give up when faced with	(-)

		setbacks or other obstacles	
		(Q11) I'm drawn to tasks where I already have the skills to succeed	(+)
3	Anticipating future's growth mindset	(Q5) Criticism is helpful and motivates me to improve	(+)
		(Q7) Knowing my strengths and weakness helps me develop and improve	(+)
		(Q12) I ignore criticism of my work	(-)
		(Q14) I'm perfect the way I am	(-)
<p><b>NOTE : Scoring (+) : SD= 1, D=2, A=3, SA=4</b></p> <p><b>Scoring (-) : SD=4, D=3, A=2, SA=1</b></p>			

## Appendix 2

### Assesment rubric for creating in academic test writing.

No	Indikator	Sub-Indikator	Scoring		
			High	Medium	Low
1	Fluency	Refers to the ability to generate new ideas	<b>8-10</b>	<b>5-7</b>	<b>1-4</b>
		Count the number of idea units in each paragraph			
		Each idea unit will be counted from 0 to 2			
2	Flexibility	Refers to the ability to generate a wide variety of ideas			
		The sample will be scored according to the degree of diversity in the content			
		Every transformation or development of time, space, person, characteristics of the story will score/mark			
		Transformation or development of time			

		Transformation or development of places			
		Transformation or development of person			
		Transformation or development of the story			
		Different characteristics of the character			
3	Originality	Refers to the ability to embellish ideas			
		Each special quality or originality will be counted from 0 to 2			
		Vivid image			
		Novel Theme			
		Original setting/plot			
		Unusual story structure			
		Rare or unusual ending			
		Shows story style			
		Shows the writer's emotional tone			

**Notes from Validator:**

The instruments had been validated. The validator validated the instruments into two things; *the first* is content, including the coherence between the statements and indicators stated in theory.



*The second* is the accuracy of grammatical aspects used in the instrument. Please pay attention to your spelling.

Points of important revision are:

1. If you adopted the Growth Mindset scale by Dweck et al., I suggest you follow the indicators/categories set by Dweck et al., namely:

These categories consist of **self-views of intelligence** (growth mindset items 1, 8, and 14); **self-views of work ethic** (growth mindset items 2-4 and 9-11); **self-assessment and feedback** (growth mindset items 5-7 and 12-13). *Adopted From* : (Cooper, J. B., Lee, S., Jeter, E., & Bradley, C. L. (2020). Psychometric validation of a growth Mindset and Team Communication Tool to measure self-views of growth mindset and team communication skills. *Journal of the American Pharmacists Association*, 60(6), 818-826.)

2. Some items of The creative writing rubric above are not in appropriate part. The validator suggests the researcher construct the rubric by understanding more the rubric that you adopted. The researcher can consider the content of your rubric as suggested by the validator in the following table.

Validator

Nastiti Handayani,  
M.Pd

Appendix 3																	
Variable X (Growth Mindset)																	
NO	NAMA	ANSWER ITEM														Score	Nilai
1	Rezika Viki Rahma Dila	3	3	2	3	4	4	2	3	3	4	4	4	3	3	45	80
2	Kiki Widyawati	3	3	1	3	3	3	3	3	3	3	4	3	3	3	41	73
3	YUNITA DWI CAHYANI	2	2	1	4	3	4	3	3	4	3	4	4	3	1	41	73
4	Betty Nurtiati	3	2	1	4	3	4	2	4	4	4	4	3	3	4	45	80
5	Mikael Janeri	2	2	4	3	3	1	3	3	1	3	3	3	3	3	37	66
6	Rido Marsella Putri	3	2	2	3	3	4	3	3	4	3	4	4	3	3	44	79
7	putri junita	2	4	4	4	4	1	4	4	2	3	3	4	4	4	47	84
8	Dwi Agustina	3	3	1	3	3	3	1	3	3	3	3	3	3	3	38	68
9	Debi Agustina	3	2	2	4	3	4	1	2	4	4	4	3	3	4	43	77
10	Nesa Salsabila	3	2	1	4	3	4	3	3	4	4	4	4	4	3	46	82
11	Seruni Wardani	4	3	1	4	4	4	3	3	4	3	3	4	3	4	47	84
12	Sanusi Pane	4	4	1	4	4	4	4	4	3	4	4	4	4	3	51	91
13	Miftah Farid	3	3	2	3	3	3	3	3	3	3	3	3	3	3	41	73
14	Siti aisyah	4	1	1	3	3	4	2	3	3	4	3	4	3	4	42	75
15	Ismail	3	3	3	3	3	1	3	3	1	1	1	1	4	3	33	59
16	Maya hernita	4	2	1	3	3	3	3	3	4	3	3	3	4	4	43	77
17	Ades	3	3	2	3	3	3	3	3	4	3	3	3	3	3	42	75
18	Nadia Selfi	4	3	4	1	1	1	4	1	2	1	1	1	3	4	31	55

19	Sena Yulianti	3	2	3	3	2	3	2	2	3	3	3	3	2	2	36	64
20	Pipi satri	3	3	4	3	3	3	2	3	3	3	3	3	2	2	40	71
21	Mia Tenola	3	2	1	3	4	4	3	3	3	4	3	4	1	1	39	70
22	Mefri ninditautami	2	2	2	3	2	2	2	2	3	3	3	3	2	2	33	59
23	Mia agustia	3	3	2	3	3	3	3	3	4	2	3	3	1	3	39	70
24	Elfa sihara	3	2	3	3	3	4	3	3	3	4	3	3	3	3	43	77
25	Lolapitalokaa	3	2	3	3	3	4	2	3	3	3	3	3	4	3	42	75
26	Anggi finansu	3	2	2	2	3	3	3	3	3	4	3	3	4	4	42	75
27	Isna sukraina	3	2	2	4	3	4	2	3	3	4	3	4	2	2	41	73
28	Nofri Ario Diansi	4	3	3	1	4	3	4	4	3	1	4	4	3	4	45	80
29	Ahmad Syahrin	4	3	1	1	4	4	3	3	4	4	4	4	1	3	43	77
30	Yeci putri utami	2	3	3	3	3	3	2	3	3	3	3	3	3	2	39	70
31	Zyo Nora Joana Putri	3	2	2	3	3	4	2	2	3	3	3	3	2	3	38	68
32	Driva Cantika Putri	3	2	1	4	3	4	3	4	3	4	4	3	3	3	44	79

## Appendix 4

### The student's Growth Mindset

Students	Score	Students	Score	Students	Score	Students	Score
1	80	11	84	21	70	31	68
2	73	12	91	22	59	32	79
3	73	13	73	23	70	N:32	$\sum X$ : 2359
4	80	14	75	24	77		
5	66	15	59	25	75		
6	79	16	77	26	75		
7	84	17	75	27	73		
8	68	18	55	28	80		
9	77	19	64	29	77		
10	82	20	71	30	70		

### Descriptive Data of Third Semester TBI Students' Growth Mindset

Domains	Scores
Mean	74
Standard Deviation	8
Max	91
Min	55
Range	36
Median	75
Mode	73
N	32
Sum	2359

### Student Growth mindset Distribution

Category	Interval Presents	Frequency	Percentage
Very High	76%-100%	13	41%
High	51%-75%	19	59%
Low	26%-50%	0	0%
Very Low	0%-25%	0	0%
Total		32	100%

## Appendix 5

### WRITING SCORE TEST

NAMA	ANSWER ITEM			Score	Nilai
	Fluency	Flexibility	Originality		
Rezika Viki Rahma Dila	9	9	8	26	87
Kiki Widyawati	7	7	6	20	67
YUNITA DWI CAHYANI	7	8	9	24	80
Betty Nurtiati	8	6	7	21	70
Mikael Janeri	9	8	6	23	77
Rido Marsella Putri	5	6	7	18	60
putri junita	8	5	7	20	67
Dwi Agustina	5	5	7	17	57
Debi Agustina	7	6	8	21	70
Nesa Salsabila	8	5	7	20	67
Seruni Wardani	7	8	8	23	77
Sanusi Pane	7	8	8	23	77
Miftah Farid	8	5	7	20	67
Siti aisyah	8	5	7	20	67
Ismail	8	7	7	22	73
Maya hernita	6	6	5	17	57
Ades	7	6	6	19	63
Nadia Selfi	9	6	7	22	73
Sena Yulianti	8	6	7	21	70
Pipi satri	5	6	6	17	57
Mia Tenola	7	7	8	22	73
Mefri ninditautami	6	7	8	21	70
Mia agustia	5	5	7	17	57
Elfa sihara	6	6	7	19	63
Lolapitalokaa	7	8	7	22	73
Anggi finansu	7	7	7	21	70
Isna sukraina	9	5	7	21	70
Nofri Ario Diansi	7	7	7	21	70
Ahmad Syahrin	7	7	8	22	73
Yeci putri utami	8	7	7	22	73
Zyo Nora Joana Putri	8	6	7	21	70
Driva Cantika Putri	7	6	6	19	63

Rater 1

Rater 2

Rizki Indra Gucci, M.Pd

Melly Kusmaningrum, M.Pd

## Appendix 6

### The students' writing score

Students	Score	Students	Score	Students	Score	Students	Score
1	87	11	77	21	73	31	70
2	67	12	77	22	70	32	63
3	80	13	67	23	57	N: 32	$\Sigma Y : 2207$
4	70	14	67	24	63		
5	77	15	73	25	73		
6	60	16	57	26	70		
7	67	17	63	27	70		
8	57	18	73	28	70		
9	70	19	70	29	73		
10	67	20	57	30	73		

### Descriptive data of Students' writing score

Domains	Scores
Mean	69
Standard Deviation	7,06
Max	87
Min	57
Range	30
Median	70
Mode	70
N	32
Sum	2207

### Student writing academic Distribution

Category	Interval Presents	Frequency	Percentage
Very High	76%-100%	5	16%
High	51%-75%	27	84%
Low	26%-50%	0	0%
Very Low	0%-25%	0	0%
Total		32	100%

### Appendix 7

#### The Correlation between Students' Growth mindset and their Writing Academic

No	X	Y	XY	X <sup>2</sup>	Y <sup>2</sup>
1	80	87	6964,286	6457	7511
2	73	67	4880,952	5360	4444
3	73	80	5857,143	5360	6400
4	80	70	5625	6457	4900
5	66	77	5065,476	4365	5878
6	79	60	4714,286	6173	3600
7	84	67	5595,238	7044	4444
8	68	57	3845,238	4605	3211
9	77	70	5375	5896	4900
10	82	67	5476,19	6747	4444
11	84	77	6434,524	7044	5878
12	91	77	6982,143	8294	5878
13	73	67	4880,952	5360	4444
14	75	67	5000	5625	4444
15	59	73	4321,429	3473	5378
16	77	57	4351,19	5896	3211
17	75	63	4750	5625	4011
18	55	73	4059,524	3064	5378
19	64	70	4500	4133	4900
20	71	57	4047,619	5102	3211
21	70	73	5107,143	4850	5378
22	59	70	4125	3473	4900
23	70	57	3946,429	4850	3211
24	77	63	4863,095	5896	4011
25	75	73	5500	5625	5378
26	75	70	5250	5625	4900
27	73	70	5125	5360	4900
28	80	70	5625	6457	4900
29	77	73	5630,952	5896	5378
30	70	73	5107,143	4850	5378
31	68	70	4750	4605	4900
32	79	63	4976,19	6173	4011
N: 32	$\sum X$ : 2359	$\sum Y$ : 2170	$\sum XY$ : 162732,1	$\sum X^2$ : 175743	$\sum Y^2$ : 153711



## Appendix 8

UJI NORMALITAS DATA GROWTH MINDSET				
X	Z	F(Z)	s(z)	[f(z)-[s(z)]]
55	-2,37595	0,008752	0,03125	0,022498
59	-1,91376	0,027825	0,0625	0,034675
59	-1,91376	0,027825	0,09375	0,065925
64	-1,22047	0,111143	0,125	0,013857
66	-0,98938	0,161239	0,15625	0,004989
68	-0,75828	0,224141	0,1875	0,036641
68	-0,75828	0,224141	0,21875	0,005391
70	-0,52719	0,299032	0,25	0,049032
70	-0,52719	0,299032	0,28125	0,017782
70	-0,52719	0,299032	0,3125	0,013468
71	-0,29609	0,38358	0,34375	0,03983
73	-0,065	0,474089	0,375	0,099089
73	-0,065	0,474089	0,40625	0,067839
73	-0,065	0,474089	0,4375	0,036589
73	-0,065	0,474089	0,46875	0,005339
75	0,1661	0,565961	0,5	0,065961
75	0,1661	0,565961	0,53125	0,034711
75	0,1661	0,565961	0,5625	0,003461
75	0,1661	0,565961	0,59375	0,027789
77	0,397195	0,654388	0,625	0,029388
77	0,397195	0,654388	0,65625	0,001862
77	0,397195	0,654388	0,6875	0,033112
77	0,397195	0,654388	0,71875	0,064362
79	0,628291	0,735093	0,75	0,014907
79	0,628291	0,735093	0,78125	0,046157
80	0,859386	0,804936	0,8125	0,007564
80	0,859386	0,804936	0,84375	0,038814
80	0,859386	0,804936	0,875	0,070064
82	1,090482	0,86225	0,90625	0,044
84	1,321577	0,906846	0,9375	0,030654
84	1,321577	0,906846	0,96875	0,061904
91	2,245959	0,987647	1	0,012353

lv	0,099089
lt	0,156624

## Appendix 9

UJI NORMALITAS DATA WRITING TEST				
X	Z	F(Z)	s(z)	[f(z)-[s(z)]]
57	-1,74221	0,040736	0,03125	0,009486
57	-1,74221	0,040736	0,0625	0,021764
57	-1,74221	0,040736	0,09375	0,053014
57	-1,74221	0,040736	0,125	0,084264
60	-1,26975	0,102087	0,15625	0,054163
63	-0,79728	0,212643	0,1875	0,025143
63	-0,79728	0,212643	0,21875	0,006107
63	-0,79728	0,212643	0,25	0,037357
67	-0,32482	0,372659	0,28125	0,091409
67	-0,32482	0,372659	0,3125	0,060159
67	-0,32482	0,372659	0,34375	0,028909
67	-0,32482	0,372659	0,375	0,002341
67	-0,32482	0,372659	0,40625	0,033591
70	0,147645	0,558689	0,4375	0,121189
70	0,147645	0,558689	0,46875	0,089939
70	0,147645	0,558689	0,5	0,058689
70	0,147645	0,558689	0,53125	0,027439
70	0,147645	0,558689	0,5625	0,003811
70	0,147645	0,558689	0,59375	0,035061
70	0,147645	0,558689	0,625	0,066311
70	0,147645	0,558689	0,65625	0,097561
73	0,620109	0,732407	0,6875	0,044907
73	0,620109	0,732407	0,71875	0,013657
73	0,620109	0,732407	0,75	0,017593
73	0,620109	0,732407	0,78125	0,048843
73	0,620109	0,732407	0,8125	0,080093
73	0,620109	0,732407	0,84375	0,111343
77	1,092573	0,862709	0,875	0,012291
77	1,092573	0,862709	0,90625	0,043541
77	1,092573	0,862709	0,9375	0,074791
80	1,565037	0,941213	0,96875	0,027537
87	2,509966	0,993963	1	0,006037

lv	0,121189
lt	0,156624

## Appendix 10

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## Questionnaire Growth Mindset 2022/2023

Questionnaire Growth Mindset 2022/2023

---

Nama \*

Rezika Viki Rahma Dila

---

Nim \*

20551055

---

Kelas \*

- Tbi 5A
  - Tbi 5B
  - Tbi 5C
  - Tbi 5D
-

You can always substantially change how intelligent you are (Anda selalu dapat secara substansial mengubah seberapa cerdas anda) \*

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree
- 

You have a certain amount of intelligence, and you can't really do much to change it (Anda memiliki sejumlah kecerdasan, dan anda tidak dapat berbuat banyak untuk mengubahnya) \*

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree
- 

I'm perfect the way I am (Saya sempurna apa adanya) \*

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree
-

I thrive when given a challenge to overcome (Saya berkembang ketika diberi tantangan untuk \*  
diatasi)

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree
- 

I overcome setbacks or other obstacles that arise (Saya mengatasi kemunduran atau \*  
rintangan lain yang muncul)

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree
- 

Hard work is needed to master skills (Kerja keras diperlukan untuk menguasai keterampilan) \*

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

I lose interest and enjoyment in a task when it is difficult (Saya kehilangan minat dan kesenangan dalam tugas ketika itu sulit) \*

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree
- 

I give up when faced with setback or other obstacles (Saya menyerah ketika menghadapi kemunduran atau hambatan lainnya) \*

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree
- 

I'm drawn to tasks where I already have the skills to succeed (Saya tertarik pada tugas di mana saya sudah memiliki keterampilan untuk berhasil) \*

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree
-

Criticism is helpful and motivates me to improve (Kritik sangat membantu dan memotivasi saya untuk berkembang) \*

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree
- 

Other people's successes are inspiring. I can learn by their example (Keberhasilan orang lain sangat menginspirasi. Saya bisa belajar dari contoh mereka) \*

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree
- 

Knowing my strengths and weakness helps me develop and improve (Mengetahui kekuatan dan kelemahan saya membantu saya berkembang dan meningkat) \*

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree
-

I ignore criticism of my work (Saya mengabaikan kritik terhadap pekerjaan saya) \*

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree
- 

I feel threatened by the success of others (Saya merasa terancam oleh kesuksesan orang lain) \*

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree
- 

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## Questionnaire Growth Mindset 2022/2023

Questionnaire Growth Mindset 2022/2023

Nama \*

Kiki Widyawati

Nim \*

20551028

Kelas \*

- Tbi 5A
- Tbi 5B
- Tbi 5C
- Tbi 5D

You can always substantially change how intelligent you are (Anda selalu dapat secara substansial mengubah seberapa cerdas anda) \*

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

You have a certain amount of intelligence, and you can't really do much to change it (Anda memiliki sejumlah kecerdasan, dan anda tidak dapat berbuat banyak untuk mengubahnya) \*

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

I'm perfect the way I am (Saya sempurna apa adanya) \*

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

I thrive when given a challenge to overcome (Saya berkembang ketika diberi tantangan untuk \*  
diatasi)

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree
- 

I overcome setbacks or other obstacles that arise (Saya mengatasi kemunduran atau \*  
rintangan lain yang muncul)

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree
- 

Hard work is needed to master skills (Kerja keras diperlukan untuk menguasai keterampilan) \*

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

I lose interest and enjoyment in a task when it is difficult (Saya kehilangan minat dan kesenangan dalam tugas ketika itu sulit) \*

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree
- 

I give up when faced with setback or other obstacles (Saya menyerah ketika menghadapi kemunduran atau hambatan lainnya) \*

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree
- 

I'm drawn to tasks where I already have the skills to succeed (Saya tertarik pada tugas di mana saya sudah memiliki keterampilan untuk berhasil) \*

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

Criticism is helpful and motivates me to improve (Kritik sangat membantu dan memotivasi saya untuk berkembang) \*

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

Other people's successes are inspiring. I can learn by their example (Keberhasilan orang lain sangat menginspirasi. Saya bisa belajar dari contoh mereka) \*

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

Knowing my strengths and weakness helps me develop and improve (Mengetahui kekuatan dan kelemahan saya membantu saya berkembang dan meningkat) \*

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

I ignore criticism of my work (Saya mengabaikan kritik terhadap pekerjaan saya) \*

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

I feel threatened by the success of others (Saya merasa terancam oleh kesuksesan orang lain) \*

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

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# Questionnaire Growth Mindset 2022/2023

Questionnaire Growth Mindset 2022/2023

Nama \*

YUNITA DWI CAHYANI

Nim \*

20551078

Kelas \*

- Tbi 5A
- Tbi 5B
- Tbi 5C
- Tbi 5D

You can always substantially change how intelligent you are (Anda selalu dapat secara substansial mengubah seberapa cerdas anda) \*

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

You have a certain amount of intelligence, and you can't really do much to change it (Anda memiliki sejumlah kecerdasan, dan anda tidak dapat berbuat banyak untuk mengubahnya) \*

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

I'm perfect the way I am (Saya sempurna apa adanya) \*

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree



I thrive when given a challenge to overcome (Saya berkembang ketika diberi tantangan untuk \*  
diatasi)

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

I overcome setbacks or other obstacles that arise (Saya mengatasi kemunduran atau \*  
rintangan lain yang muncul)

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

Hard work is needed to master skills (Kerja keras diperlukan untuk menguasai keterampilan) \*

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

I lose interest and enjoyment in a task when it is difficult (Saya kehilangan minat dan kesenangan dalam tugas ketika itu sulit) \*

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree
- 

I give up when faced with setback or other obstacles (Saya menyerah ketika menghadapi kemunduran atau hambatan lainnya) \*

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree
- 

I'm drawn to tasks where I already have the skills to succeed (Saya tertarik pada tugas di mana saya sudah memiliki keterampilan untuk berhasil) \*

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

Criticism is helpful and motivates me to improve (Kritik sangat membantu dan memotivasi saya untuk berkembang) \*

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

Other people's successes are inspiring. I can learn by their example (Keberhasilan orang lain sangat menginspirasi. Saya bisa belajar dari contoh mereka) \*

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- Disagree
- Agree
- Strongly Agree

Knowing my strengths and weakness helps me develop and improve (Mengetahui kekuatan dan kelemahan saya membantu saya berkembang dan meningkat) \*

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

I ignore criticism of my work (Saya mengabaikan kritik terhadap pekerjaan saya) \*

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree
- 

I feel threatened by the success of others (Saya merasa terancam oleh kesuksesan orang lain) \*

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree
- 

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## Appendix 11

Nama : Mikael Janeri

NIM : 20551037

KELAS : TBI 5A

Fluency : 9

Flexibility : 8

Originality : 8

What's impact to education cause of Pandemic?

The global pandemic's lockdowns have had a negative impact on a number of important sectors, including education. Students were exposed to online learning as a result of the pandemic's sudden closure of schools, colleges, and universities. The transition from classroom to digital learning during the pandemic was disruptive to the education of children in low-income regions all over the world. The families that were unable to afford computers, laptops, wireless internet, or smart phones were immediately disadvantageous. The parents, many of whom lacked the necessary skills to become home educators, were forced to take on the position suddenly. Problems with internet connectivity, a lack of data, and a lack of resources are the three main obstacles to online education for schoolchildren

The most important question here is whether students are actually learning anything as the approach shifts toward digital learning and virtual classrooms. We've been urged to try new approaches to learning as a result of these shifts, giving us a chance to try new things and gain experience. The institutions were apprehensive at first because they did not know how to proceed; however, over time, they developed the digital infrastructure and the study pattern began to settle. During the pandemic, the majority of students preferred open and distance learning because it allowed them to learn from a variety of resources and was tailored to their specific needs. The pandemic hampered most of the recruitment efforts. Students' placements were also affected. As a result of the pandemic, a lot of graduating students missed out on important job opportunities, and a lot of students and job workers had to return home from overseas, which disrupted their work.

Nama : Suci Permata Sari

Nim : 20551070

Kelas : TBI 5A

Fluency : 8

Flexibility : 8

Originality : 8

a pandemic caused by the spread of a virus Corona in Indonesia, requires the government to do many ways to prevent its spread. One is through circular letter of the Ministry of Education and Culture (Kemendikbud) Directorate of Higher Education No 1 of 2020 concerning prevention of the spread of Corona Virus Disease (Covid-19) in College.

Approximately two months during the pandemic with staying at home to reduce the spread of the virus, in fact, cannot last long because the wheels of economic-social rotation must continue. one of the solutions to this problem is "Era New Normal" implemented by the government to coexist with the pandemic, order activities economic-social activities can continue by complying with health protocol rules. this also applies to educational institutions so that students can return to the teaching and learning process more effectively.

Various kinds of challenges post-educational institutions the covid 19 pandemic requires administrators of educational institutions especially Islamic educational institutions to conduct studies and re-examination of what to do in anticipating the problems that will arise, models of Islamic education like what needs to be offered in the future, if anything able to prevent and or overcome these challenges. Effort face the challenges of educational institutions can be realized and successful, of course supported by all components in the institution education and even government. Therefore, institutions education is able to improve its quality to be superior, good in the field of order of moral values and in the scientific field.

Education in the new normal era will bring many changes, especially in the process of integrating digital technology in the teaching and learning process. Even though the pandemic is over and learning activities will be carried out as usual before the pandemic existed, students must learn to adapt again. At the beginning of the meeting, it could be that some students feel parno seeing the many friends who come because they are not used to this situation. Online learning makes it difficult for students to ask questions directly when there is material they do not understand. Limited communication between teachers and students makes it difficult for students to learn.

Nama : Kiki Widyawati

Nim : 20551028

Kelas : 5C

Fluency : 7

flexibility : 7

Originality : 6

During the Covid-19 virus pandemic which has spread in Indonesia. In the field of education, the Covid-19 pandemic has had quite a serious impact on society, because the Covid-19 pandemic has made the learning process difficult and worsened, which is usually carried out in person and face-to-face has now turned to distance learning and online learning. through online learning applications such as zoom, gmeet, WhatsApp, and other online applications so that learning activities can run smoothly.

As a result of the Covid-19 pandemic, learning must also be done online or online, so that students have difficulty understanding the material presented by the teacher in the learning process and complain a lot because their learning outcomes have decreased. This is due to the limited media used and sometimes network difficulties. The internet is the thing most students complain about, which causes students to not be able to follow the learning process smoothly. Now, during the Covid-19 pandemic, many teachers were looking for ways to overcome this problem. So during a pandemic, the teacher provides learning material or topics that will be given before learning activities begin. So, students also feel enthusiastic in learning the material because it has been given beforehand, so that when they experience problems during the learning process, they will not be left behind, even though it is a little difficult but they have to adapt to all the changes caused by the Covid-19 pandemic.

The COVID-19 crisis has had a major impact on the global education sector. And although the pandemic is slowly abating and things are returning to "normal", there is no denying that the impact of the virus on the modern way of life will be felt in the years to come. While online and face-to-face learning has advantages and disadvantages, both students and teachers need to adapt to the demands of the new normal and recognize that education may look a little different than before.

Teachers, students and schools need to monitor new trends to prepare for the future of learning. While teachers need to improve their methods to create a more engaging online environment for their students, students need to take advantage of available technology and use additional learning resources. It is also possible that the way teachers teach can also change as they prepare for the learning system that will come after the COVID-19 period.

## Appendix 12

### Reliability of questionnaire

No	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	JUMLAH
1	4	4	4	4	4	4	4	4	4	4	4	4	48
2	3	3	3	3	3	3	3	3	3	3	3	3	36
3	4	4	3	3	4	3	3	4	4	3	4	3	42
4	4	4	3	4	3	2	3	3	3	3	3	3	38
5	3	3	3	3	2	3	3	3	3	3	3	3	35
6	3	3	3	3	3	3	3	3	3	3	3	3	36
7	2	3	3	3	4	3	3	2	4	3	2	3	36
8	3	4	3	3	3	3	3	3	3	3	3	3	37
9	4	3	4	3	3	3	3	3	3	3	3	4	39
10	4	1	4	4	3	4	4	3	3	3	3	3	39
11	4	3	4	3	4	3	3	3	4	4	3	4	42
12	4	3	3	4	2	3	2	2	3	3	3	3	34
13	3	3	3	3	3	2	3	3	3	3	2	3	33
14	3	4	4	3	3	4	4	4	4	4	4	3	44
15	3	3	3	3	3	3	3	3	3	3	3	3	36
Varian Butir	0.4	0.5	0.2	0.3	0.3	0.4	0.3	0.3	0.2	0.17	0.3	0.3	<b>3.6</b>

$$rac = 0.9$$

<b>K</b>
----------

<b>k/k-1</b>
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Berdasarkan tabel r yang memiliki populasi 15, sehingga nilainya 0.444.

Instrument dikatakan memiliki tingkat tinggi jika nilai > 0.444



## Appendix 13

Table 3.6

**AssesmentAssessment** rubric for creating **in**an academic test writing

No	Indikator	Sub-Indikator	Scoring		
			High	Medium	Low
1	Fluency	Refers to the ability to generate new ideas	8-10	5-7	1-4
		Count the number of idea units in each paragraph			
		Each idea unit will be counted from 0 to 2			
2	Flexibility	<del>Refers</del> Refers to the ability to generate a wide variety of ideas			
		The sample will be scored according to the degree of diversity in the content			
		Every transformation or development of time, space, person, <del>characteristics</del> characteristic of the story will score/mark			
		Transformation or development of time			
		Transformation or development of places			
		Transformation or development of <del>person</del> persons			
		Transformation or development of the story			

		Different characteristics of the character			
3	Originality	Refers to the ability to embellish ideas			
		Each special quality or originality will be counted from 0 to 2			
		Vivid image			
		Novel Theme			
		Original setting/plot			
		Unusual story structure			
		Rare or unusual ending			
		Shows story style			
		Shows the writer's emotional tone			

## 2. Students Creativity In Academic Writing Test

The students creativity in academic writing test uses a writing test. how to assess the results of the writing test later using a rubric. and the rubric itself is made from indicators from creative writing. Furthermore, creative writing indicators are absorbed from reviewing theory.

### Instruction of Writing test

**Nama**

**Class**

**Semester**

**Allocation of Time**

**Instruction of the test:**

Make an essay about **educational education** after the Covid 19

(Minimum essay length 250 words and maximum 500 words)

Notes from Validator:

The instruments had been validated. The validator validated the instruments into two things; *the first* is content, including the coherence between the statements and indicators stated in theory. *The second* is the accuracy of grammatical aspects used in the instrument. In addition, please pay attention to your spelling.

- The **blue color words or statements** mean the validator's additional point for your instrument.
- The **red color** means something that you need to revise or delete.

I suggest you adjust the time allocationspent with the length of the words instructed in writing the essay, for example, 2x45 minutes.

Curup, 3<sup>rd</sup> of February 2023

Validator



Nastiti Handayani, M.Pd

