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Improving Students' Academic Performance Based on Islah Growth Mindset

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ABSTRACT. This study aims to analyze the influence of Islah-based growth mindset on students' academic achievement in Central Java, by considering the role of resilience in forming a growth mindset. The urgency of this study lies in the importance of overcoming the challenges of implementing a growth mindset in Indonesia, considering the inequality of access to education and culture that tends to emphasize the final result. The research sample consisted of 320 high school and vocational high school students in Central Java, selected using purposive sampling based on national achievement criteria, creativity, and self-development training. The hypothesis test results showed that resilience significantly affected the three dimensions of growth mindset. Islah Challenge Growth Mindset and Islah Grit Growth Mindset had a significant impact on students' academic achievement. Islah Attitude Growth Mindset: no significant effect. Managerial implications include the importance of developing students' mental resilience and perseverance in facing challenges and training educators to encourage a growth mindset. In addition, integrating Islam-based religiosity values can strengthen the learning process and prepare students to face global changes with more resilience and innovation..

Keywords: Academic performance, Islah growth mindset, Gen Z, Resilience.

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INTRODUCTION

The concept of a growth mindset, defined as the belief that abilities can be improved through effort and learning, has been recognized as a potentially transformative force in educational contexts (Azizah & Mardiana, 2024; Supriyanto et al., 2025). However, several contextual challenges in Indonesia hinder the effective implementation and impact of growth mindset initiatives. Only 3.7% of students have a high growth mindset, while the majority (59.6%) show moderate growth mindset tendencies, and the rest still show a mixed mindset (Salim et al., 2023). These findings indicate that although awareness of the importance of a growth mindset is growing, the implementation of this mindset is not yet fully established in higher education (Hamzah et al., 2024; Nasrudin et al., 2025; Za et al., 2024). Growth mindset training can significantly improve students' psychological well-being, from an average score of 85 on the pre-test to 97.5 on the post-test (Purwaningsih et al., 2025). These findings confirm that a growth mindset not only contributes to

academic achievement but also to emotional well-being. The Indonesian government, through the implementation of the Pancasila Student Profile Strengthening Project (P5) in the Merdeka Curriculum, has attempted to integrate growth mindset development into the national education system (Hakim & Abidin, 2024; Ritonga & Nurmawati, 2025; Shakina et al., 2025; Ulfadhilah, 2024). However, various reports indicate that teachers still have a limited understanding of this concept, so implementation in the field has not been effective (Direktorat Kepala Sekolah, 2025).

Teacher perceptions and mindsets are critical in promoting a growth mindset in the classroom (Zilka, 2022). Teachers' beliefs about students' abilities can impact student motivation and outcomes. Educators with a fixed mindset may inadvertently undermine efforts to promote a growth mindset among students. Nurturing a growth mindset among educators can create a more supportive learning environment, ultimately benefiting student outcomes (Vitvitskaya et al., 2022). The interplay between mindset, persistence, and academic achievement presents another complication. While a growth mindset can enhance academic buoyancy and resilience, it does not guarantee success without developing persistence and other supporting emotional skills. A growth mindset is not enough; strategies must be aligned to foster an environment that promotes persistence and effort (Kismiantini, 2021). This intersection between mindset and other psychological traits is critical to building a strong educational framework that supports student learning (Mahrudin et al., 2025; Nurazizah et al., 2024; Rahardi & Dartanto, 2021). These facts indicate a gap between the idealization of a growth mindset and its realization in the field. Therefore, further study of the condition of a growth mindset integrated with religious values and efforts to strengthen it is an urgent need.

The concept of a growth mindset has become an important foundation in encouraging students to develop through effort and learning from failure. However, this approach is often limited to cognitive and motivational dimensions. This is where Islah, as a concept of self-improvement in Islam, brings a new breath. The integration of Islah and the growth mindset creates a more complete approach to self-growth, connecting efforts for improvement with deeper spiritual goals. Through Islah, growth is not just about improving abilities or achieving worldly success, but also about improving the heart, intentions, and behavior to achieve Allah's pleasure (Halim & Osmani, 2024). Every failure is seen as a lesson and an opportunity for introspection, repentance, and soul purification. Thus, the previously focused on effort and perseverance growth mindset becomes more meaningful because it is framed in the values of sincerity, istiqamah, and orientation towards universal goodness (al-Dawsari, 2020). The values in Islah be able to enrich students' learning motivation intrinsically. Unfortunately, this kind of approach has not been widely used as a conceptual framework in global research on character-based education and religiosity. Previous studies have emphasized the relationship between grit or resilience and learning achievement (Duckworth et al., 2007; Martin & Marsh, 2006), without considering the spiritual aspects that can strengthen long-term motivation.

This approach enriches the process of self-change, not only encouraging the development of reason but also touching on the aspects of qalb (heart) and amal (deeds) (Niati et al., 2021). By incorporating Islah, personal growth is no longer reactive to challenges, but becomes an active journey towards moral perfection and greater social contribution. The urgency of research on a growth mindset stems from the importance of building human resources ready to face global change. Without a religious-based growth mindset, the young generation is at risk of experiencing stagnation in thinking, being afraid to take risks, and being less able to innovate (Haddad, 2020). This research is expected to provide theoretical contributions in enriching the literature on growth mindset based on Islah. Islah teaches that humans have a responsibility to continue to improve themselves, improve social relationships, and build goodness around them. It instills the awareness that stagnation is not an option, and that every mistake or limitation is an opportunity to improve. Thus, strengthening the growth mindset based on islah is expected to create an innovative, resilient, and globally competitive generation.

This study is motivated by the importance of understanding how psychological factors and religious values can contribute to the development of growth mindset among students. Therefore, this study seeks to answer three main questions. First, how does resilience influence the development of Islah-based growth mindset among high school students in Central Java Province? Second, to what extent do each component of Islah growth mindset, namely attitude, challenge, and grit, contribute to students' academic achievement? Third, does resilience act as a mediating variable in the relationship between growth mindset and students' academic performance?. In line with the formulation of the problem, this study has three main objectives. First, to analyze the causal relationship between resilience and the components of the Islah-based growth mindset. Second, to assess the direct and indirect effects of the Islamic-based growth mindset on students' academic achievement. Third, to explore the mediating role of resilience in fostering growth-oriented learning behavior among high school students.

METHOD

This type of research is Explanatory research, which is research that is explanatory and aims to analyze, clarify and find answers about why and how causal relationships can occur in a phenomenon between one variable and another by testing a theory or hypothesis that has been formulated based on the study of the theory that is reviewed as a basic criterion in finding answers to strengthen or even reject a theory or hypothesis from existing research (Hair et al., 2019; Lusianti et al., 2024). The variables in this study include Resilience, Islah Attitude Growth Mindset (IAGM), Islah Challenge Growth Mindset (ICGM), Islah Grit Growth Mindset (IGGM), and Student Achievement Performance. The sample in this study consisted of 320 high school and vocational high school students in Central Java Province who were selected using a purposive sampling technique. Although this technique is non-probabilistic, the selection of respondents was based on objective and measurable criteria, namely: students who have achieved national-level achievements, are active in self-development activities, and have a high level of creativity based on the school's track record of achievement. This study has obtained ethical approval from the University's Research Ethics Board. All participation in the study was voluntary, and each respondent was given clear and adequate information about the purpose, procedures, and their rights as participants. Informed consent was obtained from all respondents before they filled out the research instruments, ensuring that participation was not coercive. To minimize the potential for common method bias, the researcher implemented several methodological control strategies. The anonymity of the participants was strictly maintained so that there was no personal identification in the data collected. In addition, the order of questions in the questionnaire was systematically randomized to reduce the effect of unnatural order or consistency of answers. Each construct in this study was also measured using a number of empirically validated items from previous studies, which have shown high reliability and validity in the context of psychological and educational measurement.

To increase external validity, respondents came from various districts/cities in the province with diverse demographic distributions. The majority of respondents in this study were female, as many as 63.8 percent. This indicates that female students are more willing to achieve, are creative, and intend to participate in self-development training. As many as 30.6 percent are students from the provincial capital. This shows that access to participate in competitions and training is relatively evenly distributed across all regencies and cities in Central Java.

The Structural Equation Modeling technique uses partial least squares to test the hypothesis and form the model. This program is used to analyze and test the hypothesis model because it can estimate unknown coefficients from structural linear equations and accommodate causal, simultaneous, and interdependent problems in a model that includes latent variables (constructs) and manifest variables (indicators), and accommodates error measurements for both dependent and independent variables (Lusianti & Fachrunnisa, 2024). In this study, the evaluation of the research instrument was carried out through validity and reliability testing. Several indicators used

to assess the quality of the model include the Outer Loading value, Variance Inflation Factor (VIF), Average Variance Extracted (AVE), and Cronbach's Alpha.

The analysis results show that all indicators have outer loading values above 0.70, ranging from 0.856 to 0.932. This shows that each indicator can explain the construct being measured well and meets the requirements of convergent validity. The VIF values for all indicators were recorded below the threshold of 5.0, with the lowest value being 2.035 and the highest being 3.369. This indicates no multicollinearity problem between indicators in one construct, so there are no symptoms of redundancy between items that interfere with the measurement results. Testing of AVE shows that all constructs have values above 0.50, ranging from 0.813 to 0.847. This value confirms that the constructs can explain more than 50% of the variance of their respective indicators, strengthening evidence of convergent validity. The reliability test results measured by Cronbach's Alpha also showed excellent results, with all constructs recording values above 0.70. Cronbach's Alpha values range from 0.885 to 0.910, indicating that the items in each construct have strong internal consistency in measuring the same concept. Based on these results, it can be concluded that the measurement model used in this study meets the validity and reliability requirements. Thus, the model is feasible to be used in the next stage of structural analysis, as shown in Table 1.

Table 1 Instrument Test Results

Indicators	Outer Loading	VIF	AVE	Cronbach Alpha
R1	0,906	2,761	0,815	0,887
R2	0,928	3,118		
R3	0,875	2,188		
IAGM1	0,911	2,676	0,813	0,885
IAGM2	0,898	2,478		
IAGM3	0,896	2,417		
ICGM1	0,856	2,035	0,814	0,885
ICGM2	0,932	3,369		
ICGM3	0,918	3,050		
IGGM1	0,910	2,782	0,847	0,910
IGGM2	0,928	3,242		
IGGM3	0,923	3,173		
P1	0,924	3,054	0,820	0,890
P2	0,906	2,832		
P3	0,886	2,249		

RESULT AND DISCUSSION

Result

Resilience influences the three components of a growth mindset. The influence of resilience on Islah Attitude Growth Mindset (IAGM) was recorded at 0.698 with a T-statistic of 20.297, on Islah Challenge Growth Mindset (ICGM) at 0.593 with a T-statistic of 14.746, and on Islah Grit Growth Mindset (IGGM) at 0.662 with a T-statistic of 18.138. These influences have a very high significance level, as indicated by the P-value of 0.000. Based on the results of the analysis, it is known that not all dimensions of the growth mindset significantly influence student achievement performance. The influence of IAGM on student achievement performance shows an original sample value of 0.079 with a T-statistic of 1.356 and a P-value of 0.175. Given that the P value is

greater than 0.05, it can be concluded that the influence of IAGM on student achievement performance is insignificant. This indicates that the growth mindset attitude, in this context, has not been able to improve student achievement significantly. ICGM significantly affects student achievement performance, with an original sample value of 0.306, a T-statistic of 5.556, and a P-value of 0.000. These results indicate that students' ability to view challenges as development opportunities contributes positively to their achievement. IGGM significantly affects student achievement performance, with an original sample value of 0.396, a T-statistic of 5.509, and a P-value of 0.000. Thus, perseverance and consistency in pursuing goals have supported increased student academic achievement. Overall, the results of this study confirm that resilience plays an important role in forming a growth mindset in students. However, to improve student achievement performance, the challenge and grit mindsets show a more dominant influence than just a positive attitude towards growth, as shown in Table 2.

Table 2: Regression Weight Structural Equation Model

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P values
R -> IAGM	0,698	0,697	0,034	20,297	0,000
R -> ICGM	0,593	0,593	0,040	14,746	0,000
R -> IGGM	0,662	0,661	0,036	18,138	0,000
IAGM -> P	0,079	0,079	0,059	1,356	0,175
ICGM -> P	0,306	0,307	0,055	5,556	0,000
IGGM -> P	0,396	0,397	0,072	5,509	0,000

Figure 1 illustrates the structural model of the relationship between resilience, three dimensions of Islah Growth Mindset (attitude, challenge, and perseverance), and academic achievement. Resilience is shown to have a significant influence on all three dimensions of mindset, with the highest path coefficient towards attitude ($\beta = 0.698$), followed by perseverance ($\beta = 0.662$) and challenge ($\beta = 0.593$). Furthermore, of the three dimensions of mindset, only challenge (ICGM) and perseverance (IGGM) contribute significantly to students' academic achievement ($\beta = 0.306$ and $\beta = 0.396$, respectively; $p < 0.001$), while attitude (IAGM) does not show a significant influence ($p = 0.175$). The R^2 value on academic achievement of 0.483 indicates that almost half of the variance in achievement can be explained by this model, with resilience as the main factor that forms a growth-oriented mindset and has an impact on students' academic achievement. Resilience has been shown to influence the three aspects of the Islah growth mindset, with path coefficients that are all significant. Of the three aspects, ICGM and IGGM have been shown to affect student achievement performance significantly. Meanwhile, IAGM, although formed from resilience, does not have a direct effect on increasing student achievement. The R-squared value that appears in each construct shows how much variance can be explained by the model. 48.3% of the variability in student achievement performance can be explained by combining the three aspects of the Islah growth mindset. Overall, these results emphasize the importance of building resilience to encourage students' Islah growth mindset, especially in facing challenges and perseverance, which ultimately impact academic achievement.

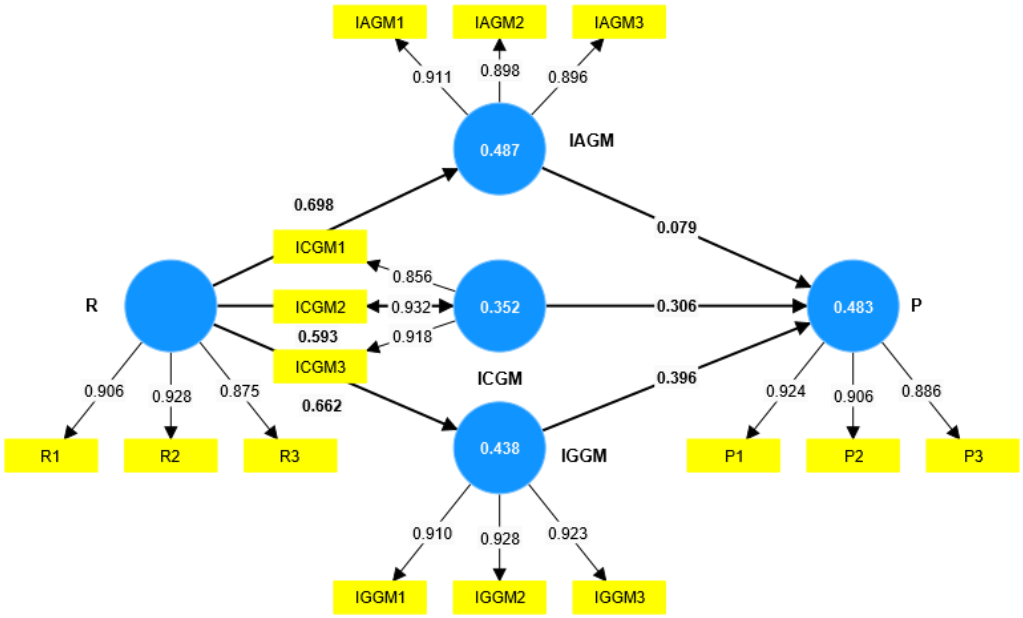

Figure 1: Full Model of Structural Equations

Based on the analysis results in Table 3, it is known that resilience has a significant effect on student achievement performance. The original sample value of 0.499 indicates that resilience has a moderate positive effect on improving student achievement. The T-statistic value of 12.504, far above the critical value of 1.96 for a significance level of 5%, strengthens the evidence that this effect is statistically significant. The P-value of 0.000, which is smaller than 0.05, further confirms that the effect of resilience on student achievement does not occur by chance. Thus, it can be concluded that the higher the level of resilience a student has, the greater their chances of achieving better academic achievement.

Additional analysis was conducted to evaluate the mediating role of resilience in the relationship between Islah Growth Mindset dimensions and academic achievement. Mediation testing was conducted using the bootstrapping method with 5000 resamples. The results showed that resilience had a significant indirect effect on academic achievement through two main dimensions: IGGM (perseverance) and ICGM (challenge orientation). The path R → IGGM → Achievement showed an indirect effect of 0.262 ($p < 0.001$), while R → ICGM → Achievement was 0.183 ($p < 0.001$). These findings indicate that resilience acts as a mediator that strengthens the influence of the Islah-based mindset on students' academic achievement. In other words, resilient students tend to be more persistent and able to turn challenges into learning opportunities, which indirectly impacts on improving academic performance.

Table 3: Indirect Influence

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P values
R -> P	0,499	0,499	0,040	12,504	0,000

Based on the model evaluation results in Table 4, several indicators of goodness of fit need to be considered. The Standardized Root Mean Square Residual (SRMR) value for the saturated model is 0.043, and for the estimated model is 0.102. SRMR smaller than 0.08 generally indicates a

model that fits well; therefore, the saturated model shows a good fit, while the estimated model slightly exceeds the ideal limit but is still within the tolerance limit for exploratory research. The d_ULS and d_G values, which measure the deviation between the observed and predicted matrices, respectively, were also obtained. For the saturated model, the d_ULS value is 0.222 and d_G is 0.219, while for the estimated model, d_ULS is 1.257 and d_G is 0.267. The increase in this value in the estimated model indicates a slight increase in mismatch compared to the saturated model. However, it remains within reasonable limits for a Partial Least Squares (PLS)-based model. The Chi-square value of the saturated model was recorded at 443.384, and the estimated model at 492.158. Although the chi-square value tends to be larger in more complex models, in the context of PLS-SEM, this value only serves as additional information. It is not the main criterion for model evaluation. The Normed Fit Index (NFI) for the saturated model is 0.885, and for the estimated model is 0.872. NFI approaching a value of 1 indicates an increasingly good model. With a value above 0.8, both models can be categorized as having a fairly adequate level of model fit. Overall, although there is a slight difference between the saturated and estimated models, these results indicate that the estimated structural model is still acceptable for further interpretation.

Table 4 Model Eligibility

	Saturated model	Estimated model
SRMR	0,043	0,102
d_ULS	0,222	1,257
d_G	0,219	0,267
Chi-square	443,384	492,158
NFI	0,885	0,872

Discussion

Resilience plays an important role in strengthening the term growth mindset. A resilient person will not see failure as the end of everything, but as an opportunity to learn and grow. This is very much in line with the principle of the term growth mindset, which emphasizes that failure is part of the process that must be gone through to achieve success. If students fail to achieve their goals, resilience will help them get up and keep trying, while using the failure to learn new things with complete faith in God and the Universe. This process will strengthen the belief that continuous effort and learning will lead Generation Z students to better development. This study aligns with research by (Iqbal et al., 2021), which emphasizes that individuals with higher resilience will develop a growth mindset. Resilience supports the capacity to see challenges as opportunities for growth. Resilience functions as an adaptive skill that impacts the growth mindset, allowing individual students to face family and socio-cultural challenges more effectively (Qu et al., 2020).

Resilience also teaches perseverance (Khan et al., 2020). This perseverance is the main strength of the growth mindset, which believes that good results will come with tireless effort. A student with a growth mindset will continue to try even though the desired results have not been achieved, because there is a belief that effort will pay off in the end, not only in this world but also in the hereafter. Also, a person will continue to learn and adapt to new situations. Resilient individuals not only overcome difficulties, but they also learn from those experiences and adapt to face the next challenge better. This aligns with the principle of the growth mindset, which considers every experience, whether positive or negative, as an opportunity to develop further (Desmiati et al., 2023; Rohmadiyah et al., 2024; Zamroni & Barnoto, 2024). Overall, resilience strengthens the growth mindset by giving a person the strength to persist and continue trying despite difficulties. A person is not only able to overcome failure, but also develop and learn from every experience (Sarkar & Garg, 2020).

Islah-based growth mindset can affect achievement. The results of this study are in line with (Wang, 2024) study that showed a positive correlation between growth mindset and academic success

among Chinese adolescents, indicating that students who adopted a growth mindset were more likely to engage in achievement-promoting behaviors, such as seeking help and persisting in the face of adversity. Growth-oriented students were generally more engaged in their studies, leading to improved academic outcomes. Their findings highlighted how growth goals, whether self- or task-oriented, were positively related to engagement and achievement (Bostwick et al., 2017). Students with a growth mindset were more likely to achieve higher academic outcomes than their peers with a fixed mindset, even when socioeconomic factors were considered (Claro et al., 2016). This underscores the important role of mindset in shaping educational trajectories. Students with a growth mindset view challenges and failures as learning opportunities rather than insurmountable obstacles. This perspective allows them to better adapt to setbacks. Growth mindset interventions help students adapt to academic stress and foster a continued commitment to learning despite challenges. Living in a fast-paced world with ever-evolving technology can be challenging for Generation Z students. It is common to feel pressured by high standards, whether from school, social media, or personal expectations. However, there is one key that can make Generation Z students more prepared to face challenges through the islah growth mindset.

The Islah Growth mindset is the belief that God-given abilities are not fixed. With effort and learning, we can develop and achieve more. For Generation Z students, this mindset is very important. Rather than feeling hopeless or trapped in fear of failure, the islah growth mindset teaches us to see failure not as the end of everything, but as part of learning and developing. With the islah growth mindset, students will find it easier to overcome significant challenges in the academic world and everyday life (Fuente-Hernández et al., 2025; Kardi et al., 2023; Zainuddin et al., 2025). The islah growth mindset will also help students to be more confident. By understanding that abilities can continue to develop, there is no need to be afraid to try new things, whether taking a challenging class or daring to speak in public. Students will believe that by learning and trying, they will get better.

Although positive attitudes are very important in everyday life and shaping students' character, research and observations show that IAGM alone is insufficient to significantly influence student achievement. Although having a good attitude when facing challenges is a good first step, IAGM does not always directly contribute to students' academic results or achievements. Students with positive attitudes are still reluctant to actively engage in more challenging tasks or exercises, which can ultimately limit their progress (Claro et al., 2016; Tshering et al., 2024). Without relevant and in-depth challenges, students do not have the opportunity to hone their skills in a productive way (Russo et al., 2020; Xue et al., 2022). If students only think positively but are not given challenges appropriate to their ability level, they will not be able to develop their full potential (Dong et al., 2023; Gelbgiser & Alon, 2024). Without adequate support from the surrounding environment, a positive attitude alone may not produce significant change (Akoth & Enoksen, 2022; Junaidah et al., 2025).

These findings extend Dweck's theory by introducing Islah as a culturally rooted enhancer of growth mindset. While previous models emphasize effort and neuroplasticity, our model integrates intrinsic religiosity and moral responsibility. The insignificant role of IAGM may reflect that positive attitudes alone, if not supported by behavioral engagement (persistence and challenge), are not sufficient to influence performance. Our study provides empirical evidence that Islamic values can be systematically integrated into growth mindset theory, offering a culturally responsive framework for student development in a Muslim-majority context. For teachers: Challenge-based learning training and strengthening sincerity can form a more complete growth mindset. For policy makers: Integration of religious values in the Merdeka curriculum needs to be accompanied by implementation guidelines and standardized teacher training. For international researchers: This Islah mindset model can be studied cross-culturally (comparative studies) to see cross-context validity.

Berikut Concept Map Resilience, Growth Mindset and Islah Growth Mindset

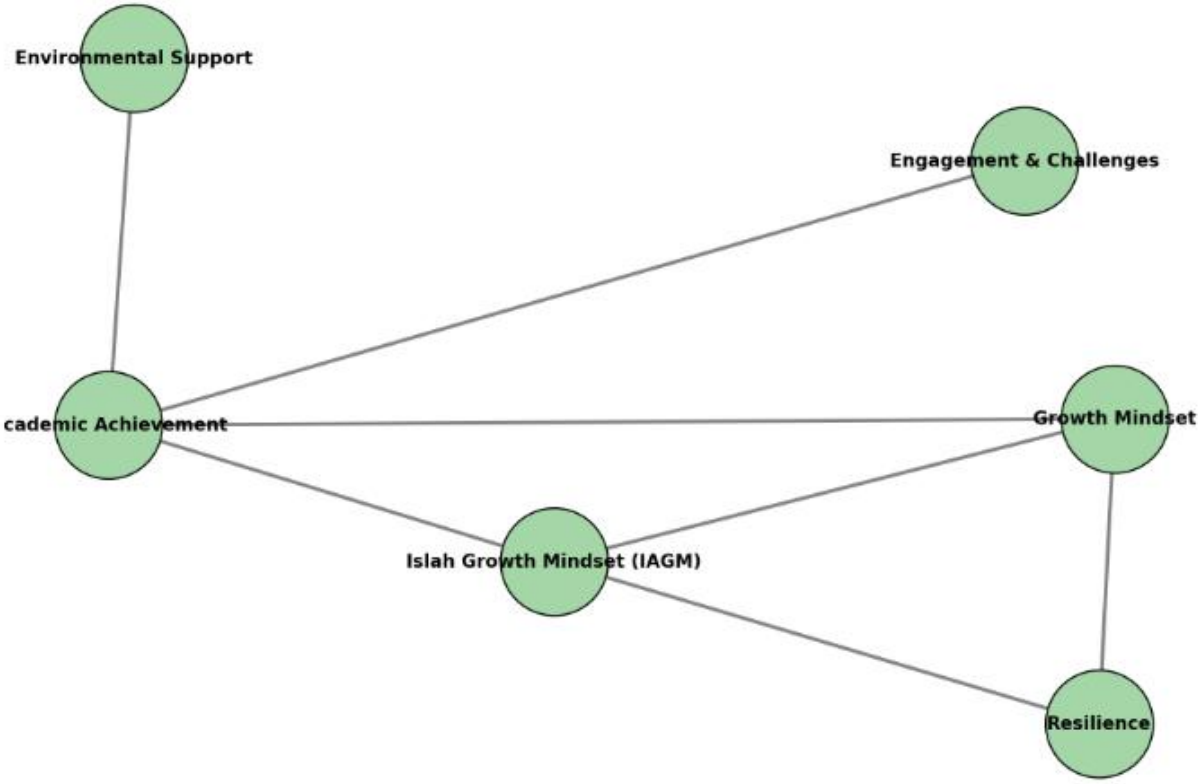

Figure 2. Concept Map Resilience, Growth Mindset and Islah Growth Mindset

The concept map highlights the crucial role of resilience in strengthening the growth mindset among students. Resilience is the personal ability to adapt, recover, and persevere when faced with obstacles or failures. Instead of perceiving failure as the end of everything, resilient individuals regard it as an essential step in the learning process, which aligns directly with the principle of the growth mindset. In this view, effort and persistence are the main drivers of growth and development. Furthermore, in the Muslim context, resilience evolves into what is referred to as the Islah Growth Mindset (IAGM). This culturally rooted enhancement of growth mindset emphasizes that abilities, while gifts from God, can be nurtured and expanded through continuous effort, learning, and sincerity. By integrating intrinsic religiosity and moral responsibility, IAGM provides an additional dimension that encourages students to strive not only for worldly achievements but also for spiritual growth, thereby reinforcing their overall motivation.

Beyond personal resilience and mindset, the concept map underscores that academic achievement is also influenced by engagement with challenges and external environmental support. Research has shown that while a positive mindset is beneficial, it does not automatically translate into improved performance unless students are willing to take on meaningful and appropriately challenging tasks. Without these opportunities, their skills remain underdeveloped and their potential unrealized. Similarly, environmental factors such as support from teachers, family, and peers play an essential role in sustaining students' motivation and providing them with the necessary resources to succeed. In this sense, the interaction between resilience, growth mindset, IAGM, engagement in challenges, and supportive environments collectively drives academic outcomes. Students equipped with these qualities are not only more persistent in their studies but also more adaptable in navigating social, cultural, and academic pressures. Thus, academic success emerges as a product of both internal strengths and external reinforcements working together.

CONCLUSION

The concept of the islah growth mindset is acceptable, but its implementation still faces several significant challenges. Excessive focus on formal achievement can hinder the development of a mindset that encourages growth through effort and continuous learning. This study also shows a significant influence of the islah growth mindset on student achievement, especially in challenge and perseverance. Resilience has been shown to play a key role in forming and strengthening the islah growth mindset, allowing students to see failure as part of the learning process and to continue trying despite challenges. By integrating the principles of a growth mindset based on religious values such as Islah, it is hoped that it can create a generation that is more resilient, innovative, and ready to face global challenges. The Indonesian government has begun integrating the islah growth mindset into the education system through the Merdeka Curriculum. However, deeper implementation and better understanding of this concept among educators are needed. Further research on the influence of the Islah-based growth mindset, which emphasizes self-improvement and accepting failure as an opportunity to grow, can enrich this literature and significantly contribute to education development, making it more inclusive and based on continuous learning.

This study has several limitations that need to be improved. The cross-sectional design of the study limits the ability to draw firm causal conclusions, as data were collected at a single point in time. In addition, this study was only conducted in one geographic area, Central Java Province, so the results may not be generalizable to other regional contexts with different cultural, social, or educational characteristics. Therefore, to strengthen the external validity and robustness of the model, further research is recommended using a longitudinal design to track the development of students' mindsets over time. In addition, quasi-experiments or controlled interventions in various provinces or other countries with similar religious contexts are recommended to test the effectiveness of religiosity-based interventions on mindset and academic achievement. This effort is important to test whether the Islah Growth Mindset approach can be applied more broadly and is relevant in the context of global education.

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