

The Effect of Growth Mindset and Grit on Career Decision Making Self-Efficacy in Fresh Graduates

Ananda Apriliani Bulo¹, Abdul Azis²

Faculty of Psychology

Semarang State University, Semarang, Indonesia

anandaaapril@students.unnes.ac.id, abdulazis@mail.unnes.ac.id

Abstract

Indonesia is experiencing significant economic growth and industrial development. The role of fresh graduates in shaping and supporting this growth is crucial. However, unemployment remains a challenge, with 7.86 million people unemployed as of August 2023, and approximately 12% of them being bachelor's and diploma graduates. The limited availability of jobs cannot keep pace with the growing number of job seekers, which increases with population growth each year. Students who possess a growth mindset, high levels of grit, and strong self-efficacy tend to achieve better learning outcomes, as these traits encourage continuous self-improvement and skill development. Consequently, researchers believe that a growth mindset and grit can significantly influence career decision-making self-efficacy, particularly among fresh graduates. This study employed a quantitative research approach with a correlational design. The sampling technique used was non-probability sampling. The sample size was determined using G*Power software, resulting in a minimum sample of 472 respondents. Three adapted measuring instruments were used in the study. The results indicate that growth mindset and grit positively impact career decision self-efficacy by 22.5%, while 77.5% is influenced by other factors. These findings confirm that growth mindset and grit play a significant role in career decision self-efficacy.

Keywords: *Growth mindset, grit, career decision self-efficacy, fresh graduates.*

Received 12 July 2024/Accepted 30 August 2024 ©Author all rights reserved

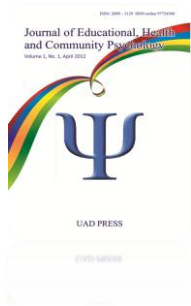
Introduction

Indonesia is currently experiencing significant economic growth and industrial development, making the role of fresh graduates in supporting and shaping the country's economy crucial. According to Noviyanti (2021), Indonesia produces around 1.7 million fresh graduates annually. However, Vivekananda (2018) suggests that some individuals struggle to build successful careers due to conventional thinking, which focuses solely on career paths without considering the broader impact on their lives (Buenconsejo & Datu, 2020).

The unemployment rate in Indonesia remains a concern, with 7.86 million people unemployed as of August 2023, highlighting the intense competition for jobs (Irawati, 2023; Secundo et al., 2019). The Minister of Manpower of the Republic of Indonesia, Ida Fauziyah, has noted that 12% of diploma and degree holders remain unemployed. Mulyadi (2017) points out that the limited availability of jobs cannot keep pace with the increasing number of job seekers, a trend driven by ongoing population growth.

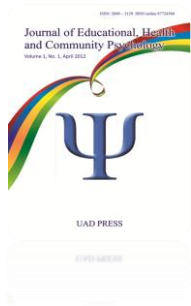
Career is defined as progress and development in a person's life, position, or work (Inkson et al., 2012). Career Decision-Making Self-Efficacy (CDMSE) refers to an individual's belief in their ability to effectively perform tasks relevant to the career decision-making process (Taylor & Betz, 1983; Betz & Luzzo, 1996). Both CDMSE and Career Decision-Making Profile (CDMP) are vital constructs in understanding and assisting students who face difficulties in making career decisions. The CDMP profile can help identify students in need of interventions to enhance their CDMSE and CDMP components (Miguel et al. 2013; Chuang et al., 2020).

Research by Ramaprasad et al. (2022) found that internship satisfaction among hospitality and tourism students positively predicts Career Decision Self-Efficacy (CDSE). Additionally, Anyango et al. (2024) demonstrated that clinical experience, faculty support, and family expectations can significantly predict student CDMSE, showing a moderate level of CDMSE among participants. Inkson et al. (2012) further emphasize that a career encompasses various aspects of a person's work experience over time, beyond just their job title. Students require support to explore their potential more deeply, avoid mistakes, and achieve stability in their career development. Graduates with strong CDMSE are more adaptable to change, able to recognize opportunities, and determined to overcome obstacles with perseverance. Luzzo (1996) also found that CDMSE correlates with other constructs such as career uncertainty, vocational identity, and career maturity.



Dweck (2007) classified human thinking into two categories: a fixed mindset and a growth mindset, which serve as the foundation of his mindset theory. A growth mindset refers to the belief that abilities and intelligence can be developed through persistent effort and practice. Individuals with a strong growth mindset are more likely to navigate the ups and downs of their career journey successfully (Yeager et al., 2019). For example, students with a growth mindset do not experience a decline in achievement after failing an exam, unlike those with a fixed mindset (Blackwell et al., 2007). Upon entering the workforce, fresh graduates often encounter challenges and obstacles that can impact their careers (Pratiwi & Royanto, 2020). Growth mindset interventions have been shown to enhance students' career development by increasing entrepreneurial self-efficacy (Burnette et al., 2020). Furthermore, a growth mindset has been proven to foster resilience in the face of failures during industrial practices, enabling quicker recovery (Caniëls et al., 2018). Burnette et al. (2013) found that entrepreneurs with a growth mindset are more likely to bounce back and try again after a business failure, thereby recovering more quickly from the stress associated with failure. Similarly, Marques (2013) concluded that a growth mindset cultivates resilience, which aids in overcoming professional setbacks and restoring careers. Rhew et al., (2018) found that that a growth mindset intervention had a significant difference in the motivation of adolescent special education participants

Grit is defined as the combination of strong passion and perseverance in achieving long-term goals (Duckworth, 2016). It positively correlates with psychological resilience—the ability to recover from challenges—which aligns with the concept of grit (Wang et al., 2022). Research by Eskreis-Winkler et al. (2014) empirically demonstrated that grit is a strong predictor of job retention (or lower turnover) and even surpasses other predictors. Moreover, Setiawan (2021) found positive effects of a growth mindset on grit among fresh graduates. The application of grit becomes even more effective when paired with a growth mindset. According to Buvana & Talwar (2023), students who possess a growth mindset, high levels of grit, and strong self-efficacy are more likely to achieve academic success, as these traits encourage continuous self-improvement. Datu (2021) also found that grit is linked to optimal performance, educational attainment, and positive outcomes in the workplace and other areas



of life. Additionally, research by Clark & Plano Clark (2019) showed that grit is a significant predictor of career success.

Burnette et al. (2013) emphasized that a growth mindset enables individuals to recover more quickly from failures by encouraging them to get back up and try again. The significance of a growth mindset lies in the ability to view challenges as opportunities for learning and development, making it essential for personal growth (Satriyo, 2021). Moreover, Buvana & Talwar (2023) noted a positive relationship between students who exhibit a growth mindset, high levels of grit, and strong self-efficacy. Based on these insights, researchers believe that a growth mindset and grit can significantly influence individuals' career decision-making self-efficacy, especially among fresh graduates. Furthermore, studies and research on the impact of a growth mindset and grit on career decision self-efficacy in the industrial and organizational fields remain limited, particularly in Indonesia. This phenomenon motivated the researchers to conduct this study. Therefore, the hypotheses in this research are:

H1 Does growth mindset influence career decision self-efficacy in fresh graduates

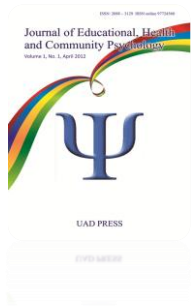
H2 Does grit influence career decision self-efficacy in fresh graduates

H3 Does growth mindset and grit influence career decision self-efficacy in fresh graduates.

Method

Design

This study employed a quantitative research approach with a correlational research design, aiming to examine the relationship between the variables of growth mindset, grit, and career decision self-efficacy. The data were analyzed using inferential analysis techniques, including assumption tests and hypothesis tests. A questionnaire was specifically designed to assess the levels of growth mindset, grit, and career decision self-efficacy, utilizing a Likert scale for measurement.



Participants

The respondents consisted of fresh graduates who were in the process of seeking employment and choosing the right career path for themselves. The sampling technique employed was a non-probability sampling method, specifically using convenience sampling. The sample size was determined by using G*Power software, a medium effect size of 0.15, α of 0.05, and statistical power of 0.95. The minimum sample used in this study was 472 respondents. The data collection method in this study was through an online survey distributed to fresh graduates graduating in 2022-2024. Moreover, the data collected in this study would be analyzed by using IBM SPSS Statistics version 29 statistical software. The questionnaire was specifically designed in order to evaluate the level of Growth Mindset, Grit, and Career Decision Self-Efficacy on a Likert scale.

Measurement

The measuring instruments used in this study include the Growth Mindset Scale, the Grit Scale, and the Career Decision-Making Self-Efficacy (CDMSE) Scale, all of which were adapted from previous research.

Growth Mindset Scale. This scale was adapted by Rahmania et al., (2022). The scale underwent Confirmatory Factor Analysis (CFA) on both 8-item and 4-item versions. The analysis showed that the 8-item multidimensional model had superior goodness-of-fit values compared to the unidimensional model (RMSEA = 0.047, CFI = 0.99, NNFI = 0.99). The 8-item version demonstrated a reliability value with Cronbach's Alpha of 0.813. Additionally, the 4-item version, which focused on favorable items due to the positive nature of the growth mindset construct, had a reliability of 0.793, with validity results showing RMSEA = 0.023, and CFI and NNFI = 1.00. The Growth Mindset Scale is a self-report scale that uses a Likert scale with six options, namely strongly disagree, disagree, somewhat disagree, somewhat agree, agree, strongly agree. The example of the items are “you can



change even your basic intelligence level considerably". "To be honest, you can't really change how intelligent you are".

Grit Scale. This scale was adapted by Priyohadi et al., (2019). CFA results indicated that the scale was both valid and reliable, with the following fit indices: $\chi^2 = 20.97$, probability value = 0.138, RMSEA = 0.045, CFI = 0.972, GFI = 0.976, and AGFI = 0.941. The composite reliability for this scale was 0.82. The grit scale is a self-report using a Likert scale with five options, namely: never, never, sometimes, often, and always. The item examples are *"I am obsessed with a certain idea or project within a short time, yet lose interest short after"*. *"New Ideas and projects sometimes distract me from the previous ones"*.

Career Decision-Making Self-Efficacy (CDMSE) Scale. Adapted by Purnama and Ernawati (2021), this scale demonstrated high construct reliability (CR) with a Cronbach's Alpha of 0.929. The validity test conducted with CFA showed factor loading values ranging between 0.710 and 0.998. The CDMSE scale has five dimensions, namely: Career choice competencies in the areas of goal setting (GS), job information gathering (GI), problem solving (PS), planning (PL) and self-assessment (SA). The CDMSE scale is a self-report using a Likert scale with five options, namely: strongly agree, agree, neutral, disagree, and strongly disagree. The item examples are *I will persevere and carry on with my career even if I am frustrated."*. *"I measure and understand my abilities"*.

In summary, this study utilized three adapted measuring instruments: the Growth Mindset Scale by Rahmania et al. (2022), the Grit Scale by Priyohadi et al. (2019), and the CDMSE Scale by Purnama & Ernawati (2021), all of which were validated and found to be reliable for assessing the constructs in question.

Data Analysis

The sample size was calculated using G*Power software, assuming a medium effect size of 0.15, an α level of 0.05, and a statistical power of 0.95. The minimum sample size for this study was 472



respondents. Data were collected through an online survey distributed to recent graduates from the class of 2022–2024. The collected data were analyzed using regression analysis with IBM SPSS Statistics version 29.

Result

Based on the demographic description in [Table I](#), the study's respondents were predominantly female, with 328 female participants (65.1%) and 176 male participants (34.9%). The majority of respondents graduated in 2024, accounting for 274 participants (54.4%), followed by 128 respondents (25.4%) who graduated in 2023, and 102 respondents (20.2%) who graduated in 2022. In total, 504 respondents participated in the study, serving as the primary data source.

It was emphasized to respondents that providing honest and accurate answers was crucial to ensure the validity and reliability of the data. Additionally, secondary data from previous research was utilized to provide deeper context and support for this research topic. Data collection was carried out meticulously to ensure that the sample of respondents represented a diverse and representative cross-section of fresh graduates within the specified age range.

Table I
The Description of the Respondents

	N	Minimum	Maximum	Mean	Std. Deviation
Growth Mindset	504	18.00	48.00	31.0933	4.61276
Grit	504	14.00	40.00	28.5694	5.46879
CDMSE	504	25.00	50.00	40.7222	5.11170

Based on the data provided in the [Table I](#), the following observations can be made. For the growth mindset variable, the number of valid respondents (N) is 504. The respondents' answers show a minimum value of 18, a maximum value of 48, a mean value of 31.09, and a standard deviation of 4.61.

Since the mean value is greater than the standard deviation, it suggests that the data distribution is relatively even, indicating less variability among respondents' scores. For the Grit variable, the number of valid respondents (N) is 504. The responses have a minimum value of 14, a maximum value of 40, a mean value of 28.57, and a standard deviation of 5.47. Similarly, the mean value being greater than the standard deviation suggests that the data distribution is fairly even, reflecting consistent responses across the sample. For the career decision-making self-efficacy (CDMSE) variable, the number of valid respondents (N) is 504. The respondents' answers have a minimum value of 25, a maximum value of 50, a mean value of 40.72, and a standard deviation of 5.11. Again, the fact that the mean value is greater than the standard deviation indicates that the data distribution is evenly spread, with relatively low variability in the respondents' CDMSE scores. In summary, for all three variables—growth mindset, grit, and CDMSE—the mean values exceed the standard deviation values, suggesting that the respondents' data is evenly distributed with relatively low variability.

Table 2
Means, Standard Deviations, and Intercorrelations variables

Measure	M	SD	Career decision-making	Grit	Growth mindset
Career decision-making	40,722	5,112	-	-	-
Grit	28,570	4,469	0,455**	-	-
Growth mindset	31,093	4,613	0,141*	0,397	-

The [Table 2](#) shows the means, standard deviations, and intercorrelations among three variables: career decision-making, grit, and growth mindset. The mean score for career decision-making is 40.722, with a standard deviation of 5.112, indicating some variability in participants' scores on this measure. The mean score for grit is 28.570, with a standard deviation of 4.469, suggesting a moderate level of consistency in grit among participants. The growth mindset measure has a mean of 31.093, with a standard deviation of 4.613.

In terms of intercorrelations, career decision-making is positively correlated with grit ($r = 0.455$, $p < 0.01$), suggesting that individuals with higher levels of grit tend to also exhibit stronger career decision-

making abilities. There is a smaller but significant positive correlation between career decision-making and growth mindset ($r = 0.141$, $p < 0.05$), implying a weak but meaningful relationship. Grit is moderately correlated with growth mindset ($r = 0.397$), though the significance level isn't specified here, indicating that individuals with a strong growth mindset also tend to score higher on grit. This pattern of correlations suggests that while all three variables are related, the relationship between grit and career decision-making is the strongest among them.

Tabel 3
The results of the regression analysis of Growth Mindset and Grit

Variable	Unstandardized beta	SEB	Standardize beta	t	p
Grit	0,423	0,037	0.453	11,519	0,000
Growth mindset	0,151	0,044	0,136	3,459	0,001

Note. $R=0,475$ $R^2=0,225$ ($N=504$ $p=0.000$). $F=72,086$ $df= 501$

The regression analysis results presented in [Table 3](#) show the relationship between grit and growth mindset, with the dependent variable likely being a performance or behavioral measure. The unstandardized beta coefficient for grit is 0.423 (SEB = 0.037), which indicates a positive and significant association between grit and the outcome variable. The standardized beta of 0.453 shows that grit is a strong predictor, with a t-value of 11.519 and a p-value of 0.000, signifying that this result is highly statistically significant.

For growth mindset, the unstandardized beta coefficient is 0.151 (SEB = 0.044), also demonstrating a positive and statistically significant relationship with the outcome variable. The standardized beta of 0.136, although smaller than that of grit, still represents a meaningful contribution to the model. The t-value of 3.459 and p-value of 0.001 reinforce the significance of growth mindset as a predictor.

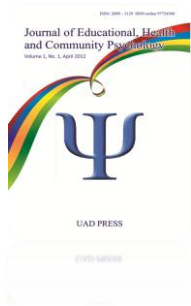
The overall regression model is significant, as indicated by the F-value of 72.086 with a p-value of 0.000. The R-value of 0.475 and R^2 of 0.225 suggest that the model explains approximately 22.5% of the variance in the outcome variable, meaning that grit and growth mindset together account for a significant portion of the differences in the predicted outcomes in this sample of 504 participants.

Discussion

Growth mindset and grit have a positive effect on career decision self-efficacy by 22.5%. Meanwhile, the remaining 77.5% is influenced by other factors. The results of the test show that simultaneously, growth mindset and grit have a significant effect on career decision self-Efficacy. It indicates that growth mindset and grit have an important role in career decision self-efficacy in fresh graduates. According to research which had been conducted by Buvana and Talwar (2023), there is a positive relationship between students who have a growth mindset, high grit and self-efficacy. When fresh graduates are influenced by a growth mindset, comparing their strengths or weaknesses with their thoughts, it can influence career decision self-efficacy.

Correa-Rojas et al., (2024) found that growth mindset, grit, and self-efficacy have direct and significant effects on the academic performance of students. It shows the importance of growth mindset in encouraging career decision self-efficacy in fresh graduates. The higher the growth mindset and the better the growth mindset in fresh graduates makes the higher the career decision self-efficacy in fresh graduates. The results of this study are in line with the results of research which had been conducted by Reskido (2023) which shows that growth mindset plays an important role in increasing student career maturity in the VUCA era.

The research results of Eskreis-Winkler et al., (2014) show empirically that grit has the ability to predict employee turnover even more than other predictors. It shows the importance of grit in encouraging career decision self-efficacy in fresh graduates. The results of this study are in line with the



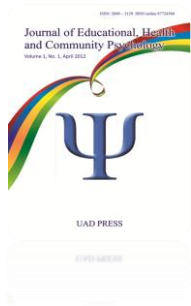
results of research which had been conducted by Sabilla & Fajrianti (2023) which showed the influence of grit on career decision-making self-efficacy.

Growth mindset and grit positively influence career decision self-efficacy by fostering resilience, perseverance, and a proactive approach to career planning. Individuals with a growth mindset believe their abilities can be developed through dedication and hard work, enhancing their confidence in making career decisions. This mindset encourages embracing challenges and learning from failures, which strengthens career decision self-efficacy (Zhao et al., 2023).

Grit, defined as perseverance and passion for long-term goals, further enhances career decision self-efficacy by enabling individuals to remain committed despite obstacles. Studies have shown that grit, especially the perseverance of effort dimension, is a strong predictor of self-efficacy, sometimes even more significant than growth mindset alone (Yang & Ke, 2023). Individuals with high levels of grit demonstrate greater confidence in their ability to achieve career goals and navigate uncertainties (Guardado, 2019).

Moreover, the combination of growth mindset and grit enhances career adaptability, leading to improved career decision-making capabilities through increased exploration and goal commitment. This synergy allows individuals to better handle career-related challenges and reinforces their belief in making informed career choices (Li et al., 2021).

One limitation of the current studies on growth mindset and grit in relation to career decision self-efficacy is the heavy reliance on self-reported measures. These studies often collect data through surveys and questionnaires, which may introduce biases such as social desirability or inaccurate self-assessments. Additionally, most research is conducted on specific populations, such as university students or particular cultural groups (e.g., Chinese students), limiting the generalizability of the findings to other demographics or career contexts (Yang & Ke, 2023).



Future research should aim to diversify study populations by including participants from varied cultural, educational, and occupational backgrounds to improve the generalizability of the results. Longitudinal studies could also be employed to assess how growth mindset and grit affect career decision self-efficacy over time. Additionally, incorporating more objective measures or mixed-method approaches, such as behavioral assessments or interviews, may help reduce bias and provide a more comprehensive understanding of these factors' impact on career development. Researchers can be expanded to involve larger and more diverse samples not only fresh graduates, but also those who already have work experience. It aims to gain a more comprehensive understanding of the influence of growth mindset and grit on career decision self-efficacy in a broader context. In addition, future researcher are expected to involve other factors which can also influence self-efficacy in career decision making; such as, social support, self-perception, and environmental factors so that there will be a better understanding of what factors specifically influence self-efficacy in the context of career decision making, and their implications in helping individuals achieve their career goals.

Conclusion

The relationship between growth mindset, grit, and career decision self-efficacy demonstrates that individuals who embrace challenges, persevere through difficulties, and view effort as a path to mastery are better equipped to make confident and informed career decisions. Both growth mindset and grit significantly enhance self-efficacy by fostering resilience, persistence, and adaptability in career planning. A practical recommendation for fostering career decision self-efficacy through the development of a growth mindset and grit is to implement targeted interventions in educational and professional settings. Educators and career counselors can design programs that encourage individuals to view challenges as learning opportunities and emphasize the importance of effort and perseverance in achieving long-term career goals. Workshops on resilience, goal-setting, and overcoming setbacks can help cultivate these traits. Additionally, creating environments where individuals are encouraged to take risks, reflect on

failures constructively, and receive feedback can enhance their belief in their ability to navigate career challenges. Employers can also integrate these practices into professional development programs by offering mentorship, goal-tracking tools, and recognition for persistence, fostering a workplace culture that values continuous growth and perseverance.

References

- Anyango, E., Adama, E., Brown, J., & Ngune, I. (2024). An examination of the career decision-making self-efficacy of final-year nursing students. *Nurse Education Today*, 138, 106196.
- Betz, N. E., & Luzzo, D. A. (1996). Career assessment and the career decision-making self-efficacy scale. *Journal of Career Assessment*, 4(4), 413–428. doi : [10.1177/106907279600400405](https://doi.org/10.1177/106907279600400405)
- 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. doi : [10.1111/j.1467-8624.2007.00995.x](https://doi.org/10.1111/j.1467-8624.2007.00995.x)
- Buenconsejo, J. U., & Datu, J. A. D. (2020). Growth and fixed mindsets about talent matter for career development self-efficacy in selected filipino adolescents. *Children and Youth Services Review*, 118, 105470. doi : [10.1016/j.childyouth.2020.105470](https://doi.org/10.1016/j.childyouth.2020.105470)
- Burnette, J. L., O’Boyle, E. H., VanEpps, E. M., Pollack, J. M., & Finkel, E. J. (2013). Mind-sets matter: A meta-analytic review of implicit theories and self-regulation. *Psychological Bulletin*, 139(3), 655–701. doi : [10.1037/a0029531](https://doi.org/10.1037/a0029531)
- Burnette, J. L., Pollack, J. M., Forsyth, R. B., Hoyt, C. L., Babij, A. D., Thomas, F. N., & Coy, A. E. (2020). A growth mindset intervention: Enhancing students’ entrepreneurial self-efficacy and career development. *Entrepreneurship Theory and Practice*, 44(5), 878–908. doi : [10.1177/1042258719864293](https://doi.org/10.1177/1042258719864293)
- Buvana R, & Talwar, P. (2023). Grit and self-efficacy on growth mindset- A review based analysis. *International Journal of Management, Technology, and Social Sciences*, 8(1), 37–52. doi : [10.47992/IJMTS.2581.6012.0254](https://doi.org/10.47992/IJMTS.2581.6012.0254)
- Caniëls, M. C. J., Semeijn, J. H., & Renders, I. H. M. (2018). Mind the mindset! The interaction of proactive personality, transformational leadership and growth mindset for engagement at work. *Career Development International*, 23(1), 48–66. doi : [10.1108/CDI-11-2016-0194](https://doi.org/10.1108/CDI-11-2016-0194)
- Chuang, N. K., Lee, P. C., & Kwok, L. (2020). Assisting students with career decision-making difficulties: Can career decision-making self-efficacy and career decision-making profile help?. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 26, 100235

- Clark, R. S., & Plano Clark, V. L. (2019). Grit within the context of career success: A mixed methods study. *International Journal of Applied Positive Psychology*, 4(3), 91–111. doi : [10.1007/s41042-019-00020-9](https://doi.org/10.1007/s41042-019-00020-9).
- Correa-Rojas, J., Grimaldo, M., Marcelo-Torres, E., Manzanares-Medina, E., & Ravelo-Contreras, E. L. (2024). Growth mindset, grit, and academic self-efficacy as determinants of academic performance in Peruvian university students. *International Journal of Educational Psychology*, 13(2), 104-142. <https://doi.org/10.17583/ijep.13115>
- Datu, J. A. D. (2021). Beyond passion and perseverance: Review and future research initiatives on the science of grit. *Frontiers in Psychology*, 11. doi : [10.3389/fpsyg.2020.545526](https://doi.org/10.3389/fpsyg.2020.545526)
- Duckworth, A. (2016). *Grit: the power of passion and perseverance*. Scribner.
- Dweck, C. S. (2007). *Mindset: The new psychology of success*. Ballantine Books.
- Eskreis-Winkler, L., Shulman, E. P., Beal, S. A., & Duckworth, A. L. (2014). The grit effect: predicting retention in the military, the workplace, school and marriage. *Frontiers in Psychology*, 5. doi : [10.3389/fpsyg.2014.00036](https://doi.org/10.3389/fpsyg.2014.00036).
- Guardado, R. (2019). Career decision self-efficacy and career decision distress: the role of occupational engagement, grit, and future work self salience among recent university graduates. doi : [10.22215/etd/2019-13735](https://doi.org/10.22215/etd/2019-13735)
- Inkson, K., Gunz, H., Ganesh, S., & Roper, J. (2012). Boundaryless careers: Bringing back boundaries. *Organization Studies*, 33(3), 323–340. doi : [10.1177/0170840611435600](https://doi.org/10.1177/0170840611435600)
- Irawati. (2023). Per agustus 2023, jumlah pengangguran di ri tembus 7,86 juta orang. *Infobanknews*. <https://infobanknews.com/per-agustus-2023-jumlah-pengangguran-di-ri-tembus-786-juta-orang/>
- Li, H., Yu, X., Mei, Y., Liu, X., Li, L., & Luo, N. (2021). The effect of grit on career adaptability of chinese college students based on the self-regulatory processes. *Frontiers in Psychology*, 12. doi : [10.3389/fpsyg.2021.795153](https://doi.org/10.3389/fpsyg.2021.795153)
- Luzzo, D. A. (1996). A psychometric evaluation of the career decision-making self-efficacy scale. *Journal of Counseling & Development*, 74(3), 276–279. doi : [10.1002/j.1556-6676.1996.tb01865.x](https://doi.org/10.1002/j.1556-6676.1996.tb01865.x)
- Marques, J. (2013). Understanding the strength of gentleness: Soft-skilled leadership on the rise. *Journal of Business Ethics*, 116(1), 163–171. doi : [10.1007/s10551-012-1471-7](https://doi.org/10.1007/s10551-012-1471-7)
- Miguel, J. P., Silva, J. T., & Prieto, G. (2013). Career decision self-efficacy scale — Short form: A rasch analysis of the portuguese version. *Journal of Vocational Behavior*, 82(2), 116–123. doi : [10.1016/j.jvb.2012.12.001](https://doi.org/10.1016/j.jvb.2012.12.001)
- Mulyadi, M. (2017). Peran pemerintah dalam mengatasi pengangguran dan kemiskinan dalam masyarakat. *Kajian*, 21(3), 221–236. doi : [10.22212/kajian.v21i3.776](https://doi.org/10.22212/kajian.v21i3.776)
- Noviyanti, A. (2021). Dinamika kecemasan karir pada mahasiswa tingkat akhir. *Prosiding seminar nasional*

transformasi pendidikan di era merdeka belajar: Menjawab tantangan pada masa dan pasca pandemi.

- Pratiwi, B. N., & Royanto, L. R. M. (2020). Mindset dan task value: Dapatkah memprediksi kinerja siswa sekolah dasar (sd) pada bidang matematika? *Persona:Jurnal Psikologi Indonesia*, 9(1), 35–50. doi : [10.30996/persona.v9i1.2802](https://doi.org/10.30996/persona.v9i1.2802)
- Priyohadi, N. D., Suhariadi, F., & Fajrianti, F. (2019). Validity test for short grit scale (grit - s) duckworth on indonesian millennials. *Journal of Educational, Health and Community Psychology*, 8(3), 375. doi : [10.12928/jehcp.v8i3.13870](https://doi.org/10.12928/jehcp.v8i3.13870)
- Purnama, C. Y., & Ernawati, L. (2021). A psychometric evaluation of the career decision making self-efficacy scale. *Jurnal Penelitian Dan Evaluasi Pendidikan*, 25(1). doi : [10.21831/pep.v25i1.39960](https://doi.org/10.21831/pep.v25i1.39960)
- Rahmania, A., Triwahyuni, A., & Kadiyono, A. L. (2022). Validitas konstruk growth mindset scale: Versi bahasa indonesia. *Jurnal Psikologi*, 18(2), 194. doi : [10.24014/jp.v18i2.16925](https://doi.org/10.24014/jp.v18i2.16925)
- Ramaprasad, B. S., Rao, S., Rao, N., Prabhu, D., & Kumar, M. S. (2022). Linking hospitality and tourism students' internship satisfaction to career decision self-efficacy: A moderated-mediation analysis involving career development constructs. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 30, 100348.
- Reskido, A. D. P. (2023). Resiliensi dan growth mindset sebagai solusi peningkatan kematangan karier mahasiswa pada era vuca. *Proceeding Conference On Psychology and Behavioral Sciences*, 2(1), 22–31. doi : [10.61994/cpbs.v2i1.37](https://doi.org/10.61994/cpbs.v2i1.37)
- Rhew, E., Piro, J. S., Goolkasian, P., Cosentino, P., & Palikara, O. (2018). The effects of a growth mindset on self-efficacy and motivation. *Cogent Education*, 5(1). <https://doi.org/10.1080/2331186X.2018.1492337>
- Sabilla, A. S., & Fajrianti. (2023). Pengaruh grit terhadap career decision self-efficacy : Peran mediasi career adaptability pada mahasiswa akhir. *Buletin Riset Psikologi Dan Kesehatan Mental (BRPKM)*.
- Satriyo, G. E. (2021). Pengaruh employees' perceptions of managers' coaching skill terhadap employees' individual work performance melalui employees' growth mindset pada financial consultant pt valbury asia futures denpasar. *Agora*, 9(2).
- Secundo, G., De Carlo, E., Madaro, A., Maruccio, G., Signore, F., & Ingusci, E. (2019). The impact of career insight in the relation with social networks and career self-management: Preliminary evidences from the italian contamination lab. *Sustainability*, 11(21), 5996. doi : [10.3390/su11215996](https://doi.org/10.3390/su11215996)
- Setiawan, T. (2021). *Pengaruh growth mindset terhadap grit pada fresh graduate*. Widya Mandala Surabaya Catholic University.
- Taylor, K. M., & Betz, N. E. (1983). Applications of self-efficacy theory to the understanding and treatment of career indecision. *Journal of Vocational Behavior*, 22(1), 63–81. doi : [10.1016/0001-8791\(83\)90006-4](https://doi.org/10.1016/0001-8791(83)90006-4)
- Vivekananda, N. L. A. (2018). Studi deskriptif mengenai grit pada mahasiswa fakultas psikologi



universitas kristen maranatha bandung. *Humanitas (Jurnal Psikologi)*, 1(3), 183. doi : [10.28932/humanitas.v1i3.756](https://doi.org/10.28932/humanitas.v1i3.756)

Wang, S., Jiang, J., Tang, X., & Lu, F. (2022). Editorial: New advances in grit research: A multidisciplinary perspective. *Frontiers in Psychology*, 13. doi : [10.3389/fpsyg.2022.967591](https://doi.org/10.3389/fpsyg.2022.967591)

Yang, F., & Ke, K. (2023). The influence of growth mindset and grit on self-efficacy among chinese undergraduates. *ECE Official Conference Proceedings*. doi : [10.22492/issn.2188-1162.2023.106](https://doi.org/10.22492/issn.2188-1162.2023.106)

Yeager, D. S., Hanselman, P., Walton, G. M., Murray, J. S., Crosnoe, R., Muller, C., Tipton, E., Schneider, B., Hulleman, C. S., Hinojosa, C. P., Paunesku, D., Romero, C., Flint, K., Roberts, A., Trott, J., Iachan, R., Buontempo, J., Yang, S. M., Carvalho, C. M., ... Dweck, C. S. (2019). A national experiment reveals where a growth mindset improves achievement. *Nature*, 573(7774), 364–369. doi : [10.1038/s41586-019-1466-y](https://doi.org/10.1038/s41586-019-1466-y)

Zhao, H., Li, Y., Wan, L., & Li, K. (2023). Grit and academic self-efficacy as serial mediation in the relationship between growth mindset and academic delay of gratification: A cross-sectional study. *Psychology Research and Behavior Management*, 16, 3185-3198. doi : [10.2147/PRBM.S421544](https://doi.org/10.2147/PRBM.S421544)