

Abstrak

Growth mindset adalah keyakinan bahwa kemampuan dapat ditingkatkan melalui usaha. Penelitian sebelumnya menggambarkan bahwa santri memiliki ciri-ciri *growth mindset* rendah seperti keterlibatan belajar yang menurun, kecenderungan menghindari tantangan, dan mudah putus asa. Salah satu faktor yang mempengaruhinya adalah *academic burnout*. Sementara dalam perspektif perkembangan, perbedaan usia berpotensi mempengaruhi hubungan *academic burnout* terhadap *growth mindset*. Tujuan penelitian adalah untuk menguji peran *academic burnout* terhadap *growth mindset* dan usia sebagai moderator. Penelitian ini menggunakan pendekatan kuantitatif dengan analisis regresi moderasi, sampel 294 santri, usia remaja awal 12-14 tahun dan usia remaja akhir 15-18 tahun. Data dikumpulkan menggunakan skala *likert*, *Academic burnout Scale* (ABS), *The Growth Mindset Scale* (GMS), dan demografi. Hasil penelitian menunjukkan bahwa *academic burnout* berpengaruh negatif terhadap *growth mindset*, usia tidak berperan sebagai moderator. Dengan demikian, semakin tinggi *academic burnout* yang dialami santri semakin rendah *growth mindset*, dan hal ini berlaku sama pada usia remaja awal maupun remaja akhir.

Abstract

Growth mindset refers to the belief that abilities can be developed through effort and is essential for academic achievement. However, empirical evidence indicates that growth mindset remains relatively low among santri, with academic burnout identified as a potential contributing factor. Developmental age may further shape how students perceive academic demands, thereby influencing this relationship. This study examined the effect of academic burnout on growth mindset, with age as a moderating variable. Using a quantitative approach with moderated regression analysis, data were collected from 294 students at an Islamic boarding school in Indonesia, comprising early (12–14 years) and late adolescents (15–18 years). Measures included the Academic Burnout Scale, the Growth Mindset Scale and a demography. The results showed that academic burnout had a significant negative effect on growth mindset, whereas age did not function as a moderating variable. These findings indicate that higher levels of academic burnout are associated with lower growth mindset, and this relationship is consistent across both early and late adolescent groups.