

Convergence of Religion and Positive Psychology, Growth Mindset in Islamic Religious Studies

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Abstract: A growth mindset is a positive psychology concept that discusses the mindset and how a person views their abilities. The term growth mindset only emerged and was first introduced by Dweck in the early 21st century. However, long before that, the concept of a growth mindset had long been introduced in Islamic religious studies, both implied in the Qur'an, hadith, and ancient books written by Islamic scholars of the past such as Imam al Ghazali. The topic of growth mindset in Islamic religious studies is interesting to study considering the rich literature of Islamic religious studies that has existed since ancient times. This study explores the concept of a growth mindset in Islamic religious studies. This study uses a library research method, namely collecting data through studies and understanding theories from various literature such as books, journals, and previous research relevant to the research topic. Data were collected by searching for and filtering literature related to the growth mindset in Islamic religious studies. The collected data were then analyzed critically to find patterns, relationships, and implications to achieve a comprehensive understanding of the growth mindset in Islamic religious studies. The results of the study show that in Islamic religious studies, the concept of a growth mindset is explained in various ways, such as teachings about the importance of self-development but still does not eliminate the role of God in the process. A growth mindset sees failure as an opportunity to learn and improve oneself, in line with Islamic teachings that emphasize the importance of effort, patience, and lifelong learning. This study is expected to revive Islamic religious thoughts and studies in the global scientific realm. In this regard, research on the convergence of Islam and positive psychology needs to be done a lot.

Keywords: growth mindset, Islamic studies, library research, positive psychology.

Introduction

A growth mindset, first introduced by Dweck in the early 2000s, is a concept in positive psychology that focuses on the view that individual abilities can be developed through continuous effort and learning. Positive psychology itself is a field of study that examines the positive aspects of human life to improve the quality of life, with a focus on subjective happiness and well-being (Sarmadi, 2018). Fahlevi (2022) defines positive psychology as a scientific study that explores the good and

positive aspects of human life from birth to death, aiming to make life more meaningful and valuable.

In living the meaning of life, there are two patterns of belief related to individual abilities. The first is the belief that certain abilities, talents, or traits are fixed and difficult to change or improve. The second is the belief that abilities and talents can be grown and developed, regardless of a person's starting point (Elliott-Moskwa, 2022). These two beliefs are known as mindsets.

Mindset is a series of thought patterns or beliefs that influence a person's behavior, attitudes, and perspective on their future (Gunawan, 2007).

According to Yunus, mindset is the process of the brain and mind in receiving, analyzing, perceiving, and concluding information received through the senses (Yunus, 2014). Mindset plays an important role in human life, including in forming a person's social relations (Gunawan, 2007). Carol Dweck (2015) groups mindsets into two main types: growth mindset and fixed mindset. A Growth mindset is a mindset that believes that an individual's basic qualities can be developed through effort and learning (C. Dweck, 2015). Those with a growth mindset believe that talents, initial abilities, interests, and personal character can develop through experience and hard work (C. Dweck, 2015). In contrast, a fixed mindset is a mindset that believes that an individual's intelligence, talents, character, and basic qualities are fixed and cannot be changed (C. Dweck, 2015). From an Islamic perspective, a similar concept has long been included in teachings about self-development, perseverance, and hard work that are in line with the principle of *tawakal*, namely surrendering the results to God. Teachings about the potential for self-development can be found in the Qur'an, Hadith, and the works of previous scholars, such as Imam Al-Ghazali, who viewed humans as creatures who have the capacity to learn and develop throughout their lives (Fauzi, 2019). Therefore, studying the growth mindset from an Islamic perspective is important to find parallels between positive psychology and Islamic religious values. Several studies related to growth mindset, such as those conducted by Arifudin, Astuti, Azizah, and Ulwiyah (2024) on growth mindset in Islamic boarding schools; research by Rahardi and Dartanto (2021) on growth mindset, self-control, and learning outcomes; and the study by Hu, Sidhu, and Lu (2022) on the relationship between growth mindset and English language performance, and the study by Campbell and Løkken (2022) exploring optimism, growth mindset, and positive psychology, have contributed to the development of growth mindset literature. However, specific research that explores the convergence between Islamic teachings and a growth mindset is still limited. This indicates the need for a more in-depth and specific study on this topic. This study aims to explore the convergence

between Islamic religious studies and growth mindset theory in positive psychology. Convergence, in this context, is the meeting of two different ideas at one common point, namely the concept of a growth mindset in positive psychology that meets the principles of Islamic religious studies that support self-development and growth (Miftahuddin, 2019).

Materials and Methods

This article uses a library research method, which is a method of collecting data through reviewing and understanding theories from various relevant literatures (Zed, 2008). This method is included in qualitative research that does not require field research. Data is collected by searching and combining sources from books, journals, and previous research. Data collection techniques include literature related to Pancasila, political ethics, and public policy. The data analysis technique involves organizing and linking information to obtain research conclusions.

Results and Discussion

The convergence between the science of Islam and the concept of growth mindset opens up a broader understanding of how education and self-development in Islam can support the formation of individuals who have a healthy, resilient mentality and noble personality. The concepts of moderate Islamic education, the principles of growth mindset, and the Islamic view of the psychology of human development complement each other in forming a generation that is able to face the challenges of the times with confidence and perseverance.

1. Moderate and Dynamic Islamic Education

Islamic education, especially in pesantren, teaches values that are inclusive and contextual. This contributes to the formation of an attitude of openness, adaptability, and the development of a growth mindset. Pesantren teaches students to face challenges and develop themselves according to the social context and the times (Sulhan et al.,

2023). Islam teaches the value of patience, and perseverance, as well as the understanding that every individual has the potential to develop (El Syam & Suwondo, 2023), which is similar to the concept of a growth mindset that emphasizes that abilities and intelligence can be improved through effort and perseverance (C. S. Dweck, 2006).

2. Growth Mindset in the Context of Islamic Education

Islam explicitly supports the formation of a growth mindset by teaching that humans are not born with limited potential. In the Qur'an, we find verses that motivate people to continue learning and improving themselves, such as in Surah Al-Mujadilah verse 11 which raises the degree of the knowledgeable (Zaki & Munafiah, 2022). The concept of a growth mindset, which teaches persistence, willingness to keep learning, and seeing failure as an opportunity to develop (C. Dweck, 2015), is very much in line with Islamic teachings that support continuous efforts for self-improvement and strong character-building.

3. Environmental Influence and Social Responsibility

Islamic education teaches that a good environment, especially the family, is key to a person's character and mental development. This concept is in line with the Islamic view in QS. At-Tahrim: 6, which reminds the importance of the family's role in educating the next generation (Hanafi, 2018). In pesantren, social, cultural, and religious values are taught simultaneously, creating individuals who are not only intellectually intelligent but also socially and spiritually resilient, which is the essence of a growth mindset (Arifudin et al., 2024).

4. Integration of Religious Knowledge in General Education

Islamic education provides education that is not only limited to religious knowledge but also worldly skills that are relevant to the challenges of the times (Zubaidi, 2023). This convergence of religious science and general education enriches the concept of a growth mindset in Islam, as students are encouraged to develop their potential in both spiritual and intellectual contexts (Wantini et al., 2024). The religious principles present in Islamic education provide a strong moral foundation for facing various life challenges.

5. Developmental Psychology from an Islamic Perspective

Islam views human development as a lifelong journey that involves spiritual, moral, and intellectual aspects (Budiarti, 2022). In this context, developmental psychology from an Islamic perspective emphasizes that factors such as environment, divine destiny, and personal effort play an important role in shaping individual development (Hanafi, 2018). A growth mindset supports this view by emphasizing that perseverance and effort in the face of adversity will help individuals grow and develop toward their full potential (Boaler, 2021).

6. The Importance of Effort and Persistence in Islam

One of the most profound values in Islam is the importance of effort and hard work in achieving goals. Surah Al-Najm verse 39 reminds us that a person will get results according to what he has tried (Izzan, 2023). This concept strengthens the teachings of the growth mindset which emphasizes that intelligence and abilities can be developed with continuous effort (Fitri et al., 2022). Islam motivates its followers not to give up easily, but to continue trying diligently to improve themselves.

7. Failure as a Learning Process

In Islam, failure is not the end of everything, but an opportunity to learn and rise again. Surah Al-Imran verse 139 teaches people not to feel weak or hopeless after failure because every failure is a test that must be faced with determination and stronger efforts (Izzan, 2023). This principle is very compatible with the idea of a growth mindset that sees failure as part of the learning process towards success (C. S. Dweck, 2006).

8. Success as a Continuous Process

From an Islamic perspective, success is not an instant end result, but rather a continuous process through effort and perseverance. Verses such as Surah Al-Baqarah verse 148 remind people to keep competing in goodness, suggesting that success comes through consistent and sustained effort, in line with the growth mindset principles that teach that personal development is the result of unrelenting effort (Izzan, 2023).

The convergence between the principles taught in Islam and the growth mindset shows that they

share similarities in emphasizing the importance of effort, perseverance, and lifelong learning. Islam not only provides deep spiritual teachings, but also provides practical guidance for developing one's potential, overcoming failure and achieving success. Thus, moderate and dynamic Islamic education is very supportive of the formation of individuals who have a growth mindset, who are not only intellectually intelligent, but also resilient in facing various life challenges.

Conclusions

The convergence between Islamic religious knowledge and the concept of growth mindset creates a deep understanding of self-development that is balanced between spiritual, moral, and intellectual aspects. Moderate and dynamic Islamic education, such as that taught in Islamic education, blends religious values with practical learning, encouraging individuals to develop their potential with consistent effort and perseverance. The principles of a growth mindset, such as seeing failure as an opportunity to learn and improve, are in line with Islamic teachings that emphasize the importance of effort, patience, and lifelong learning.

Islamic education also teaches the importance of a good environment, especially family, in shaping students' character and mentality, which is in line with the concept of Islamic developmental psychology. This convergence integrates religious knowledge with general education and worldly skills, enriching individuals not only spiritually but also intellectually and socially. Islam encourages its followers to keep trying and not give up easily, viewing success as the result of sustained effort. Thus, Islamic education provides a strong foundation to form individuals who are not only academically intelligent, but also resilient in facing life's challenges, have noble character, and are ready to contribute to society.

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