


Learning Planning Communication Strategies Fostering Student Growth Mindset According To The Character Of Pancasila Student Profile

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Article Info	ABSTRACT
Keywords: Learning Communication Strategy, Fixed Mindset, Growth, Pancasila Student Profile.	<p>This study aims to develop a learning planning communication strategy to foster student growth mindset in accordance with the Pancasila Student Profile. Growth mindset is important in growing student character. Students need to be taught how to cultivate a growth mindset by introducing the difference between a fixed mindset and a growth mindset. Cultivating a growth mindset in the classroom requires a learning planning communication strategy.</p> <p>This research uses a library research approach. This research is descriptive qualitative. The technique used is to reduce reference books and journals that discuss growth mindset.</p> <p>This research resulted in three things. First, produce management and communication planning learning strategies that can foster a growth mindset. Learning planning communication strategies include planning, organizing, implementing and evaluating. The media used is the Canva application. Through a power point created in the Canva application, you can easily connect to YouTube as a new media. Second, produce a communication design for learning communication programs for growth mindset teaching materials. Third, produce students who have a growth mindset character that strengthens and grows the character of the Pancasila Student Profile.</p>
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INTRODUCTION

The development of science and communication technology has brought us into the era of globalization. Globalization brings us to a challenge. The biggest challenge is that such a large and powerful flow of communication brings us to many changes and opportunities. Every change and opportunity is a life challenge that will be faced by every student in living their life in the future.

This research has the hope of contributing both from a practical and theoretical perspective. From a theoretical perspective, this research is expected to enrich the development of communication science, especially in the field of educational communication. In addition, this research is also expected to be able to add to the treasure of research in the field of educational communication and become a reference for future researches.

Practically, this study aims to provide useful information about the results of the research obtained. The results of the research can be used as a reference in designing communication strategies in learning. This strategy is expected to play a role in fostering the character of a growth mindset in students, which is in line with the values contained in the Pancasila Student Profile.

METHOD

The type of research used in this study is library research. Literature research is research that utilizes library sources to obtain data. Literature research limits its activities to library collection materials by collecting library data, reading, taking notes, and processing research materials (Zed, 2018: 2).

According to Nazir in Sari (2020), literature research is a data collection technique that is carried out by examining books, literature, notes, and various reports related to the problem to be solved. Literature research has four characteristics that affect the nature and workings of research.

First, researchers are directly confronted with text or numerical data, not with direct knowledge from the field. Second, library data is ready-to-use, meaning that researchers do not need to travel, but only face directly with source materials that are already available in the library. Third, bibliographic data is generally a secondary source, in the sense that the researcher obtains material from the second hand, not the original data from the first hand in the field. However, in the historical method, bibliographic data can also be considered as a primary source if it is written by the historical actors themselves. Fourth, the condition of library data is not limited by space and time; Researchers are directly confronted with static or static data (Zed, 2018: 5).

In essence, literature research is research that is carried out by collecting data through various literature, books, notes, magazines, other references, as well as the results of previous research that are relevant to the problem to be solved.

Reference Selection Method

The method of selecting references carried out by the author is by collecting books and journals containing the results of the Growth Mindset research. The author found these books and journals because before conducting research, the author had an interest in efforts to foster student motivation in the classroom. The author actively participated in webinars and TOT Growth Mindset held by Indo MindMap from June 2020 to January 2021.

Books and journals are also obtained through the google search engine by typing the keyword Growth Mindset. Through this search, the author obtained several ebooks. Existing ebooks, some can be found in online bookstores in the form of translations.

Through the process of collecting books and journals, 43 books were obtained in accordance with the theme of growth mindset. The author reduces so that he takes reference sources in the form of books, journals, and theses, which totals only 13. In the bibliography, books and journals related to Growth Mindset, we still display them. This aims to be more effective in referencing references and based on the object of study that the thirteen reference sources show strong GM characters, the existence of brain neuroplasticity materials, and the characters told who have GM characters.

The selection of Chairul Tanjung (CT) in the Biography of Chairul Tanjung Si Anak Cassava was taken as a story character based on several considerations. CT is an inspiring figure of Indonesia entrepreneurs. There are quite a lot of companies that he manages. He is the owner of CT CORP: Transtudio, Trans TV, Trans 7, Bank Mega, Careffur Indonesia. In addition to being active as a businessman, he is also active in the field of statehood. He has served as Chairman of the National Economic Committee. He once served as the Coordinating Minister for the Economy during the administration of President SBY. He also received an Honoris Causa degree from Airlangga University, Padjajaran University, and from Universiti Teknologi MARA Malaysia. He was also appointed as a professor of entrepreneurship at Universitas Airlangga in 2015 and a visiting professor in entrepreneurship at Universiti Teknologi MARA Malaysia.

The most important consideration is that he comes from a family with middle to lower economic conditions. The life journey of CT is full of twists and turns. Since he found out that the cost of his first tuition at the UI Faculty of Dentistry was the result of pawning two batik fabrics written by his mother, he was determined to no longer ask his parents for money. He started by seeing an opportunity to open a photocopying service business on campus. When he started working on a business outside the campus, he went out of business, but he remained strong. He still tried to rise from his slump. The attitudes and mindsets that CT has are very much in line with the character of GM. His GM character is very strong, a person who is very devoted to his parents and religious.

Techniques for Preparing Lesson Plan Communication

The technique for preparing a growth mindset learning plan is prepared referring to the national curriculum, namely the Regulation of the Minister of Education and Culture No. 22 of 2016 concerning Process Standards. The author does this considering that the growth mindset material is not included in the National Curriculum. So, in the preparation of the learning plan, the author refers to the arrangement as contained in the process standards.

The Learning Plan for growth mindset materials according to process standards contains:

- a. Subject matter
- b. Time allocation
- c. Learning Objectives
- d. competencies and indicators of learning achievement
- e. material
- f. Pancasila Student Profile
- g. method
- h. media
- i. Learning Resources
- j. Evaluation

Time Allocation Sharing

The division of time allocation is carried out based on the number of meetings for each subject. The time allocation here is used for subjects with the number of meetings in one week is 2 meetings. Each meeting has a time allocation of 15'. Below is a table for the preparation of time allocation for one semester.

Table 32 Odd Semester Time Allocation

Moon	Number of Effective Weeks	Number of Meetings
July	2	4
August	4	8
September	3	6
October	4	8
November	4	8
Sum	17 Weeks	34 Meetings

Source: Author (2022)

RESULTS AND DISCUSSION

The type of research used in this study is library research. Literature research is included in qualitative research. This research is descriptive and emphasizes the results of the analysis.

Qualitative descriptive research is a research method that utilizes qualitative data described in descriptive history. This type of qualitative descriptive research can be used to analyze events,

phenomena, or circumstances socially. Qualitative descriptive research is a combination of descriptive and qualitative research.

The purpose of this descriptive research is to make a description, description or painting systematically as well as the relationship between the phenomena being investigated. The purpose of descriptive research is to produce an accurate picture of a group, describe the mechanism of a process or relationship, provide a complete picture either verbally or numerically, present basic information about a relationship, create a set of categories and classify the research subjects. In this study, communication strategies to foster a growth mindset according to the profile of Pancasila students are classified into three, namely growth mindset characters, brain neuroplasticity, and GM characters through character stories.

In literature research, the method used to collect research data is in the form of literature data that has been selected, searched, presented and analyzed. The data presented is data in the form of words that need to be processed to be concise and systematic. The data collection carried out in this study is by collecting books on learning communication strategies, growth mindsets, and Pancasila student profiles. Then it is selected, presented and analyzed and processed so that it is concise and systematic.

The author found 43 books and journals that raised the theme of growth mindset. Based on the content, which provides an overview of the character of a strong growth mindset, discusses brain plasticity, and character stories, the author takes 13 references as the basis for analyzing learning communication planning strategies that foster a growth mindset according to the character of the Pancasila student profile.

21st Century Learning

Today, we are in the 21st century, the century of globalization, which is a century that has undergone global or global changes. We have become a world village. Information technology is developing very quickly. Technological developments have had an impact on jobs that have begun to be diverted to machines, both production machines and computer machines.

Entering the 21st century, technological advances have entered various joints of life, including the field of education. Teachers and students are required to have the ability to learn and teach in the 21st century. A number of challenges and opportunities must be faced in order to survive in this century of knowledge in this information age. Compete with human-created robotic machines in various sectors of work.

21st century learning is a learning transition that changes the teacher-centered learning approach to student-centered. This is in accordance with the demands of the future where students must have the ability to think and learn. These skills are found in the 21st century learning concept, namely:

1. **Critical Thinking and Problem Solving** Critical thinking is a systematic and scientific thinking process in analyzing, solving problems, and making decisions. Critical thinking is the ability to argue in an organized way. Ability to find relevant information for oneself.
Students learn to solve problems, be able to explain, analyze, and create solutions for individuals and society.
2. **Creativity and Innovation.** Creativity is defined as the ability to think outside the box, have high creativity, be able to think, and see a problem from various perspectives.
3. **Collaboration, collaborative activities,** is important to be applied in the learning process so that children are able and ready to cooperate with anyone in their future life. The purpose of this collaboration is for students to be able to work more effectively with others, increase empathy and be willing to accept different opinions. Train students to be responsible, easily adapt to the environment, society, and be able to set high targets for groups and individuals.
4. **Communication,** is interpreted as the ability of children to convey their ideas and thoughts quickly, clearly, and effectively. In this case, students are asked to be able to master, organize, and build good and correct communication in writing, oral, and multimedia.

The Relationship between Growth Mindset and Pancasila Student Profile

Mindset is a set of beliefs, the way of thinking, which will determine a person's reaction and meaning to an event or event.

The components that form the mindset consist of:

1. **Attitude,** which is a way of thinking or a way of feeling about something/someone
2. **Behavior,** i.e. a way of acting on a situation that occurs)
3. **Character,** which is a combination of attitudes and behaviors that are characteristic of a person.
4. **Habit,** which is a routine behavior that is carried out repeatedly without realizing it because it has become a habit.

Students' attitudes, behaviors, and positive characters to grow into resilient individuals are the goals in educational activities. School as the most important part in the world of education is a place to realize this goal until it becomes a habit and a view of life.

Growth mindset is a belief that a person's intelligence and abilities/talents can be developed infinitely through the process of learning and effort, not just an abstract concept. However, a growth

mindset based on research produces a concept that can be taught to students.

Growth mindset can be taught through classrooms. Teachers can teach the difference between a fixed mindset and a growth mindset. Teachers can also teach how to shift a fixed mindset to a growth mindset, teach the character of a growth mindset, brain neuroplasticity, and strengthen the character of a growth mindset through character stories.

In the Pancasila Student Profile material from the Ministry of Education and Culture, it was conveyed that the learning principles to achieve the character of the Pancasila student profile need to be realized learning that:

1. Designed with the current level of achievement of learners in mind, according to learning needs, and reflecting their character and development.

Learning supports the formation of students' well-being. Students are given the cultivation of character, knowledge, and competence as a provision for life in society and success/prosperity in meaningful things for them. Every learner has the right to learn and get proper teaching. Including play activities in learning (gamification) is one way to increase students' motivation to learn, make learning more meaningful and enjoyable for them, and improve their academic achievement. All children from any background get the same opportunity to learn and improve their academic abilities.

2. Designed and implemented to build students' learning capacity and their capacity to become lifelong learners. Instilling a growth mindset. Students who have a strong growth mindset will continue to strive to be able to master what is being learned, not just get good grades. With a strong growth mindset, learners will attribute their failures to their lack of effort, not to their lack of talent. Growth mindset is directly proportional to motivation to learn. The stronger their growth mindset, the higher their motivation to continue learning, and the more resilient they are when they face various academic challenges. Teachers are encouraging their students to continue to find ways to learn on their own so that they can manage their learning independently (self-regulated learning). Students are encouraged to look at anyone anywhere as someone who is able to provide them with life lessons.

3. Supporting the cognitive and character development of students in a sustainable and holistic manner. Good learning does not continuously focus on cognitive development. Teachers also cultivate and develop their non-cognitive abilities such as motivation and affection. Applying appropriate values to build character and competencies contained in the Pancasila student profile, namely (1) faith, fear of God Almighty, and noble character, (2) global diversity, (3) mutual cooperation, (4) independence, (5) critical reasoning, and (6)

creativity. Teachers are role models for students (Ing Ngarso Sung Tulodo), build their will (Ing Madyo Mangun Karso), provide support to them so that they can develop their creativity (Tut Wuri Handayani).

4. Relevant, namely learning that is designed according to the context of students' lives and culture, and involves parents and the community as partners. Learning that escapes from SARA discrimination, does not leave any student and provides space for the development of identity, ability, interests, talents, and needs of students. Harmony between learning that takes place at school, at home, and in the community.
5. Oriented towards a sustainable future. Develop the ability to live in society. Learning that encourages students to explore future issues and needs (their own needs, their environment, and a better world). The use of information and communication technology to improve the quality of learning and assessment Encourage or motivate students to continue to be inspired and have aspirations to advance the life of the surrounding environment, society, nation, and world. (Source: Ministry of Education and Culture. Power point material on Curriculum Framework, Learning Principles, and Assessment).

Based on the above, in the Independent Curriculum there have been efforts to instill a growth mindset. However, there is no explanation of growth mindset and strategies in communicating growth mindset as a material for students to learn so that they grow character ready to face challenges, obstacles, attitudes ready to work hard, ready to accept criticism to improve competence, and make the success of others an inspiring motivation.

The growth mindset and the profile of Pancasila students have in common that in learning a character cultivation is needed. The character of 21st century students who are faced with the challenges of technological development.

Character Dare to face challenges, dare to face obstacles, be willing to work hard, be willing to accept criticism to improve competence, and be willing to make the success of others a lesson to motivate themselves must be possessed by students. Growth mindset has great power to deliver students' fighting power and success. That strength can encourage the excellence of our students. It's just that the growth mindset material does not instill religious character values as contained in the character of the Pancasila student profile. This shows that the character of Pancasila, which is built from the noble values of the Indonesia nation, is more holistic. Teaching a growth mindset to students with a good communication strategy will further improve the character of the Pancasila student profile.

Communication activities have the purpose of conveying communication that can be well received by the recipient of the message. In order for the message to be received properly, communication must be carried out through good management.

Planning, organizing, actuating, and controlling in teaching GMs in the classroom requires the right strategy. Mindset is not the subject matter in school. However, mindset plays an important role in fostering students' fighting power in learning. Preparing students to have the ability to grow and develop according to their times.

The future of our students today is full of challenges and uncertainties. The 21st century as a century of technology is a big challenge for our students to face. Many jobs will disappear in the 21st century. Even now we have begun to feel the impact. Many human jobs are starting to be taken over by robots. The development of Artificial Intelligence is taking over the role of human labor.

Growth mindset material is a very important material to convey to students. This material has not been included in the educational curriculum in Indonesia. Because this material is important as a builder of thinking strength and strength in facing the challenges of students' lives, teachers can circumvent the delivery of growth mindset material. Although the growth mindset material has been researched for more than 30 years by Carol Dweck and has given birth to other researchers in the same field, this material is not widely known by educators in Indonesia. Maindset studies are still focused on studies in the field of psychology. In the independent curriculum launched by the Minister of Education and Culture, the importance of a growth mindset has been conveyed. However, in his delivery, it is only a naming and thinking concept that must be possessed by teachers and students. Applied in the implementation of the Independent Curriculum, without explanation.

which is real related to things that teachers and students can learn about the growth mindset.

Communicating the growth mindset to students requires careful planning. The goal is for the information received by students to become a view of life as a source of strength that departs from a growing mindset to always be willing to survive and be ready to face every obstacle.

Effective communication management is necessary to achieve organizational or personal goals. In order for communication to achieve goals effectively, every element in the communication process needs to be managed in such a way that it links several management functions, namely the functions of planning, organizing, actuating, and controlling.

The following is a table of the elements of growth mindset communication.

Table 1 Growth Mindset Communication Elements

Management functions	Elements of communication				
	Communicators	Message	Media	Public	effect
Planning	Teacher	GM Materials	PPT (Canva)	Student	Students have GM character
Organizing	Teacher	GM Materials	PPT (Canva)	Student	Students have GM character
Actuating	Teacher	GM Materials	PPT (Canva)	Student	Students have GM character
Controlling	Teacher	Self-evaluation sheet	Observation sheet	Student	Students have GM character
Controlling	Teacher	Self-evaluation sheet	Observation sheet	Student	Students have GM character

Based on the table above, the management of learning communication growth mindset is as follows,

1. Develop a learning plan for communicators (teachers), messages (growth mindset materials, media (power point uses Canva to easily connect with youtube when displaying videos related to material), audience (students) and the influence plan, namely students have a growth mindset character.
2. Organizing learning for communicators (teachers), messages (growth mindset materials, media (power point uses Canva to easily connect with youtube when displaying videos related to the material), audience (students) and the plan of influence, namely students have a growth mindset character.
3. Implementing learning for communicators (teachers), messages (growth mindset materials, media (power point uses Canva to easily connect with youtube when displaying videos related to the material), audience (students) and the plan of influence, namely students have a growth mindset character.
4. Control and supervise communicators, message presentation, selection and use of media, elections, and determination of audiences and expected influence using the assessment rubric.

Learning Communication Planning Growth Mindset

Communication Planning is an effort to make a design for the implementation of a form of communication activity. Communication activities start from planning, organizing, implementing in the field to monitoring and evaluating these communication activities.

Developing a growth mindset learning plan begins with developing a plan by determining who the communicator is. The communicator of learning planning is of course the teacher. The communicator or the audience as the recipient of the message is the student. The message that will be conveyed is growth mindset material.

The media used is new media, using applications

Canva can be used to create power points. The Canva app's power point easily connects with YouTube when it comes to displaying material-related videos. The effect of growth mindset learning communication is its influence on students who are expected to have a growth mindset character.

Organizing Growth Mindset Learning Communication

Based on the literature that the author has reviewed, the dominant growth mindset material to build the character of the growth mindset that can be taught to students includes,

1. What Type of Maindset is I?
2. Getting to Know the Growth Mindset.
3. Getting to Know the Character of Growth Mindset.
4. Shift from Fixed Mindset to Growth Mindset
5. Fostering a Growth Mindset through Character Stories.
6. Brain Neuroplasticity 1 (How the Brain Works)
7. Brain Neuroplasticity 2 (Compiling Mind Map)
8. Productive Failure
9. The Power of Yet

The nine materials above can be used as a basis for fostering the character of a growth mindset that can support the growth of the character of the Pancasila Student Profile.

What Type of Maindset is I?

Before discussing and bringing students to the growth mindset material, students need to be invited to know the type of mindset they have.

Before conveying what a growth mindset is, the teacher asks questions related to growth mindset taken from Annie Brock (2020). It is important to note that the question is not used for assessment and there is no correct answer and no wrong answer. If the statement is in accordance with the student, give it a V mark, if it is not in accordance with the student's condition, it will be given an X mark.

1. I can't be proficient in certain areas.
2. When I make mistakes, I try to learn from them.
3. I feel inferior when others are more proficient.
4. I'm happy when I'm outside my comfort zone.
5. When others see that I'm smart or talented, I feel successful.
6. I am inspired by the success of others.
7. I feel very happy when I can do something that others can't.
8. Changing one's own intelligence is something that can be done.
9. In my opinion, humans are born with a certain level of intelligence and cannot do much to change it.
10. I enjoy taking on new challenges or jobs that are still unfamiliar to me.

The statements contained in the odd number are the attitude of people's behavior with a fixed mindset. The statements on even numbers are the behavioral attitude of people with GMs. Students should know that in general, we humans have a mixed maindset. Understanding our dominant mindset can be used as an orientation to progress.

Getting to Know the Growth Mindset.

Introducing the meaning of growth mindset to students is the first step in teaching growth mindset. After knowing the meaning of growth mindset, it is hoped that students will have the desire to motivate themselves to choose to become a person with a growth mindset character.

Mindset is a group of beliefs or ways of thinking that will determine a person's reaction and meaning to an event. The difference between a fixed mindset and a growth mindset. Fixed mindset is the belief that a person is born with intelligence and abilities/talents that are fixed and cannot be changed. Growth mindset is the belief that a person's intelligence and abilities/talents can be developed infinitely through the process of learning and effort. (Dweck, 2020:).

Getting to Know the Character of Growth Mindset.

Instilling character is not easy. Instilling character in students is difficult and takes a long time. It requires patience and must be done continuously. Growing the character of a growth mindset must be done throughout our lives because we can slip into a fixed mindset when faced with difficulties and want to give up.

The following is a table of differences between fixed mindset and growth mindset characters,

Table 2 Character Fix Mindset VS Growth Mindset

Key Area	FM	GM
----------	----	----

Challenge (<i>Challenge</i>)	Challenge Avoided to look smart and great.	Challenges are faced because there is a strong desire to learn and develop.
Obstacle	Quickly give up when faced with obstacles and immediately decide to give up and stop.	Looks tough in the face of obstacles and keeps trying to abstain surrender.
Effort	Considered something negative, if someone has to try then he will look less smart	Work hard with the best effort, because this is the way to better results and success
Criticism	Criticism is considered something negative, a good thing will rejected.	Criticism is considered something important and very useful.
Successful people Other (Success of Others)	The success of others is considered a threat, making them anxious and depressed.	The success of others is used as a source of inspiration and learning.

These character differences are the dominant character differences that a person has based on the search for growth mindset characters from all the literature that the researcher reads. Each research result conducted by various researchers emphasizes that the character of the growth mindset is a person's view in seeing challenges, obstacles, efforts, criticism and how to respond to the success of others.

Shift from Fixed Mindset to Growth Mindset

Changing the character of a fixed mindset to a growth mindset is not easy. Teaching a growth mindset to students will be long, difficult, and can last a lifetime even though we have done our best. Thus, it is necessary to shift from a fixed mindset to a growth mindset. Steps to shift from a fixed mindset to a growth mindset :

1. Get to know how to recognize the fixed mindset of Voice.
2. Realize that we have a choice other than a fixed mindset Voice
3. Talk back to the fixed mindset of Voice with the growth mindset of Voice
4. Follow the Voice growth mindset as we take action

Here is a table of how to shift from a fixed mindset character to a growth mindset

Table 3 How to Shift from Fixed Mindset to Growth Mindset

Manner	Why
Acknowledge and accept imperfections	Weaknesses are used as strengths
See challenge and difficulty as an opportunity	Difficulties in opening up opportunities for Hang
Change word failure with Learning	Look for strategy new to Fix
Stop seeking recognition	Confession will come with Itself
Valuing the process over the end result	A good end result is not necessarily produced by good process
More importance Progression rather than speed	Fast doesn't always mean good
Use criticism as a positive thing	Make criticism a lesson
Instilling humility	Self-recognition
Taking risks in front of people other	We are not perfect

Source: Brock (2020)

Knowing the triggers of a fixed mindset is part of the strategy to develop GM. Everyone generally has both types of mindsets. In certain situations, our fixed mindset will emerge and try to dominate the growth mindset. Therefore, we must understand the triggers of a fixed mindset so that we can immediately refocus on becoming a figure who has a growth mindset.

Some examples of things that can trigger a fixed mindset are as follows:

- a. I lose control of my emotions when....
- b. I want to give up immediately when....
- c. I feel under pressure when....
- d. I was reluctant to go to campus when....
- e. I feel uneasy about my performance in school when....
- f. I feel angry when....

When we can understand the triggers of the fixed mindset above, then we must immediately introspect ourselves. We must immediately strengthen our hearts to believe that we prefer to be a better person. We strengthen our determination to motivate ourselves that our choice is to become a person who has a growth mindset.

Fostering a Growth Mindset through Character Stories.

In previous studies, the researchers conveyed the results of growth mindset research by telling the stories of the characters studied. The stories conveyed also use many stories of world figures such as JK. Rowling, Albert Einstein, Thomas Alfa Edison, and many world figures from various professions.

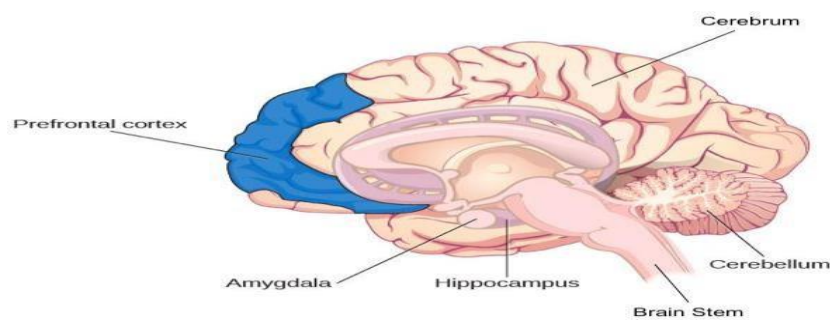
Brain Neuroplasticity 1 (How the Brain Works)

The delivery of material about the brain, even though it seems uninteresting, is very important to convey. This is to instill in our brains an understanding that brain neuroplasticity or the way the brain works that can grow and develop like plastic is something very scientific. Because it is scientific, students are expected to have full confidence in the brain's ability to grow and develop through various efforts.

Brain Changes

- 1) The human brain can grow and change if given the right push.
- 2) Effort and hard work will make brain changes remarkable in the long run.
- 3) The brain does not develop without practice and challenges.
- 4) Brain plasticity has resulted in discoveries that contradict some of the truths that people already believe that intelligence is fixed.

Parts of the brain



Cerebrum

The cerebrum or cerebrum is also called the Cerebral Cortex, Forebrain or Forebrain. It is the cerebrum that distinguishes humans from animals. The cerebrum makes humans have the ability to think, analyze, logic, language, consciousness, planning, memory and visual ability. Intellectual intelligence or IQ is also determined by the quality of the cerebrum.

Cerebellum

The cerebellum or cerebellum functions to control many automatic functions of the brain, such as regulating posture or body position, controlling balance, muscle coordination, and body movements. The Cerebellum also stores and executes a series of learned automatic movements such as driving a car, hand gestures when writing, locking doors, and so on.

Brain Stem

The brainstem has the function of regulating breathing, heart rate, regulating body temperature, regulating the digestive process, and the source of basic human instincts, namely fight or flight when danger comes.

Hippocampus

The hippocampus is part of the limbic system. The main function of the hippocampus is to process long-term memory. The limbic system functions to produce feelings, regulate hormone production,

maintain homeostasis, thirst, hunger, sex drive, pleasure center, metabolism and also long-term memory.

Amygdala

The amygdala along with the hippocampus are part of the limbic system, which is the part of the brain that is related to the formation of memory. The relationship between the amygdala and these brain structures links cognitive functions (thinking, learning, and remembering) to bodily physiological functions such as heart rate, breathing, smell, and touch. The amygdala regulates physiological responses based on existing cognitive information.

Prefrontal Cortex

The prefrontal cortex is a part of the brain that functions to regulate executive functions, namely the ability to plan things, make decisions, solve problems, control yourself, remember instructions, weigh consequences. The prefrontal cortex develops during puberty until it is almost perfect at the age of 25.

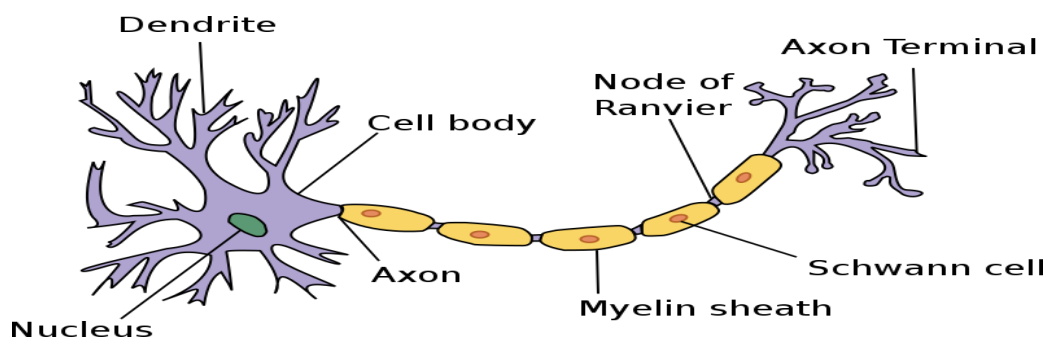


Figure 2 Source
Neurons: Google.com

Parts of neuron cells, namely:

1. Dendrites are the parts that extend outwards to the cell body that act as signal/impulse receivers.
2. The cell body, the main part of the neuron that has the cell nucleus.
3. Axons (neurites), which are the protrusion of cell bodies that function to transmit signals/impulses.

Axons contain:

- 1) Myelin sheath, which is the part of the cell that wraps around the axon.
- 2) The Myelin sheath is made up of Schwan's cells
- 3) Axon terminals, which are where nerve cells meet with other nerve cells.
- 4) At this axon terminal there is a synapse, which is the meeting between two terminals
 - i) axon.
- 5) In the synapses there is a fluid called a neurotransmitter.
- 6) Neurotransmitters function to transmit signals from one axon terminal to another.

- i) After studying the structure of neurons, the neural network is a network that functions to conduct nerve impulses to the nerve center as well as to the effector. To better understand the function of the neural network, pay attention to the following animation of impulse propagation in the neural network, How
- https://www.youtube.com/watch?v=E_gPIg0a9IU nerve cells work.

Based on the animation above, what can you reveal! Some of the things you can understand further are:

- 1) Nerve cells (neurons) come together into one called a neural network.
- 2) Neural networks function to transmit signals/impulses from and to the brain.
- 3) The signal sent is a stimulus that has been picked up by a sensory apparatus (receptor) in the form of an electric current called an impulse.
- 4) Impulses will flow along the neuron from one neuron to another
 - i) other.
- 5) The direction of the impulse always flows from the dendrites to the axon.
- 6) Dendrites are the parts of neurons that function to capture stimuli in the form of impulses and deliver them to axons.
- 7) The axon is a part of the neuron that functions to send impulses from the axon to other neuron cells to the central nervous system which will later be responded to as a movement.
 - i) Brain Neuroplasticity 2 (Compiling Mind Map)

The material for compiling this mind map, the author takes from the seven steps in making a mind map of Tony Buzan (2012):

1. Start with the center of the blank paper with the long side laid flat. Why? Because starting from the middle gives the brain the freedom to spread in all directions and to express itself more freely and naturally.
2. Use images or photos for your central idea. Why? Because a picture means a thousand words and helps us use our imagination. A central image will be more interesting, keep us focused, help us concentrate, and activate our brain.
3. Use color. Why? Because for the brain, color is just as interesting as an image. Colors make mind maps more vibrant. Energizing the creative, and fun mind!
4. Connect the main branches to the central image and connect the branches of the second and third levels to the first and second levels, and so on. Why? Because the brain works according to associations. The brain likes to associate two or three, or four things at once. If we connect the branches, we will be easier to understand and remember. The connection of the main branches will create the basic structure or architecture of our mind. This is similar to the way a tree associates its branches spreading out from the main trunk. If there are small gaps between the central trunk

and its main branches or between the main branches with smaller branches and twigs, nature will not work well! Without connections in your mind map, everything (especially memory and learning!) will fall apart. So make a connection!

5. Make a curved line of contact, not a straight line. Why? Because straight lines will bore the brain. Curved and organic branches, like tree branches, are much more attractive to the eye.
6. Use one keyword for each line. Why? Because a single keyword gives more power and flexibility to the mind map. Every single word or image is like a multiplier, generating its own series of associations and relationships. When we use a single word, each of these words will be freer and therefore more able to spark new thoughts and ideas. Sentences or phrases tend to inhibit these triggering effects. Mind maps that have more keywords such as hands where all the joints work. A mind map that has a sentence or expression is like a hand with all its fingers tied by a stiff splint!
7. Use images. Why? Because like a central image, each image means a thousand words. So, if we have 10 images in our mind map, our mind map is equivalent to 10,000 words of notes!

Compiling a mind map begins with creating a center, arranging a hierarchy, and correlation. The hierarchy is arranged clockwise. The hierarchy uses capital letters, on each branch only one word is used because one word can be described in a thousand words.

Productive Failure

Teachers as messengers, must convey a reinforcement that every human being must have experienced mistakes. Teachers must instill the power of mistakes when learning in the classroom. Every human being has experienced failure like a child who learns, he must have fallen.

Here are efforts to instill the power of mistakes in the classroom according to Annie Brock (2020):

Here are efforts to instill the power of mistakes in the classroom according to Annie Brock (2020):

1. Making peace with mistakes

The times we face difficulties and make mistakes are the best times for brain growth.

2. Consider mistakes as opportunities to learn

One of the special characteristics of very effective learning is the existence of mistakes and the role of difficulties and mistakes in transforming people from beginners to experts. This is consistent with brain research that shows increased brain activity when people face difficulties and make mistakes as well as decreased activity when they do the right job.

3. Leading the students through setbacks

When students encounter difficulties in their learning, teachers have the opportunity to offer themselves and guide them through it.

The science of error

Carol Dweck revealed that every time we make a mistake, synapses burn in the brain indicating brain growth. Jason Moser and his team conducted a study that asked participants to take a test and they monitored the participants' brains using MRI (Magnetic Resonance Imaging) technology. They monitor the brain. They look at the scan results when people answer correctly and when they answer incorrectly. Researchers found that when people make mistakes, the brain is more active, creating reinforcement, and growth than when people answer correctly. Neuroscientists agree that errors contribute positively to strengthening neural pathways.

Angela Duckworth stated that natural talent lacks strong evidence as the key to success. There has been an over-rated talent. On the contrary, the time that has been poured into planned training includes individually focused exercises, especially when the training feels beyond your ability. That's when grit is being tested, keep practicing proving the power of grit.

Malcom Gladwell wrote in his book Outliers that a person born with a certain talent will not become skilled without practicing until 10,000 hours. This principle is known as the "10,000 Hours Rule" and has been proven in various fields.

Anders Ericsson, in his book Peak, argues that humans have the ability to create their potential through deliberate practice. It is wrong to assume that a person has been given permanent potential to build skills or develop talents in certain fields.

Explanations and instructions for teachers

Productive failure (Manu Kapur, professor of psychology at the Hongkong Institute of Education) researched productive failure in Singapore. The study was conducted on two groups that were given access to two different strategies in the form of mathematics teaching instruction.

Table 4 Results of Productive Failure Research

Group 1	Group 2
Students are given instructions on how to solve problems explicitly and clear input to complete a series of problem	Students are not given instructions on how to solve the problem explicitly but are instructed to collaborate with their friends to solve the problem aforementioned

Students get help from teachers who are able to answer the set of problems given by true.	Students do not get help from teachers, are unable to answer the set of problems given correctly.
Students spend less time to finish problem	Students spend more time discussing different ideas, strategy, and problem solving.
Student shows not better learning from the second group	Students show better learning than the first group

Source: Brock (2022)

'Hidden progress' is a way of introducing the belief that struggle can move students to think more deeply about the nature of the problem. This is far more valuable than finding the right answer. If students struggle through a problem and find a solution to it, they will be better able to apply the hard-earned solution if needed next time.

Productive struggles even if they are uncomfortable during events will help students develop a deeper understanding of learning and problem-solving.

Six study session features that help create an environment that encourages productive struggles:

1. The set of problems is challenging but not frustrating.
2. Each assignment must have many solutions so that students generate many ideas.
3. The design of productive failure should ignite students' knowledge that includes several new challenges.
4. Students are given the opportunity to explain and elaborate on their thoughts and strategies.
5. Students have the opportunity to research good and bad solutions to that problem.
6. Each assignment should be relevant and engaging to students.

The Power of Yet

Students must be taught to understand the difference between not being able and not being able to. Words that have not given meaning can still be tried through the process. The process of learning and trying hard will produce the word can. Words cannot give a negative meaning.

Everything seems to be finished, it can't be done, there is no hope.

Here is a picture of the power of the word yet,

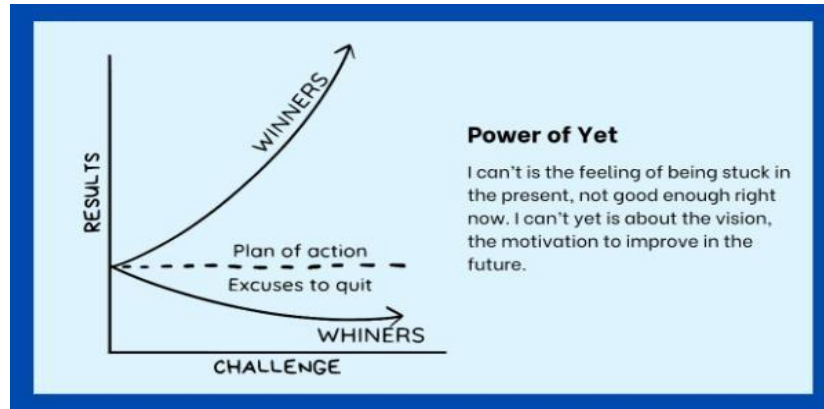


Figure 3 *The Power of Yet*

Source: Google.com

Implementation of Growth Mindset Learning Communication

The implementation of growth mindset learning communication in the classroom is carried out in accordance with the planning and organization of growth mindset materials. The implementation of learning uses the design of learning communication that is prepared. The implementation of learning is the implementation of the Learning Plan, including preliminary, core and closing activities.

The implementation of growth mindset learning has not been included in the national curriculum. The learning process can be included in the introduction. The introduction contains the teacher's activities:

- a. preparing students psychologically and physically to follow the learning process,
- b. provide contextual motivation for students to learn according to the benefits and application of teaching materials in daily life, by providing local, national and international examples and comparisons, and adjusted to the characteristics and levels of students;
- c. ask questions that relate prior knowledge to the material to be studied;
- d. explain the learning objectives or basic competencies to be achieved; and
- e. conveying the scope of the material and explanation of the description of the activity according to the syllabus.

Growth mindset material can be included in the introduction as motivation for students. In this session, teachers can allocate time for 15' to deliver growth mindset material.

The core activity is the delivery of material in accordance with the subjects of the teacher who teaches it by using learning models, learning methods, learning media, and learning resources that

are adjusted to the characteristics of students and the subjects taught by the teacher. Growth mindset material can come in when students begin to lose enthusiasm to reawaken student motivation.

The Closing Activity is a reflection of learning. This session can be used to evaluate the character of the growth mindset. Do students have the spirit to try, do not despair when they have not been able to complete the exercise, do not give up when they experience difficulties. Whether students have the willingness to try to complete the learning material studied.

Evaluation of Growth Mindset Learning Communication

The evaluation of growth mindset material is adjusted to the material that has been organized to be delivered to students. The following is an evaluation based on the nine growth mindset materials:

Material Evaluation: What Type of Mindset I Have

1. I can't be proficient in certain areas.
2. When I make mistakes, I try to learn from them.
3. I feel inferior when others are more proficient.
4. I'm happy when I'm outside my comfort zone.
5. When others see that I'm smart or talented, I feel successful.
6. I am inspired by the success of others.
7. I am very happy when I can do something that others can't.
8. Changing one's own intelligence is something that can be done.
9. In my opinion, humans are born with a certain level of intelligence and cannot do much to change it.
10. I enjoy taking on new challenges or jobs that are still unfamiliar to me. (Source, Brock: 2020)

Table 5 Evaluation Format What Type of Mindset I Have

Class:

It	Student Name	Answer 1,3,5,7,9 (FM)	Answer 2,4,6,8,10 (GM)	Character
1				
2				

Dst				
-----	--	--	--	--

Source: Researcher (2022)

Information:

1. If a student has an answer that matches the odd and even numbers that are balanced, then he has a mixed character of fixed mindset and growth mindset.
2. If students have more answers, they will have more odd numbers, then they will tend to have a fixed mindset.
3. If students have more answers according to even numbers, then they tend to have a growth mindset.

Evaluation of Materials Getting to Know the Growth Mindset

Table 6 Self-Evaluation Sheet Material Getting to Know *Growth Mindset*

Name:

Class:

It	Statement	Yes	Not
		1	2
1	If I have to work something, it is meaning I'm not smart		
2	I like to try difficult things		
3	When I make mistakes, I become embarrassed		
4	I love to be told that I'm smart		
5	I usually stop when something has already starting to be difficult or frustrating		
6	I not objection make error. Mistakes help me learn		
7	There are things that I will never master well		
8	One can master something if they Go hard for it		
9	Stupid, average, or intelligent are innate, and we can't change it		
10	Doing my best makes me proud Although it is not perfect		

Source: Annie Brock (2020)

Odd-numbered questions are a characteristic of a fixed mindset, while even-numbered statements are a characteristic of a growth mindset. Ask students based on the results of their answers whether they have a fixed mindset or a growth mindset or a mixture.

Evaluation of Getting to Know the Character of *Growth Mindset*

Table 7 Evaluation Observation Sheet Getting to

Know the Character of Growth Mindset

Name :

Grade :

It	Statement	Scale				
		1	2	3	4	5
1	Students dare to ask questions					
2	Students dare to try something new					
3	Students dare to do practice questions in front of them class					
4	Students are brave and confident during presentations					
5	Students are open to criticism or feedback					
6	Students put in a lot of effort in completing each exercise					
7	Students can create a mind map of the subject matter Newly learned					

Source: Author (2022)

Information:

1 = Strongly Agree

2 = Agree

3 = Quite Agree

4 = Disagree

5 = strongly disagree with the

value formula = $\frac{\text{score}}{5} \times 100$

5

Material Evaluation Shifts from *Fixed Mindset* to *Growth Mindset*

Table 8 Self-Evaluation Sheet

Name :

Grade :

It	Statement	Yes	Not
		1	2
1	Math is not my talent		
2	I can develop my mind		
3	I'm not competent in this		
4	I need to change my strategy		
5	He's a smart kid in the classroom		
6	My efforts and hard work have paid off		
7	Value is more important than development		
8	I haven't gotten there yet		
9	It's better to look smart than to take Risk		
10	People can change		
11	I will never be that smart		
12	A good attitude is essential in learning		
13	I feel stupid if corrected		
14	I'm a problem solver		

Source: Brock (2022)

Information:

1 = Strongly Agree

2 = Agree

3 = Quite Agree

4 = Disagree

5 = strongly disagree with

Nulai's formula = $\frac{\text{Score} \times 100}{5}$

5

Evaluation of Materials for Fostering a *Growth Mindset* through Character Stories

Table 9 Self-Evaluation Sheet

Name :

Grade :

It	Statement	Scale				
		1	2	3	4	5
1	I would do the same with Chairul Tanjung if I also suffer from economic shortages					
2	I will work while studying if my parents I can't afford to pay for college					
3	I will ask for help from relatives or friends When I am not economically able					
4	I will still help my friends even though I myself am economically disadvantaged					
5	I will continue to study even if my parents don't able to provide adequate learning facilities					
6	I feel angry when others show My mistake					
7	I feel inferior when I get criticism					
8	I will be motivated when my friend succeeds					
9	I'll quit when I have a failure					
10	I won't tell you the secret of my success to anyone					
10	I won't tell you the secret of my success to anyone					

Source: Author (2022)

Information:

1 = Strongly Agree

2 = Agree

3 = Quite Agree

4 = Disagree

5 = Strongly disagree

Evaluation of Brain Neuroplasticity Material 1 (How the Brain Works). Source: Researcher (2022).

1. Students are divided into four groups
2. Students are asked to use the Canva app to download images of the brain and its parts.
3. Students explain how the brain works and its relationship with GM. Other students responded.

Evaluation of Brain Neuroplasticity Material 2 (Compiling a Mind Map). Source: Researcher (2022).

1. Evaluation can be carried out on the subject matter of the subject teacher.
2. Students are asked to prepare drawing paper or HVS paper, they can also use a notebook
3. Students prepare colorful markers
4. Students are asked to make a summary of the material that has been taught using a Mind Map.

Evaluation of Productive Failure Material. Source: Researcher (2022).

1. Watch the video from the YouTube link above.
2. Why is the figure asked to be watched? What does it have to do with productive error material.
3. Look for other examples of productive errors using search engines, briefly explain!

Evaluation of The Power of Yet material. Source: Researcher (2022).

1. Form four groups based on a row of tables and chairs!
2. Look for images through search engines about the differences you can't and can't yet!
3. Based on the picture, present the answer.

Communication Design Learning Planning Growth Mindset

Learning planning includes the preparation of learning implementation plans and the preparation of learning media and resources, learning assessment tools, and learning scenarios.

Teachers prepare a complete and systematic Learning Plan so that learning takes place in an interactive, inspiring, fun, challenging, efficient manner, motivates students to participate actively, and provides sufficient space for initiative, creativity, and independence in accordance with students' talents, interests, and physical and psychological development. The Learning Plan is prepared based on basic competencies or subthemes that are carried out in one or more meetings.

Teachers in the classroom have an important role in instilling character values. Teaching a growth mindset can be done at the beginning of learning. At the beginning of learning, teachers are usually used to do a perception as a preliminary part. In this section, the teacher usually checks student attendance, provides motivation, and provides triggering questions to enter the material.

In the introduction, motivation can be done by providing growth mindset material. The opening part is the right time to deliver the growth mindset material. The opening time of the material was not used for a long time. Usually it only takes approximately 15 minutes. We must use a short time to deliver the growth mindset material. This material will continue to be strengthened as long as students participate in learning. The core activities can be used for reinforcement. When students

are seen to be starting to decrease their concentration, it can strengthen the character of the growth mindset.

The first step to developing a growth mindset learning program is to develop a plan. Planning is prepared in the form of a learning plan. The learning plan made refers to the Regulation of the Minister of Education and Culture Number 22 of 2016 concerning process standards. The lesson plan prepared includes:

- a. subject matter,
- b. time allocation,
- c. competencies and indicators of competency achievement,
- d. learning objectives,
- e. material
- f. pancasila student profile,
- g. method
- h. learning resources,
- i. media, and
- j. Evaluation

Growth Mindset Learning Produces Growth Mindset Character and Grows Pancasila Student Profile Character

The use of media in power point is collaborated with new media. The use of new media is expected to attract students to deepen their growth mindset. The power point used is Canva. Using Canva makes the learning media used more effective because it can be directly connected to YouTube.

Through the management and communication strategy of growth mindset learning, teachers as communicators have systematic guidance in the form of learning materials that will be delivered to students (communicators). Learning materials can be delivered using interesting media using Canva as a media that can be directly connected to youtube as a new media that provides a variety of learning so that students are more enthusiastic in understanding growth mindset material.

The effects obtained by students after implementing growth mindset learning in the long term are:

1. Students can understand the growth mindset material.

By understanding the growth mindset material, students will be faced with the choice of whether they want to try to study harder or not. When he stops and doesn't want to try, then he has lost the opportunity to

successful. When students choose to try to study hard because they believe that by trying their best, they will be able to learn the subject matter, which means that they are actually learning to become a tough human being in various situations and conditions that are full of challenges and obstacles.

2. Students will be open and dare to try new things. This is because students have learned the character of a growth mindset, which is a character who is ready to face obstacles and challenges. View mistakes as opportunities to improve and improve competence.
3. Students will be open to criticism and suggestions Students understand the character of the growth mindset that input is a means of self-introspection and improving self-quality.
4. Students will become more active in learning. The character of a growth mindset that is not afraid to make mistakes will make students not afraid to try. They will be active in learning.
5. Students will become a steadfast person when facing difficulties. When faced with difficulties and mistakes, students believe that the brain is working to find a way out of the difficulties they face.
6. Students will have a growth mindset character. Learning the difference between growth mindset and fixed mindset characters challenges students to continue to try to have a growth mindset character to achieve their goals or life goals, namely success.

The character of growth mindset will grow the character of the Pancasila Student Profile. Of the nine materials that have been prepared, each material will grow the character of the Pancasila Student Profile as follows:

1. Character of Pancasila Student Profile What type of mindset is my material.

The teacher provides an understanding that to fill in the answers to the above questions, students must learn to be honest. Students must dare to admit that every human being has shortcomings and advantages. Grateful because with his shortcomings, he knew the Most Perfect God. By being honest, he will be able to tap into every potential and exert all his strength to minimize the weaknesses that

he owns. This will be in accordance with the Pancasila Student Profile, namely having faith, fearing God Almighty and having noble character.

2. Character of Pancasila Student Profile Material Getting to Know Growth Mindset

Students who are always ready to face challenges, obstacles, and always develop efforts to achieve life goals, are ready to accept criticism for improving their quality, understand that success is a long process of effort, then when they see the success of others becomes a motivation. The character of the growth mindset is in accordance with the aphorisms of Muslim students 'manjadda wa jadda', whoever is serious will succeed. In QS: AR Rad verse 11 which means for humans there are angels who always take turns guarding him, from the front, from behind. They guard it at the command of Allah. Indeed, Allah will not change the

condition of a people before they change their own condition. And if Allah wills evil against a people, then no one can refuse it and there is no protector for them but Him.

3. Character of Pancasila Student Profile Material Getting to Know the Character of Growth Mindset

Students who are always ready to face challenges, obstacles, and always develop efforts to achieve life goals, are ready to accept criticism for improving their quality, understand that success is a long process of effort, then when they see the success of others becomes a motivation. The character of the growth mindset is in accordance with the aphorisms of Muslim students 'manjadda wa jadda', whoever is serious will succeed. In QS: AR Rad verse 11 which means for humans there are angels who always take turns guarding him, from the front, from behind. They guard it at the command of Allah. Indeed, Allah will not change the condition of a people before they change their own condition. And if Allah wills evil against a people, then no one can refuse it and there is no protector for them but Him.

Students who have a growth mindset are very much in line with the Pancasila student profile, namely first, having faith, fearing God Almighty and having noble character. Through the courage to face challenges, teach children to be steadfast, after the effort is developed, surrender completely to God. Religious attitudes bring children with noble character, not arrogant when they get success for their efforts.

Second, global diversity. In essence, human and humanitarian problems are human problems in any hemisphere. Third, work together. In order to realize success, we cannot do something alone, it takes a team to work together to build a good system.

Fourth, creative, that success is not just hard work, but requires creativity to be able to face the changing conditions of the times. Fifth, critical reasoning, namely the ability to face challenges, and obstacles. Students must be able to analyze every thing they face. By thinking or reasoning critically, we are expected to be able to find solutions to every problem that exists. Sixth, independence, that success requires an independent mentality, namely being able to solve problems with one's own strength, growing fighting power.

4. Character of Pancasila Student Profile Material Shift from Fixed Mindset to Growth Mindset

Try to understand the steps to shift a fixed mindset to a growth mindset according to the student's profile. We as humans must be willing to develop critical skills for the advancement of life. When we have shortcomings, we must continue to try to improve ourselves. Being a person with a growth mindset and willing to work hard to succeed is a choice.

5. Character of Pancasila Student Profile Material Fostering a Growth Mindset

Through Character Stories

Chairul Tanjung (CT) has a strong and complete growth mindset. He has high social concern, gives a lot of alms,

have religious values. A figure who is devoted to his parents. He is a real example of a person who never gives up.

The character of the profile of Pancasila students in the figure of CT is faith, fear God Almighty and noble character. CT often invites various groups to pray Tarawih in congregation at his home. CT also sincerely accompanied his mother to perform the hajj. He was actively involved in helping the victims of the Aceh Tsunami. He is a figure who likes to

give alms because he feels the inner journey he has experienced as a person who is economically deprived and makes his mind sensitive to the conditions of the existing society.

CT is tested with unpleasant things, shortcomings, precisely when he does not give up there is great wisdom behind the difficulties he faces. He achieved success precisely because he continued to stand firm until he achieved success. This is in accordance with QS: Al Baqarah verse 216 which means that it is obligatory for you to fight, even though it is not pleasant for you, but you may not like something, even though it is good for you, and it may be that you like something, even though it is not good for you. Allah knows, and you do not know.

When we humans are tested, God actually burdens a person according to his ability. This is in accordance with QS: Al Baqarah verse 286. The hard work that is developed will definitely give success because basically God is in accordance with our beliefs or prejudices. If we are sure of success, God will provide a way for our success. Whoever is righteous, Allah will give him a way out. After difficulties there will be ease.

CT became the owner of Carrefour Indonesia, a retail company from France. This shows that CT has a globally diverse character. He wants to be open to cooperation with companies from abroad.

CT is active in campus activities as Chairman of the Student Executive Board (BEM). Student activities are unlikely to be able to

of course, the principle of working together (working together) is a solid pillar in running a student organization.

A business is certainly built on the basis of creativity. CT has the ability to reason critically. A big business certainly needs development through smart analysis. CT has an independent attitude. CT, a figure who has been independent since knowing his college entrance fee came from the results of pawning two batik fabrics written by his mother.

6. Character Profile of Pancasila Student Brain Neuroplasticity Material (How the Brain Works)

Learning the parts of the brain and how the brain works will awaken a deep gratitude to God. We are thankful that God has given us the perfect brain. We take care of our brains by using them to do positive things, behave, and behave in accordance with the guidance of the scriptures that we have. Because in essence this perfection only belongs to God, the God who created the universe.

7. Character Profile of Pancasila Student Brain Neuroplasticity Material 2 (Compiling Mind Map)

Learning to make a Mind Map means learning to be creative. Creativity is our main capital as human beings when facing various challenges in life. Allah will raise the degree of believers and those who have knowledge to some degree. This is contained in QS Al Mujlà verse 11.

8. Character of Pancasila Student Profile: Productive Failure Material

Productive mistakes are an attitude of wanting to learn from mistakes. Mistakes are a learning process. When we make mistakes again, make mistakes, correct them and get back

up. Learning means a long process to acquire knowledge, in the journey you will definitely face various mistakes when trying. The biggest mistake is when we give up and don't want to try again so that the door to success is closed. This is in accordance with the Pancasila Student Profile, namely critical thinking.

9. Character of Pancasila Student Profile The Power of Yet Material

When we understand the difference in the meaning of the word cannot and cannot be done, our fighting power will grow. The spirit to continue to work hard until success will continue to grow. Words cannot give an understanding that everything is over and there is no hope anymore. When we say we can't give an understanding that we will do a business until we really can. This shows that we are religious. We are confident that God will not test his people beyond the limits of his abilities. We will be patient and will continue to try our best to achieve success.

The character of the growth mindset of students when facing challenges, obstacles, willing to work hard to achieve success by using criticism as input to increase competence, and the willingness to learn from the success of others will grow the character of the Pancasila student profile that is deeply rooted. Based on the character of the growth mindset and the character of the Pancasila Student Profile, the character of the Indonesia Student Profile can grow. Here is a picture of the Indonesia Student Profile.



Figure 4.4 Character of Indonesia Students Source: Researcher (2022)

The shape of the star symbolizes the first precept of Pancasila. The first precept is the goal of Indonesia's education, which is contained in Law Number 20 of 2003 concerning the National Education System, Article 3, which states "National education functions to develop abilities and shape the character and

civilization of a dignified nation in order to educate the life of the nation, aiming to develop the potential of students to become human beings who believe in and fear God Almighty, have noble character, be healthy, knowledgeable, capable, creative, independent, and be democratic and responsible citizens.

The shape of the star can also illustrate that Pancasila has five precepts, from the five precepts to six elements of the character of the Pancasila Student Profile. The character of global diversity is a common thing for the people of Indonesia because indeed the Indonesia nation is a country that has cultural diversity "Bineka Tunggal Ika," although it is different.

Global diversity is a religious teaching that must be upheld. This is in accordance with QS Al Hujurat verse:13 Meaning: "O people, indeed We created you from a man and a woman and made you into nations and tribes so that you may know one another. Indeed, the noblest among you in the sight of Allah is the most righteous among you. Indeed, Allah is All-Knowing:

This study discusses communication strategies in learning to foster a growth mindset in students, with a literature study approach and is qualitative descriptive. Teachers act as communicators who deliver growth mindset learning materials to students using interesting media, such as Canva and YouTube. This strategy aims to make students understand the characteristics of a growth mindset, be open to criticism, be active in learning, and have mental resilience when facing difficulties.

The design of this learning communication refers to the National Curriculum, especially the Regulation of the Minister of Education and Culture No. 22 of 2016 concerning Process Standards. The lesson plan prepared includes the main material, time allocation, learning objectives, competencies, achievement indicators, methods, media, learning resources, and evaluation. The emphasis on a growth mindset is in line with the Pancasila Student Profile in the Independent Curriculum, which reflects the values of faith, piety, diversity, mutual cooperation, creativity, critical thinking, and independence.

The character of the growth mindset is strengthened by the belief that business is the key to success, in line with religious values and educational goals in Indonesia.

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417

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