

The Role of Growth-Mindset and Interpersonal Communication in School Well-being: Self-Efficacy as a Mediator among Muslim Students

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Article Information:

Received 2024-09-20

Revised 2025-03-15

Accepted 2025-12-03

Keywords:

Growth-Mindset, Interpersonal Communication, Muslim Students, School Well-being, Self-Efficacy

Abstract

Concerns about the psychological well-being of university students, especially Muslim students in Indonesia and Malaysia, make it important to understand factors that can support their well-being on campus. This study employed a quantitative design with path analysis to test the mediating role of self-efficacy in the relationship between growth-mindset, interpersonal communication, and school well-being. Data were collected from 433 Muslim students (241 from Indonesia and 192 from Malaysia), aged 18–25 years, through purposive sampling. The sample consisted of 89 men and 344 women across different academic years. Four validated instruments were used: the Growth-Mindset Scale (8 items, $\alpha = 0.81$), Interpersonal Communication Scale (38 items, $\alpha = 0.84$), Self-Efficacy Scale (17 items, $\alpha = 0.88$), and School Well-being Scale (43 items, $\alpha = 0.89$). Data analysis was performed using Hayes' PROCESS macro (Model 4). The results indicated that growth-mindset and interpersonal communication both positively influenced self-efficacy. However, neither growth-mindset nor interpersonal communication had a direct effect on school well-being. Instead, both factors exerted significant indirect effects through self-efficacy, indicating full mediation. These findings highlight the importance of strengthening self-efficacy by promoting a growth-mindset and enhancing interpersonal communication skills to improve students' school well-being.

INTRODUCTION

The most influential environment for individuals is the school environment. Schools are an important element for individual development because they function as a choice of future careers and a means of learning about knowledge about roles, social and normative boundaries. Good school programs for adolescents still need to be evaluated, this is proven by the fact that there are still schools that have not realized the concept of a good school, there is a phenomenon

How to cite:

Wihartati, W., Nordin, N. A., Nurfitri, A. D., & Masfia, I. (2026). The Role of Growth-Mindset and Interpersonal Communication in School Well-being: Self-Efficacy as a Mediator among Muslim Students. *Islamic Guidance and Counseling Journal*, 9(1). <https://doi.org/10.25217/0020269726700>

E-ISSN:

2614-1566

Published by:

Institut Agama Islam Ma'arif NU (IAIMNU) Metro Lampung

in society related to the welfare of students, schools should improve to improve positive development for students, namely with school well-being.

School well-being positively affects building a good atmosphere in the education process in the school environment (Andriany & Setyawan, 2016). The school should consider the welfare of students during the learning process and when students are carrying out their activities in the school environment by implementing the concept of school well-being (Anggreni & Immanuel, 2019). The problem of school well-being is one of the benchmarks for a person's welfare, more precisely, it can predict the level of welfare of students who are undergoing school life. The level of student school well-being is very substantial to increase the comfort and productivity of students who are active in the school environment. Therefore, an effective, safe, comfortable, and enjoyable learning environment must be created to support students' psychological peace.

In a world that ought to make security and well-being for its understudies, numerous cases cause physical and mental ill-being. The larger part of schools in Indonesia as it were center on scholarly accomplishment (Candra, 2021). Of course, this has an affect on the marginalization of the prosperity values that understudies ought to get in school life. This condition is one of the sources of issues within the usage of the instruction framework in Indonesia. Welfare and instruction in Indonesia have a partitioned impression (Misbah, 2018) (Misbah, 2018).

The need for school consideration includes a critical effect on the high level of bullying in understudies, declining scholastic achievement, drug use, and dropping out of school. In expansion, Indonesian society is caught within the recognition of great schools as schools that as it were deliver understudies with tall scholastic scores (Candra, 2021). Finally, schools in Indonesia strive to achieve the best standards based on the achievement of their students' final exam scores, by routinely conducting daily tests, programmed exams every semester, and final school exams (Misbah, 2018) (Misbah, 2018). For example, the results of a study that there were cases of causes of student discomfort such as teachers teasing their students or teachers giving physical punishment to students who made mistakes. Several students reported forms of repression carried out by seniors against them and made students afraid because of the pressure they experienced (Hidayat et al, 2016). This condition causes students to have low school well-being characterized by the desire to skip school, not taking one of the subjects, and not doing some assignments. Such discomfort in school will encourage students to skip school, smoke, and even drop out of school (Suldo & Huebner, 2004). In more extreme cases, the low level of school well-being can also be seen based on the case of a junior high school student committing suicide in Jakarta on January 14th, 2020, due to bullying. This case is a quote from Tribunnews (2020) which collected and obtained information that a junior high school student finally chosen to end her life due to the social pressure she experienced. The bullying that students face makes students feel psychologically uncomfortable with their environment. This information was obtained from evidence of conversations between students and their friends via text messages. This problem is evidence that the negative influence of the environment has a major impact on student comfort.

Academic achievement and well-being for children must be balanced. This balance certainly has a positive influence on students' personalities and their surroundings (Bonell, et al, 2014). Therefore, school well-being as a concept plays an important role in the advancement of education within the school environment. School well-being as a condition where a person can fulfill all primary needs in the scope of education (Konu et al., 2002). The primary needs referred to in this concept are observed based on four perspectives, namely the aspects of having, loving, being, and health. Having summarizes the physical conditions of the school that students can enjoy. The loving aspect emphasizes the social relationships that occur in schools.

The being dimension explains individual awareness and factors that support students in fulfilling self-fulfillment in school life. Then, health explains the health aspects of students in

the school environment. School well-being perspective can be used as a standard for creating an environment that has a positive influence on students (Konu et al., 2002). Students with high levels of school well-being are students who are proactive and display positive behavior (Candra, 2021). This condition is formed because of a pleasant and supportive learning atmosphere.

Positive student participation is a reflection of the level of positive school well-being that appears along with feelings of happiness, comfort, and protection in the learning process (Konu et al., 2002). Students who have a high level of school well-being have a tendency to develop themselves and can actively socialize with their environment such as establishing good, friendly friendships, and showing affection to those around them (Dawson & Singh-Dhesi, 2010). Conversely, children who experience negative events during school tend to behave negatively.

Student well-being socially and emotionally is the foundation for children to become more active and positive individuals in socializing and learning in the school environment, with the hope of forming positive attitudes in children in the future (Graham & Fitzgerald, 2011). Previous studies that have been conducted related to school well-being have placed strong emphasis on the external side that colors students' school well-being. Attention to strengthening the internal side of students in building self-well-being at school is something that needs to be studied more deeply.

There are not many studies that examine school well-being by examining it from the perspective of its relationship with other positive psychology variables, such as the influence of growth-mindset and interpersonal communication on school well-being with self-efficacy as a mediator in Indonesian and Malaysian Muslim students.

Research on school well-being has been widely conducted by researchers and also conducted searches conducted on inquire about within the West and Indonesia. From the comes about of the starting think about, it was found that there were issues with school well-being at the elementary school level that carried out full-day school additionally at the college level, there were still problems regarding school well-being in students in Semarang City. The search found several studies from the West on school well-being in schools. Løhre et al. (2010) studied students in Grades 1-10; Konu et al. (2002) studied students in grades 8 and 9; and elementary to high school students; Løhre et al. (2014) in elementary to high school students by differentiating gender; Puonti et al. (2021) grade 6 students by differentiating gender and temperament; and Kerns et al. (2015) research on grade 12 students using appreciative inquiry; Konu et al. (2002) researched, Mental Health Promotion in School Communities Using Results From Well-Being Profiles: An Action Research Project.s

The findings above provide an overview of the factors that are related to the school well-being of students in the West and also the subjects who are the respondents of the study. However, the question is whether, in the context of students or college students in Indonesia, these factors and subjects have a relationship with school well-being and are the research subjects the same as research in the West and how is the development of research on school well-being that has been carried out in Indonesia?

The first factor in this study is Growth-Mindset. One of the factors that influences School Well-Being in students is a growth-mindset, namely how students view or assess themselves and how students can develop themselves. Students' beliefs about attributes, such as personality and intelligence, determine how students behave.

Students who believe that talent, personality, and intelligence can be changed or developed (growth-mindset) will show effort and hard work (Dweck, 2017). Dweck (2017) said that students with a growth-mindset can adapt to academic changes. Students with a growth-mindset believe that the basic abilities they have are things that can be changed through effort and hard work. The beliefs they have make students continue to learn and try because of the belief that effort and hard work can improve their abilities (Chrisantiana & Sembiring, 2017).

The second factor, in this interpersonal or interpersonal communication relationship, each individual tries to understand how other individuals act, for example, the communication pattern carried out by a group of people to maintain intimacy between each other, maintaining good communication in family, friendship, work, and others is certainly very important to then be able to avoid possible conflicts that will occur due to lack of communication and misunderstanding, especially when we are faced with a new environment, of course, it is very important to build good communication with others in the new environment, Aspects of interpersonal communication skills are openness, empathy, supportive attitude, positive attitude, and equality (Anggredi & Immanuel, 2019; Fajri & Khairani, 2011; Pandjaitan, 2010; Zulaikhah & Turijan, 2010). The third factor, self-efficacy is the conviction in an individual's capacity to carry out a task in a certain situation so that they can achieve the expected goals (Bandura, 1997).

Bandura (1997) conveyed three dimensions that can be used to see the level of self-efficacy, namely, magnitude (individual confidence in completing a task), strength (confidence that includes the scope of various components and the level of difficulty of the task that can be handled) and generality (a generalization of confidence in other tasks or domains). The important thing in achieving individual well-being in school is also reflected in the aspect of self-fulfillment (being) which cannot be separated from self-confidence.

Hyphotheses

In this study, the researcher formulated hypotheses, namely Growth-Mindset influences Self-Efficacy (H1), Interpersonal Communication influences Self-Efficacy (H2), Self-Efficacy influences School Well-being (H3), Growth-Mindset directly influences School Well-being (H4), Interpersonal Communication directly influences School Well-being (H5), Self-Efficacy mediates the relationship between Growth-Mindset and School Well-being (H6), and Self-Efficacy mediates the relationship between Interpersonal Communication and School Well-being (H7). The conceptual framework can be summarized in Figure 1.

- H1: Growth-Mindset influences Self-Efficacy;^{SEP}H2: Interpersonal Communication influences Self-Efficacy
H3: Self-Efficacy influences School Well-Being
H4: Growth-Mindset directly influences School Well-being
H5: Interpersonal Communication directly influences School Well-being
H6: Self-Efficacy mediates the relationship between Growth-Mindset and School Well-being
H7: Self-Efficacy mediates the relationship between Interpersonal Communication and School Well-being

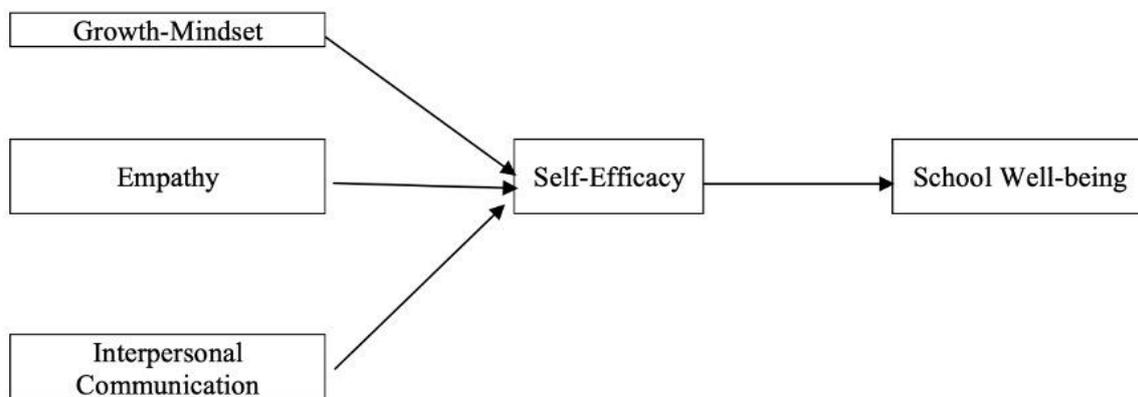


Figure 1. Conceptual Framework

METHODS

Design

This study employed a quantitative research design aimed at testing hypotheses regarding the relationship among growth-mindset, interpersonal communication, self-efficacy, and school well-being. The design was chosen because it allows the measurement of psychological constructs in large groups of participants and enables the use of statistical procedures to evaluate direct and indirect effects among variables. Specifically, the study applied a mediation model in which self-efficacy served as the mediator between the independent variables (growth-mindset and interpersonal communication) and the dependent variable (school well-being).

To examine these relationships, path analysis was conducted through multiple regression techniques. The analytical framework followed the mediation procedure outlined by [Baron & Kenny \(1986\)](#), which consists of four main steps: (1) testing whether the independent variable significantly predicts the mediator (path a); (2) testing whether the mediator significantly predicts the dependent variable (path b); (3) testing whether the independent variable significantly predicts the dependent variable (path c, also known as the total effect); and (4) testing whether the effect of the independent variable on the dependent variable becomes non-significant or reduced when the mediator is included in the model (path c', also known as the direct effect). Based on this framework, two possible outcomes of mediation were considered: full mediation, when the independent variable no longer predicts the dependent variable after controlling for the mediator, and partial mediation, when the effect of the independent variable on the dependent variable decreases but remains significant in the presence of the mediator.

Population and Procedures

Sampling in this study was carried out using a purposive sampling approach involving Muslim students who met the inclusion criteria: (1) currently enrolled in a higher education institution, (2) aged 18–25 years, and (3) willing to voluntarily participate in the study. The focus on Muslim students was chosen because the research aims to explore how psychological and interpersonal factors relate to school well-being within the context of Islamic values and diverse cultural backgrounds.

Participants were drawn from Indonesia and Malaysia, two countries with a Muslim-majority population that also display diversity in religious practices, social perspectives, and approaches to education. A total of 433 students participated in the study, consisting of 241 respondents from Indonesia and 192 from Malaysia. The demographic composition included 89 men and 344 women, distributed across academic levels: 169 freshmen, 219 sophomores, 31 juniors, and 14 seniors. Complete data can be seen in Table 1.

Table 1. Research Participant Demographics

Participant Characteristics	Indonesian		Malaysia		Total	
	n	Percent	n	Percent	n	Percent
Gender						
Male	28	11.6%	61	31.8%	89	20.6%
Female	213	88.4%	131	68.2%	344	79.4%
Age (Years Old)						
18-19	87	36.1%	82	42.7%	169	39.0%
20-21	136	56.4%	83	43.3%	219	50.6%
22-23	15	6.2%	16	8.3%	31	7.2%
24-25	3	1.2%	11	5.7%	14	3.2%
Study Year						
Freshman year			169	88.0%	169	39.0%
Sophomore year	87	36.1%	9	4.7%	96	22.2%
Junior year	140	58.1%	9	4.7%	149	34.4%
Senior year	14	5.8%	5	2.6%	19	4.4%

Prior to data collection, formal permissions were also secured from relevant academic institutions in both Indonesia and Malaysia. All participants were informed of the purpose, confidentiality, and voluntary nature of the study, and digital informed consent was obtained. The recruitment was conducted through student forums, university mailing lists, and social media platforms.

Data were collected via an online self-report questionnaire using a secure platform (e.g., Google Forms). Before the main data collection, a pilot test was conducted on a sample of 40 students (20 from each country) to ensure clarity, internal consistency, and cultural relevance of the items. Minor linguistic adjustments were made based on the feedback received.

The survey took approximately 20–25 minutes to complete. Responses were automatically stored in a secure, password-protected database. After data collection, responses were screened for completeness, duplicate entries, and outliers. Only valid and complete responses were included in the final analysis.

The data were analyzed using SPSS (version 26) and the PROCESS macro by Hayes (Model 4) to assess the mediating effect of self-efficacy on the relationship between the independent variables (growth-mindset and interpersonal communication) and the dependent variable (school well-being). Bootstrapping with 5,000 resamples was used to determine the significance of indirect effects.

Measures

This study used 4 scales, namely the Growth-Mindset Scale, Interpersonal Communication Scale, Self-Efficacy Scale, and School Well-being Scale. The Growth-Mindset Scale consists of 16 items with 4 answer options adapted from the instrument from Dweck (1999). The reliability of this measuring instrument is 0.81. The interpersonal communication scale is compiled using aspects of interpersonal communication according to DeVito (1997), namely: openness, supportive attitude, empathy, equality, and positive attitude with a total of 38 items and 4 answer options. The reliability of this measuring instrument is 0.84. The self-efficacy scale in this study uses a measuring instrument from (Sutanto, 2010) Sutanto (2010) who adapts Bandura's theory (1997) regarding self-efficacy consisting of 3 dimensions of affection, namely level, generality, and strength with a total of 17 items. This measuring instrument has a reliability of 0.88. The School well-being variable is measured through a scale adapted from (Konu et al., 2002) Konu and Rimpelä (2002) regarding school well-being with 4 aspects, namely School Condition, Social Relationship, Means for Self-Fulfillment, and Health Condition. This scale consists of 43 questions with 4 answer options. The reliability of this measuring instrument is 0.89. Complete data related to the psychometric properties of the measurement instrument can be seen in Table 2.

Before conducting mediation analysis, the researcher tested the correlation between variables to see the relationship between variables in this study. The higher correlation value indicates that the variables in the study are redundant (overlapping) with each other and indicate multicollinearity. In Table 3, it can be seen that the relationship between variables in this study is correlated between 0.08 to 0.66 in a positive direction. This shows that each variable in this study has a moderate correlation which shows that each variable has its uniqueness and does not overlap.

Table 2. Psychometric Properties of Measurement Instruments

Scales	N Item	Discrimination index	Reliability
Growth Mindset Scales	8	0.14 – 0.60	0.81
Interpersonal Communication Scales	38	0.17 – 0.54	0.84
Self-Efficacy Scales	17	0.30 – 0.66	0.88
School Well-Being Scales	43	0.07 – 0.56	0.89

Table 3. Correlation Matrix between Research Variables

	X1	X2	M
X1 : Growth-Mindset			
X2 : Interpersonal Communication	0.478**		
M : Self-Efficacy	0.461**	0.649**	
Y : School Well-Being	0.080	0.199*	0.240**

**p<0.01 *p<0.05

regression path	estimate	std.err	std.est	ci.lower	ci.upper	p value	Results
Path a							
grow → s-e	0.306	0.080	0.198	0.143	0.477	< 0.01	Sig
ic → s-e	0.477	0.048	0.562	0.386	0.572	< 0.01	Sig
path b							
s-e → scwb	0.394	0.157	0.207	0.084	0.702	<0.05	Sig
path c : direct effect							
grow → scwb	-0.134	0.191	-0.045	-0.507	0.255	0.482	Ns
ic → scwb	0.222	0.141	0.137	-0.051	0.507	0.114	Ns
path c' : indirrect effect							
grow → s-e → scwb	0.120	0.056	0.041	0.026	0.235	0.030	Sig
ic → s-e → scwb	0.188	0.078	0.116	0.040	0.352	0.016	Sig
total effect							
grow → scwb	-0.014	0.183	-0.005	-0.385	0.341	0.941	Ns
ic → scwb	0.410	0.121	0.253	0.177	0.656	< 0.01	Sig

* grow: Growth-Mindset, ic: Interpersonal Communication, s-e: Self-Efficacy, scwb: School well-Being

The mediation analysis procedure is conducted by regression analysis four times. The first stage (path c) is to test whether the independent variable is a significant predictor of the dependent variable. This path is also called the total effect. The second stage (path a) is to test whether the independent variable is a significant predictor of the mediator variable. The third stage (path b) is a regression to prove whether the mediator variable affects the dependent variable. Next, the fourth stage (path c') is to test the relationship between the independent variable and the dependent variable by controlling the mediator variable. This path is also called the direct effect. Paths a, b, and c are expected to be significant, while the estimated value of path c' is expected to be insignificant.

If the results of the analysis align with the expected values, it indicates that the mediator variable fully mediates the relationship between the independent and dependent variables. Conversely, if all four conditions are met but the independent variable still significantly affects the dependent variable, the mediation is classified as partial mediation. The results of the mediation analysis in this study can be summarized in Figure 2.

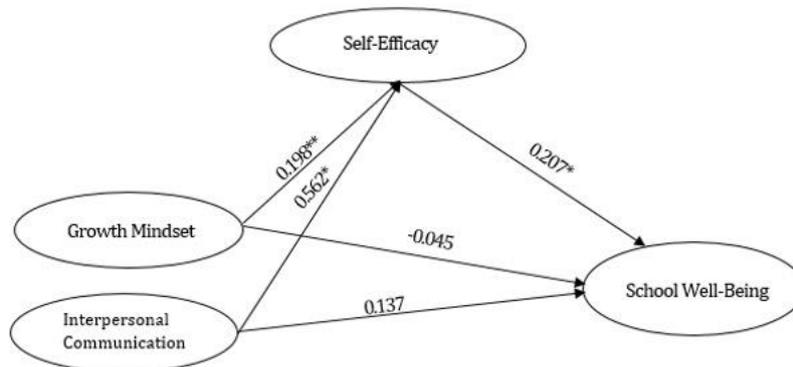


Figure 2. The Results of the Mediation Analysis

Data Analysis

The data obtained in this study will be analyzed to prove the research hypothesis using path analysis involving mediator variables. The data obtained in the study were analyzed using multiple regression tests with a mediation model through the assistance of the IBM SPSS Statistic program and PROCESS for SPSS from Hayes Model Number 4 (Hayes, 2013). The regression analysis procedure with mediators further refers to the procedure described by Baron and Kenny (1986), namely 1) the independent variable (X) predicts the mediator variable (M), hereinafter referred to as path a ($a \neq 0$), 2) the mediator variable (M) predicts the dependent variable (Y), hereinafter referred to as path b ($b \neq 0$), 3) the independent variable (X) predicts the dependent variable (Y), hereinafter referred to as path c ($c \neq 0$), 4) If paths a and b are controlled, then the effect of the independent variable (X) on the dependent variable (Y) becomes insignificant. The mediation model is divided into two, namely full mediation and partial mediation. Full mediation occurs if the independent variable no longer has an impact on the dependent variable after controlling for the mediator variable, while partial mediation occurs if the effect of the independent variable on the dependent variable decreases but is not equal to 0 when entering the mediator variable (Preacher & Hayes, 2004; Widhiarso, 2010).

RESULTS AND DISCUSSION

Results

The results of the path analysis are presented in Table 4. For Hypothesis 1 (H1), Growth-Mindset was found to significantly predict Self-Efficacy ($\beta = 0.198$, $p < .01$), thus supporting the hypothesis. Hypothesis 2 (H2) was also supported, as Interpersonal Communication positively predicted Self-Efficacy with a strong effect ($\beta = 0.560$, $p < .01$). In line with Hypothesis 3 (H3), Self-Efficacy significantly predicted School Well-being ($\beta = 0.207$, $p < .05$). However, Hypothesis 4 (H4) was not supported, since Growth-Mindset did not directly predict School Well-being ($\beta = -0.045$, $p = .482$). Similarly, Hypothesis 5 (H5) was not supported because Interpersonal Communication did not show a significant direct effect on School Well-being ($\beta = 0.137$, $p = .114$). Regarding the mediating role of Self-Efficacy, Hypothesis 6 (H6) was supported, as Growth-Mindset demonstrated a significant indirect effect on School Well-being through Self-Efficacy ($\beta = 0.041$, $p = .030$). Given that the indirect effect was significant while the direct effect was not, this relationship reflects full mediation. Finally, Hypothesis 7 (H7) was also supported, with Interpersonal Communication exerting a significant indirect effect on School Well-being via Self-Efficacy ($\beta = 0.116$, $p = .016$), which also indicates full mediation since the direct effect was non-significant but the indirect effect was significant.

Discussion

The first hypothesis stating that growth-mindset influences self-efficacy is proven. Students with a growth-mindset believe that intelligence is pliable and can change, and through failure, students learn and grow. Belief in the importance of effort allows students with a growth-mindset to see failure as a spark that drives them to learn continually (Blackwell et al., 2007; Dweck, 2017) and the persistence and desire of students with a growth-mindset to persist results in success (Dweck, 2017). In addition, students with a growth-mindset utilize valuable criticism to move forward and learn from the victory of others (Saunders, 2013). Self-efficacy as a belief in one's own ability to succeed in certain circumstances (Bandura, 1997).

Table 4. Path coefficients of the mediation model

Pathway	Coefficient (b)	Significance
Growth-Mindset → Self-Efficacy	0.198	$r < .01$
Interpersonal Communication → Self-Efficacy	0.562	$r < .05$
Self-Efficacy → School Well-Being	0.207	$r < .05$
Growth-Mindset → School Well-Being	-0.045	n.s
Interpersonal Communication → School Well-Being	0.137	n.s

Self-efficacy attitudes regulate how prospects and obstacles are perceived and influence not only people's choices but also how much they are willing to try and persist until they succeed (Bandura, 1997). A person's self-efficacy is built on past successes, especially those that challenged the individual and were overcome with great effort. Otherwise, failure can readily destroy a person's sense of self-efficacy, especially if the individual achieved success without significant effort (Bandura, 1997). In addition, when individuals with a growth-mindset observe others succeeding at a task, they feel that they too have the potential to succeed. Conversely, when individuals with a fixed mindset observe others failing at a task, or if they are given negative verbal feedback about their ability, they tend to reduce effort or avoid the task altogether (Bandura, 1997).

The second hypothesis, which states that interpersonal communication influences self-efficacy, is also proven. Communication requires skills to be effective, and communication skills are essential to convey ideas, concepts, and knowledge. These skills have a significant relationship with learning activities. By having communication skills, students can complete their work more easily. The better the students' communication skills, the better their learning outcomes (Maryanti et al., 2012). During the learning process, students often struggle to convey their ideas or thoughts because they lack adequate communication skills. Students need courage and optimism to express themselves. Without this, they may become passive, embarrassed, or insecure. Factors that influence communication include psychological, physical, semantic, and message delivery processes. Psychological factors such as fear, embarrassment, and lack of confidence can hinder students when asking questions or sharing opinions (Urwani et al. 2018).

Psychological factors related to self-confidence are closely tied to self-efficacy. Confidence in one's abilities fosters enthusiasm for learning. Self-efficacy plays a role in determining how a person approaches various tasks and challenges. Students with low self-efficacy often feel afraid and anxious, while students with high self-efficacy feel capable of success and see obstacles as challenges. Self-efficacy is the expectation and belief about one's competence in carrying out behavior in certain situations (Friedman & Meriam, 2016). It influences the determination of actions to achieve goals, including predictions about events to be faced (Ghufron & Risnawita, 2014).

The third hypothesis, that self-efficacy influences school well-being, is accepted. Previous studies have shown that self-efficacy and growth-mindset are related to school well-being. For example, one study found that growth-mindset was positively associated with school well-being among junior high school students (Wahidah & Royanto, 2019). Another study also found that self-efficacy, student engagement, and teacher interpersonal communication influenced school well-being (Kuswoyo et al., 2021).

The fourth hypothesis, that growth-mindset influences school well-being, is not accepted. Several factors can predispose students' school well-being, including personality characteristics, social relationships, friendships, goals, social roles, self-control, and optimistic attitudes (Keyes & Waterman, 2008). Among these, social relationships play a significant role in creating a sense of benefit and cooperation. From this explanation, growth-mindset is not identified as a direct factor influencing school well-being.

The fifth hypothesis, that interpersonal communication directly influences school well-being, is also not accepted. This suggests that variations in school well-being are not directly influenced by interpersonal communication. Instead, adversity quotient is found to have a greater influence on school well-being (Andriany & Setyawan, 2016). Adversity intelligence refers to an individual's ability to respond to difficulties and maintain control in stressful situations. With psychological stability and good self-control, students can adapt better to school conditions (having), including the environment, subjects, punishments, and school services, thereby fulfilling themselves in the dimension of being.

The sixth hypothesis, that self-efficacy mediates the relationship between growth-mindset and school well-being, is not supported. Previous studies have identified various internal and external factors influencing student well-being. Internal factors include mindset (Zeng et al., 2016) and persistence (Jin & Kim, 2017), while external factors include teacher and peer support (Lester & Cross, 2015; Wijayanti & Sulistiobudi, 2018) and parent–child relationships (Lampropoulou, 2018). Some evidence suggests that internal factors can influence student well-being more than external ones (Hossaini et al., 2017). A strong growth-mindset can improve self-confidence in academic tasks, which in turn contributes to higher well-being (Diener et al., 1999).

The seventh hypothesis, that self-efficacy mediates the relationship between interpersonal communication and school well-being, is accepted. This finding aligns with Hall's view (in Santrock, 2011), that adolescence is a period of storm and stress marked by conflict and mood swings. The transition to high school involves major environmental changes that shape self-efficacy. Bandura (in Feist & Feist, 2008) emphasized that self-efficacy determines whether individuals think optimistically or pessimistically. Those with high efficacy view obstacles as challenges to be overcome with persistence, while those with low efficacy are more likely to withdraw (Bandura, 1997).

According to Eccles (in Schunk & Meece, 2006), school experiences play a key role in forming self-efficacy. School quality strongly influences students' achievement and well-being. Schools with an orderly atmosphere, engaged leaders, and participative teachers foster healthier and more motivated students (Papalia et al., 2008). However, the quality of education in Indonesia remains concerning. A survey by the Political and Economic Risk Consultant (PERC) reported that Indonesia ranked 12th out of 12 Asian countries in education quality (Sahin, 2014). Thus, schools must create conditions where students feel comfortable, happy, and valued, so that adolescents experience well-being at school.

The concept of school well-being was first introduced by (Konu et al., 2002) Konu and Rimpelä (2002), who defined it as a condition in which individuals can satisfy needs related to school conditions (having), social relationships (loving), self-fulfillment (being), and health (health). Student achievement contributes to higher well-being, stronger engagement with school, and reduced rule-breaking, all of which in turn improve achievement.

Self-efficacy, a concept formulated by Bandura (1997) within his social cognitive theory, refers to a person's belief in their ability to organize and carry out actions needed to produce desired outcomes. The interaction between self-efficacy and environmental responsiveness leads to different outcomes (Feist & Feist, 2008). High self-efficacy in a responsive environment increases achievement, while low self-efficacy in a responsive environment may lead to discouragement. In unresponsive environments, individuals with high self-efficacy may attempt change through effort and activism but may eventually give up if unsuccessful. Conversely, those with low self-efficacy in unresponsive environments often feel apathetic and helpless.

Limitations and Recommendation

Although this study provides insights into how self-efficacy fully mediates the relationship between growth-mindset and interpersonal communication on school well-being, is crucial to recognize its limitations and explore opportunities for additional research. This research has some limitations, such as the study's findings cannot be applied to other student populations. Expand the research to include students from various backgrounds, academic levels, and various backgrounds, academic levels and institutional settings to improve the generalizability of the results. Repeat the study with a diverse student population is needed for future research. Examining potential mediating factors by determining the variables that affect the relationship between growth-mindset and interpersonal communication on school well-

being, would have better understanding on how the two variables interact in a various settings. Utilizing qualitative research methods such as interviews or focus groups has the growth-mindset and interpersonal communication on school well-being potential to offer more in-depth insights into the real-life experiences of students and how they perceive various factors that impact their engagement.

CONCLUSIONS

This study concludes that improving school well-being in students can be achieved through improving growth-mindset and interpersonal communication skills accompanied by improving students' self-efficacy. So that, developing students' Growth-Mindset, training students' Interpersonal Communication, and enhancing students' Self-Efficacy are the crucial things that need to be worked on gaining students' well-being.

ACKNOWLEDGMENTS

The researchers appreciate the respondents' willingness to participate in the data collection process, and we are looking forward to wait the recommendations from the reviewers that will help to improve this work. We also acknowledge the indispensable role of artificial intelligence technology in verifying the originality and ensuring the grammatical correctness of this article throughout its development.

AUTHOR CONTRIBUTION STATEMENT

ADN having a responsibility to make research conceptual framework, writing and analyzing phenomenon. WW is responsible with disseminating and collecting data. NAN, IM are responsible for the analysis of data, making some interpretation of data finishing result.

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Islamic Guidance and Counseling Journal

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