



## GROWTH MINDSET BASED TEACHER SUPERVISION MODEL IN EDUCATION: LITERATURE REVIEW

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Abstract	History Articles
<p><i>The growth mindset-based teacher supervision model is an innovative approach in the development of teacher professionalism that emphasizes the mindset that abilities can continue to be developed through effort, perseverance, and self-reflection. This study aims to formulate a more humanistic and strategic model of supervision by focusing on the growth of teachers as lifelong learners. Through the literature review method, this study examines relevant theories and the results of previous studies that support the concept of growth mindset in education. This model is structured in a controlling cycle framework that includes five main stages: standardization, data-driven monitoring, deviation detection, corrective action, and feedback loop. Indicators of teacher mindset growth include active participation in professional development, learning innovation, acceptance of feedback, and self-reflection skills. In addition, this model is enriched with evaluation instruments such as reflective journals, peer review, and collaborative coaching. The results of the study show that the implementation of growth mindset-based supervision is able to create a school culture that is adaptive, collaborative, and oriented towards improving the quality of education. Thus, this model is expected to be a practical and theoretical reference for school principals and education supervisors in improving the quality of teacher human resources in a sustainable manner in the midst of today's educational challenges.</i></p>	Received 6/7/2025
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### INTRODUCTION

The development of the era is increasingly advanced, especially in this era of globalization, especially in the world of education. One of the factors that is quite important and needs to be considered in the world of education is the improvement of the quality of teachers who must be able to adapt and develop sustainably. Teachers not only teach but are required and demanded to always be professional and have pedagogical competence for the changing times. In accordance with the regulations of the Republic of Indonesia Law Number 14 of 2005 concerning Teachers and Lecturers Article 8 that, Teachers are required to have pedagogical, personality, social, and professional competence obtained through professional education. Therefore, the HR supervision model is a very strategic technique and role in facilitating, fostering and directing and building teacher professionalism effectively and optimally.

Model Teacher supervision is very necessary in the world of education considering that teacher performance also needs to be evaluated and reviewed whenever necessary. Given the reality in the field, there are still many teachers who have quite low competencies. This is in accordance with Murdaningsih's statement (2019) that, in 2017, of the 3.9 million teachers currently available, 25 percent still did not meet the academic qualification requirements and 52 percent of teachers did not have a professional certificate. Meanwhile, in carrying out their duties, a teacher must have four competencies, namely pedagogical, professional, personality, and social competencies. I have not seen all of these four competencies in a teacher figure, especially where I work. This causes teachers to be less motivated to carry out creative innovation and self-reflection.

Therefore, a fairly effective supervision model is needed to overcome this problem, related to the low competence of teachers.

The concept of teacher supervision based on growth mindset is a fairly effective model in developing and supporting teacher motivation in innovation. The growth mindset model is a mindset in humans that believes that abilities and skills can be improved and developed through will, effort, implementation of clear strategies and learning from previous failures. This is in line with Strenberg's statement (2005) that, growth mindset is a reflection of the view that intelligence is not a fixed ability but something that can be developed and improved through practice and experience. In addition, according to Zarrinabadi, et al., (2022) and Richardson, et al., (2021) stated that, growth mindset is a mental attitude that can be formed from the habit of thinking patterns in encouraging individuals to always want to continue learning and be alert to develop and adapt in facing challenges.

Model Growth mindset-based teacher supervision is more humanizing in terms of objectives because its approach uses a humanistic and transformative approach in fostering teachers. This approach emphasizes more on empowering teacher development, providing constructive feedback and encouraging teacher motivation in continuous learning. This is in accordance with Senge's statement (2000) that, in educational institutions, teacher supervision must support the continuous learning process and the growth and development of teachers' personalities because the growth mindset model is part of the organization's strategy. In addition, according to Ren, et al., (2025) that, the growth mindset-based supervision model treats humans as individuals who are able to grow and develop but not as resources that are only evaluated and assessed.

The application of the Growth Mindset supervision concept is very important for teachers because one of its main goals is to support the development of learning media, which is closely related to the core essence of teachers in schools, namely the learning process itself. According to Oktifa (2022), a teacher can be said to have a growth mindset when they believe that intelligence, talent, and character are not merely hereditary functions but can be developed through continuous effort and learning. Teachers with a growth mindset are also willing to accept challenges and are ready to carry them out as part of their professional responsibilities. In addition, they are able to look forward and learn from the failures they experience rather than being discouraged by them. This mindset is further reflected in having a positive attitude, learning from criticism by using it as constructive input for self-improvement, and finding life lessons as well as gaining inspiration from others. Through the integration of these characteristics in supervision practices, the growth mindset approach can effectively encourage teachers to continuously develop their competencies and improve the quality of learning.

The reality in the field still shows that the growth mindset is still quite low so that the quality of education is still low. In fact, a growth mindset can make students creative and innovative if you see teachers who have a mindset for the future. In accordance with Napitupulu's statement (2021) that, Indonesia is classified as having low academic performance in PISA along with a low growth mindset, making Indonesia in the bottom third, only ahead of North Macedonia and Kosovo.

The study in this article discusses the importance of formulating a growth mindset-based teacher supervision model. Thus, it is expected that the supervision model that will be discussed can be a theoretical basis and goal for the development and implementation of more relevant practices considering the increasingly tense challenges of today's education.

## **RESEARCH METHODS**

The analysis and method studies determined by the author in this study are literature reviews. Analysis and method studies are techniques or methods used in reviewing research in order to obtain desired results. The literature review method is a method that aims to review studies based on previous research and various trusted reference sources as well as reputable articles and journals in order to obtain a systematic picture. This is in accordance with Chigbu, et al., opinion (2023) stating that, literature review is a systematic, explicit, and reproducible process to identify, evaluate and interpret all available references that are relevant to a particular research question. In addition, according to Sauer, & Seuring, (2023) stated, literature review is not only presenting a summary of previous research but can also compile a critical analysis of arguments and various findings in forming a theoretical framework for new research.

## FINDINGS AND DISCUSSION

### Growth Mindset in Education

The concept of growth mindset was developed by Memari, et al., (2024) who explained that individuals with a growth mindset believe that basic abilities such as intelligence and talent are not fixed traits, but can be improved through dedication, effort, strategy, and input from others. In contrast, a fixed mindset is the belief that ability is an innate trait that cannot be significantly changed. The concept of growth mindset in education revolves around the belief that intelligence and ability are not fixed traits but can be developed through dedication, effort, and learning. This perspective encourages individuals to see challenges as opportunities for growth rather than insurmountable obstacles.

In the context of education, growth mindset is very important because it can influence the way teachers teach and respond to challenges in the classroom. Teachers with a growth mindset will be more open to criticism, willing to try new approaches, and able to make failure part of the learning process. This is in line with the principle of lifelong learning which is the foundation of teacher professional development in the 21st century (González-Pérez, & Ramírez-Montoya, 2022; Chaipidech, et al., 2022; Benavot, et al., 2022). Growth mindset is very influential in the management of education, where it can shape teaching practices and student learning experiences. By cultivating a growth mindset, educators can help students develop resilience, adaptability, and a lifelong love of learning. This concept is supported by various educational theories and practices, as well as cultural and religious values, such as those found in Islamic teachings.

Teachers with a growth mindset believe that intelligence and ability are not fixed traits, but can be developed through effort and the right strategies. This belief influences the way they teach and interact with students, emphasizing mastery of material and continuous improvement, rather than just performance-based achievement (Bardach et al., 2024). Growth mindset training provided to teachers has been shown to improve their positive attitudes, which indirectly impacts students' mindsets and learning outcomes. This type of training instills the values of perseverance and self-reflection, and creates a learning environment that supports growth (Herdian et al., 2024). In the context of competency-based education such as medical education, the growth mindset approach is in line with the goal of developing lifelong learners who play an active role in their own learning process. This approach also challenges old assumptions based on a fixed mindset, and encourages the development of adaptive abilities and continuously updated professional competencies (Richardson et al., 2021).

Through a religious perspective, growth mindset is in line with Islamic values, which emphasize learning, perseverance, and self-improvement. Concepts such as *ikhtiar* (effort) and *sabar* (patience) are in line with growth mindset, encouraging individuals to strive for intellectual and spiritual growth (Mujahid & Muharromah, 2025). Meanwhile, from a cultural perspective, in the phenomenon of diverse educational management, teachers' implicit beliefs about intelligence and morality can influence their professional ethos and approach to inclusive education. Growth mindset pedagogy supports the holistic development of students, addressing both academic and moral domains (Tirri, 2021).

Students with a growth mindset tend to view challenges as opportunities to learn and grow, which has a positive impact on improving academic performance and resilience in the face of failure or setbacks (Kutasi, 2023). In this process, feedback plays an important role, especially when it focuses on students' efforts and improvements rather than on their innate abilities. This type of feedback encourages students to be more accepting of challenges and persist in their learning process (Bellantonio & Dipace, 2023). In addition, the implementation of gamification strategies and motivational approaches in learning can strengthen the growth mindset by creating interactive and enjoyable learning experiences, which in turn increases student engagement and persistence (Rivera, & Garden, 2021; Hellín, et al., 2023).

In conclusion, growth mindset is a transformative concept in education that encourages teachers and students to view intelligence and abilities as dynamic and amenable to improvement. While the benefits of adopting a growth mindset are well documented, challenges remain in its implementation in changing educational practices and mindsets. By integrating growth mindset principles into teaching and learning, educators can foster an environment that supports continuous improvement and

resilience. Growth mindset not only impacts student learning but also the development of teacher capacity itself. Teachers who have a growth mindset tend to view training, reflection, and evaluation as opportunities for self-improvement, rather than as threats to their competence. Thus, developing a growth mindset among teachers is crucial in creating an adaptive, innovative, and progressive school culture.

### **The Concept of Controlling in Education**

The concept of controlling is one of the important functions in the world of educational management. Given that the concept of control or supervision has a role in ensuring that educational goals can be achieved effectively and efficiently. Because basically the results of quality education are the result of the application of supervision firmly and clearly. According to Logachev, et al., (2021) that, controlling is a process in which the aim is to observe the implementation of educational activities, evaluate the results and make improvements so that they remain in accordance with the established educational goals. In addition, according to Munastiwi, & Puryono, (2021) that, control or supervision in education is carried out to assess the extent to which educational activities are running according to plan and to determine the success and obstacles faced in achieving educational goals.

The thing that we often hear in the world of educational management is the utilization or management of all resources. In the utilization of resources there will be various stages, namely planning, organizing, implementing, and supervising. According to Terry (2021), management is a typical process carried out to determine and achieve goals by implementing several stages that have been set through the utilization of the resources needed and available. The stages of the concept of management in education according to Terry (2021) include planning, which is determining an initial goal for the future and what needs to be done; organizing, which refers to activities that aim to divide tasks between people involved in the organization according to human competence; implementation, which is carrying out a coaching and mentoring process during the activity; and supervision, which aims to provide assessments and corrections to all things that have been done by members.

The supervision model in this article study is controlling. The concept of controlling is not only a technical function of management but can also play a role as a strategic element in education quality management. With proper and clear supervision, the education process and teacher performance will run consistently. The stages of controlling in the concept of teacher supervision based on a growth mindset include setting standards or criteria by establishing clear and firm indicators and benchmarks (Vigentini, et al., 2022), measuring performance through observations, evaluation of student learning outcomes, assessment of teacher performance, and auditing the implementation of school programs (O'Brien, et al., 2022), comparing performance with standard provisions to determine whether the implementation of learning programs is in accordance with the applicable curriculum (Zheng, et al., 2021), and taking corrective action through coaching, teacher training, revision of learning plans, and adjustment of managerial policies in schools (Beahm, et al., 2024).

### **Growth Mindset Indicators in Teachers**

The concept of growth mindset in teachers is essential to fostering an educational environment that encourages continuous learning and development. Indicators of growth mindset in teachers include their beliefs about the flexibility of their intelligence and teaching abilities, their motivation and engagement in teaching, and their ability to create a supportive learning environment. These indicators are critical to improving teacher and student outcomes, as they influence teaching practices and the overall school climate.

Growth mindset in teachers can be identified through several key indicators that are interrelated and contribute to the quality of learning. One key indicator is teachers' belief that intelligence and teaching ability can be developed through effort and persistence. This belief, known as the incremental theory of intelligence, forms the basis of teachers' professional ethos and encourages them to adopt practices that foster student resilience and growth (Tirri, 2021; Liu, et al., 2024). In addition, a growth mindset is closely related to teachers' motivation and engagement in their work. Teachers with this mindset demonstrate higher autonomous motivation, which is influenced by factors such as well-being and persistence, thereby increasing their commitment to the profession (Nalipay et al., 2021; Fathi, & Soleimani, 2025; Zarrinabadi, et al., 2023). Teachers with a

growth mindset also create a supportive learning environment, where they encourage group work, task differentiation, and guided inquiry. This environment, characterized by positive teacher-student relationships and fairness in treatment, has been shown to strengthen the influence of a growth mindset on student achievement (Zhang & Wu, 2025; Students' Growth Mindset, 2022). Finally, professional training designed to foster a growth mindset has been shown to be effective in changing teacher attitudes. The training emphasizes the values of persistence, continuous improvement, and adaptation to challenges, all of which have positive impacts on teaching practice and student learning outcomes (Herdian et al., 2024; Fostering Teachers' Growth Mindset, 2024).

In order to monitor the development of growth mindset in teachers, in practice, concrete and measurable indicators are needed. Some indicators that can be practiced in teachers include participation in professional development, where teachers actively participate in training, workshops, seminars, or learning communities that are relevant to their field. Teachers also demonstrate innovation initiatives in learning by showing initiative in trying new learning methods, modifying teaching strategies, or developing creative learning media. Another important indicator is receptiveness to feedback, in which teachers respond openly to input from principals, supervisors, colleagues, or students and use it as a basis for improvement. In addition, self-reflection skills are reflected when teachers actively evaluate their teaching practices through reflective journals or peer discussions. Furthermore, commitment to self-improvement is shown through teachers having a personal plan for competency development, both short-term and long-term. These indicators are the basis for developing a controlling-based monitoring system that not only monitors technical performance, but also detects and encourages the growth of teachers' mentality as learners.

**Table 1. Proposed Supervisory Model (CLEAR)**

<b>Model Stages</b>	<b>Model Elements</b>	<b>Indicator</b>
<b>Standard Setting</b>	Competency standards based on growth mindset	Teachers have annual self-development targets Learning reflection standards are set Personal study plans available
<b>Data Based Monitoring</b>	Teacher professional development monitoring instruments	<i>Self-assessment</i> at least once a semester Post teaching reflection journal The existence of class observation results Peer review report
<b>Deviation Detection</b>	Analysis of barriers to professional growth	Decrease in active participation in training Low implementation of innovation in the classroom Rejection of feedback Practice stagnation
<b>Corrective Action</b>	Growth-based mentoring and intervention	Coaching activities are carried out periodically- Teacher assigned innovative projects Supervision with a collaborative approach
<b>Feedback Loop</b>	Continuous evaluation and coaching follow-up	Post coaching feedback saved Follow-up reports available Teachers make improvements based on previous feedback.

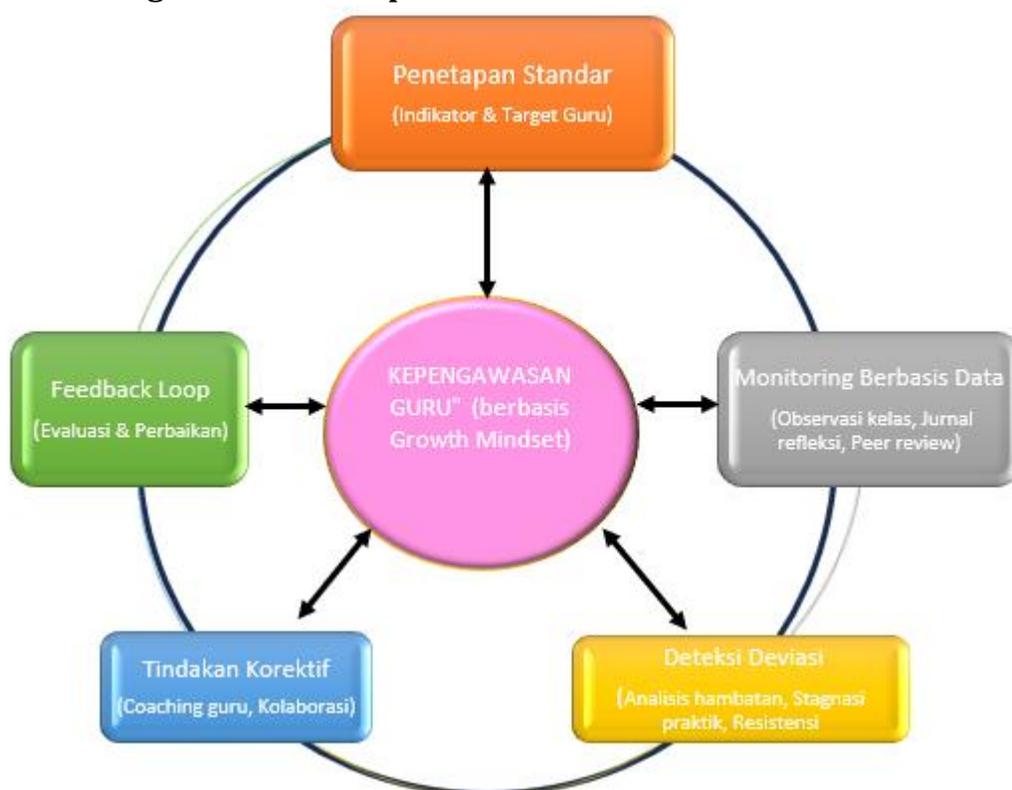
The stages of the controlling model in teacher supervision are systematically structured to support the development of a growth mindset through measurable and sustainable mechanisms. At the standard setting stage, competency standards based on a growth mindset are established, which are reflected in teachers having annual self-development targets, the formulation of learning reflection standards, and the availability of personal study plans as a clear reference for professional growth. Furthermore, data-based monitoring is carried out using teacher professional development monitoring instruments, including self-assessment conducted at least once a semester, the preparation of post-teaching reflection journals, the availability of classroom observation results, and peer review reports that provide objective and comprehensive performance data.

In the deviation detection stage, an in-depth analysis is conducted to identify

barriers to professional growth, which may be indicated by a decrease in teachers' active participation in training activities, low levels of innovation implementation in classroom learning, rejection of feedback from supervisors or peers, and stagnation in teaching practices. When such deviations are identified, corrective action is implemented through growth-based mentoring and targeted interventions. These actions include periodic coaching activities, the assignment of innovative projects to teachers, and supervision carried out using a collaborative approach that emphasizes partnership and professional support rather than control.

Finally, the feedback loop stage ensures the sustainability of the supervision process through continuous evaluation and follow-up coaching. In this stage, post-coaching feedback is systematically documented, follow-up reports are made available, and teachers are encouraged to make concrete improvements based on previous feedback. Through this continuous cycle, the controlling-based supervision model not only functions as a monitoring mechanism but also serves as a developmental system that fosters continuous learning and professional growth among teachers.

**Figure 1. Model Supervision of Growth Mindset Teacher**



**Table 1. Model Implementation**

Pre-Implementation Phase of the Model	Model Implementation Phase	Post-Implementation Model
Reviewing the current state of teacher management		PROGRESS EVALUATION AND TARGET REVISION
Forming a teacher supervision implementation team		
Developing teacher performance standards and targets based on a growth mindset		
Preparing monitoring tools and systems		
Provide short training for principals/supervisors on this model		
Try the system on a limited basis and fix it if necessary		
	Determination of Performance Standards for the development of teacher professionalism	
	Data-based Periodic Monitoring and Reporting	

Deviation Analysis of the gap between indicators and obstacles to teacher performance	
Control Measures and Interventions	
	Evaluation of the effectiveness of the growth mindset-based teacher controlling system
	Revise internal policies and controlling procedures based on implementation results
	Integration of controlling systems into overall school management
	Comprehensive implementation of a growth mindset-based supervision system in school management

### **Growth Mindset Based Teacher Supervision Tools**

Effective teacher supervision in today's era is not enough to only emphasize administrative control and meeting minimum standards. Instead, the ideal supervisory approach must be able to facilitate teacher professional growth through constructive feedback, deep reflection, and continuous development actions. One innovative approach that is relevant to these needs is the growth mindset-based teacher supervision model.

The concept of growth mindset, as proposed by Aben, et al., (2022), emphasizes that individual abilities, including teachers, can be developed through effort, learning from mistakes, persistence, and a willingness to accept feedback. Therefore, a supervisory system built on this foundation must provide a set of tools that not only assess, but also support and empower teachers to develop continuously.

The first step in this monitoring tool is planning teacher professional development goals. Teachers are encouraged to prepare an Individual Development Plan (IDP) annually that reflects their goals in improving their pedagogical skills and mindset. This plan becomes a measurable and meaningful work guide, not just an administrative formality. Furthermore, the second tool focuses on monitoring teaching reflection and mindset development. Teachers are directed to write down their reflective experiences regularly in the form of a structured reflection journal. Through this journal, teachers record how they respond to challenges in learning, accept criticism, and adjust their teaching practices. This reflection is in line with the concept of the reflective practitioner put forward by Bleher, & Braun, (2023), who states that effective professionals are those who continuously learn from their own practice. To assess progress objectively, self-assessment and peer review are also applied. Teachers conduct independent evaluations of the development of their skills and attitudes, which are then validated by colleagues through peer review instruments. This process not only strengthens the sense of professional responsibility, but also builds a collaborative culture between teachers in the competency development process.

In addition, the system also provides tools to analyze performance barriers and mindset constraints. This study is conducted by tracing patterns of resistance to innovation, resistance to change, or lack of response to feedback. This type of diagnostic study helps supervisors understand the root causes that hinder teachers' professional growth, both personally and in their work environment (Byungura, et al., 2022; Kilag, et al., 2023; Coleman, et al., 2021). Once barriers have been identified, follow-up actions are carried out in the form of coaching and intervention. Coaching sessions facilitated by the principal or supervisor focus on strengthening self-confidence, developing new strategies, and developing a realistic personal action plan. This coaching approach refers to the principle of instructional coaching developed by Kho, & Ismail, (2024), namely building an equal partnership between coaches and teachers to achieve instructional improvement. To ensure the achievement of the expected indicators, a mindset-based performance indicator evaluation is also applied. The evaluation not only looks at student learning outcomes but also measures the development of teacher attitudes, perseverance,

and openness to improvement. The evaluation rubric used is based on positive mindset indicators that can be displayed in the form of an achievement dashboard. Finally, the system is equipped with a tool for documenting teacher feedback and responses. All forms of feedback given to teachers are recorded, including their responses, follow-up commitments, and implementation progress. This documentation serves as a material for reflection, periodic evaluation, and accountability for overall HR development (Bindels, et al., 2021).

## CONCLUSION

The growth mindset-based teacher HR supervision model offers a new approach that is more humanistic, dynamic, and strategic in the education supervision system. Different from conventional supervision patterns that tend to focus on administrative and compliance aspects, this model emphasizes the importance of monitoring and encouraging the growth of teachers' mindsets as lifelong learners. Teachers with a growth mindset not only demonstrate intrinsic motivation in self-development, but also create a learning environment that supports student persistence and achievement.

Supervision based on controlling in this model is carried out through systematic stages: setting standards, monitoring indicators, detecting deviations, and corrective actions based on reflection and coaching. The main indicators that can be controlled include teacher participation in professional development, learning innovation, acceptance of feedback, and self-reflection skills. In addition, training and a supportive school climate also strengthen the internalization of a growth mindset among teachers.

By implementing this model, principals and education supervisors can direct supervision policies that not only maintain quality, but also grow the professional capacity of teachers in a sustainable manner. This model also provides a strong foundation for building a collaborative, adaptive school culture that is oriented towards improving the quality of education as a whole.

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