

The Influence of Global and Growth Mindsets on Organizational Commitment and Educational Staff Performance at Universitas Warmadewa: Advancing Towards a High-Quality and Globally Competitive University

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ABSTRACT

This study aimed to examine the effects of global mindset, growth mindset, and organizational commitment on the performance of educational staff at Universitas Warmadewa, striving to realize its vision of becoming a high-quality, ecotourism-oriented, and globally competitive institution by 2034. The sample included 71 participants. Data were collected through questionnaires and analyzed using Smart PLS. The results indicated that: 1) Global mindset significantly positively affected organizational commitment but had an insignificant negative effect on performance. 2) Growth mindset significantly positively influenced both organizational commitment and performance. 3) Organizational commitment significantly positively impacted performance. 4) Global mindset influenced performance through organizational commitment, which fully mediated this relationship. 5) Growth mindset also influenced performance through organizational commitment, which partially mediated this relationship.

INTRODUCTION

Universitas Warmadewa, as one of the private universities in Bali, has a vision of being Quality, Ecotourism-Aware, and Globally Competitive by the year 2034. In a competitive and globalized world, each university must compete to meet the demands of the global job market. This requires the important role of all stakeholders, including educational staff. Educational staff refers to members of society who dedicate themselves and are appointed to support the implementation of education at various levels. Educational staff perform administration, management, development, supervision, and technical services to support the educational process within educational units (Undang-Undang Sistem Pendidikan Nasional Nomor 20 tahun 2003). An educational staff member within an educational unit is appointed and utilized to carry out tasks appropriate to their fields and expertise while supporting all programs designed to achieve the vision, mission, goals, and objectives of the educational institution effectively and efficiently. Entering the era of globalization in education requires educational staff to possess a global mindset, growth mindset, and a high commitment to the organization to enhance their performance.

A global mindset reflects a combination of open attitudes and awareness of diverse cultural differences and values (Gupta & Govindarajan, 2002). Hartono (2007: 8) describes a global mindset as the ability to combine the speed of analyzing phenomena with the accuracy of responding to them. Employees with a global mindset demonstrate sensitivity to changes and uncertainties, which triggers self-awareness to embrace change when facing challenges. With a high organizational commitment, employee performance improves. Research by Pabittei & Bhinekawati (2019), Pusparini & Aryasa (2021), and Ningrati and Sumantik (2023) indicates that a global mindset positively and significantly affects employee performance. Ningrati and Sumantik (2023) also assert that there is a positive and significant influence of a global mindset on organizational commitment.

A growth mindset is the belief that individual qualities, such as capabilities, are things that can change through effort (Fikri & Arifin, 2022). Employees with a growth mindset believe that their abilities develop by overcoming increasingly difficult challenges. Employees encounter obstacles and failures; however, a growth mindset suggests that through continuous effort and perseverance, they can succeed in improving their performance. Research conducted by Wiguna and Netra (2020) and Millania, Prakosa, and Putera (2023) demonstrates that a growth mindset positively and significantly influences employee performance. Research by Hariadi, Putri, and Sunaryono (2021) shows that a growth mindset positively and significantly affects organizational commitment.

Organizational commitment functions as the sincerity inherent in an individual, who develops the capacity to work hard and deliver good results even in adverse conditions (Allen & Meyer, 1990 in Kumari & Priya, 2017). Organizational commitment also signifies the degree to which individuals believe in and are willing to accept the organization's goals and remain with or leave the organization. The greater the organization can foster organizational commitment among its members, the more significant the impact on the performance produced by those members. Research by Kumari & Priya (2017) indicates that organizational commitment positively and significantly influences employee performance.

The number of educational staff at Universitas Warmadewa is presented in Table 1. From Table 1, it can be seen that Universitas Warmadewa has 242 educational staff members. This is not a small number; therefore, Universitas Warmadewa must prepare these educational staff to realize its vision and mission. Consequently, it is essential to conduct research on the global mindset, growth mindset, and organizational commitment regarding the performance of educational staff at Universitas Warmadewa, aiming for a Quality and Globally Competitive University by 2034.

Table 1. Number of Educational Staff at Universitas Warmadewa Year 2023

No.	Faculty	Total (person)	Percentage
1	Economics and Business	19	7.85
2	Law	12	4.96
3	Medicine & Health Sciences	57	23.55
4	Agriculture	8	3.31
5	Literature	7	2.89
6	Social & Political Sciences	8	3.31
7	Engineering & Planning	11	4.55
8	Postgraduate	18	7.44
9	Rectorate	97	40.07
10	Vocational	5	2.07
	Total	242	100

Source: Human Resources Division, Universitas Warmadewa, 2023.

LITERATURE REVIEW

Performance

Performance is defined as the quality and quantity of work achieved by an individual in carrying out their tasks according to the authority and responsibilities assigned to them (Mangkunegara, 2015). The performance of educational staff at a university represents the actual behaviors exhibited by each educational staff member as the work achievements produced by that staff in accordance with their roles. Factors influencing employee performance are as follows (Mangkunegara, 2015):

1. Individual Factors

Psychologically, a normal individual possesses a high level of integrity between their psychological (mental) and physical (bodily) functions. With high integrity between psychological and physical functions, the individual has good self-concentration, which enhances their performance.

2. Organizational Environment Factors

The organizational work environment significantly supports individuals in achieving good performance. The environmental factors include clear job descriptions, adequate authority, challenging work targets, effective communication patterns, harmonious working relationships, a respectful and dynamic work climate, career opportunities, and relatively adequate work facilities.

Performance indicators are tools to measure the extent of employee performance achievement. According to Robbins (2016), several indicators for measuring employee performance include: (1) Quality of Work; (2) Quantity; (3) Timeliness; (4) Effectiveness; (5) Independence.

Global Mindset

Tammara (2020) states that a global mindset is the ability to think broadly and adapt to absorb information from various parts of the world and connect all of it for personal development that impacts the surroundings. Beechler and Javidan (2007) identify three components of a global mindset:

1. Intellectual Capital (IC)

Intellectual capital (IC) constitutes the cognitive aspect of a global mindset with three dimensions: (Javidan & Bowen, 2013): global business savvy (knowledge of global business), cosmopolitan outlook (understanding that individual cultures are not the sole standard), and cognitive complexity (recognizing that globalization requires more complex thinking compared to one's home country).

2. Psychological Capital (PC)

Psychological capital is the affective aspect of global readiness. It determines an individual's willingness to learn new cultures and influences their desire to recognize and eventually understand unfamiliar ways of thinking and acting.

3. Social Capital (SC)

Social capital (SC) represents the behavioral aspect that describes an individual's ability to act in ways that foster relationships based on mutual trust with individuals from diverse cultural backgrounds. The main elements of social capital (SC) include the ability to build relationships, communicate, and collaborate with individuals from different cultures (intercultural empathy), the ability to negotiate across borders, and build influential networks, both personal and professional, as well as the ability to engage in diplomacy.

Growth Mindset

A growth mindset is an individual's belief that fundamental qualities, such as capabilities, can change through certain efforts. Employees with a growth mindset believe that their abilities develop by overcoming increasingly challenging obstacles. Employees encounter difficulties or failures, but a growth mindset suggests that continuous effort and perseverance lead to success (Chrisantiana & Sembiring, 2017). Kadiyono (2020:125) states that facing workplace challenges requires a growth mindset and high organizational commitment. In developing a growth mindset, employees encounter many challenges and obstacles; however, with a high commitment to the organization's progress, they can effectively overcome all challenges and obstacles. According to Dweck (2017), the indicators of a growth mindset include:

1. Believing that intelligence, talent, and character can develop through effort and hard work, not merely through inheritance.
2. Accepting challenges and earnestly engaging in them, viewing these challenges as processes for self-development.
3. Maintaining a forward-looking perspective in the face of failure. When encountering failure, individuals strive to learn more diligently, even when facing difficulties.
4. Holding a positive view of effort.
5. Learning from criticism.
6. Gaining inspiration from the successes of others.

Organizational Commitment

Greenberg and Baron, as cited in Wibowo (2015), define organizational commitment as the degree to which individuals identify with and engage in their organization and do not wish to leave it. Meanwhile, Schermerhorn, Hunt, Osborn, and Uhl-Bien, as cited in Wibowo (2015), argue that organizational commitment reflects the level of loyalty individuals feel towards the organization. Meyer and Allen, as cited in Yusuf et al. (2018), describe organizational commitment as a psychological construct that characterizes the relationship between members and their organization and has implications for individuals' decisions to continue their membership in the organization. Based on this definition, members with commitment to their organization are more likely to remain as part of the organization than those without such commitment. According to Busro (2018), organizational commitment comprises three indicators:

1. Affective commitment, which relates to the emotional relationship of members with their organization.
2. Continuance commitment, which pertains to members' awareness of the losses they would incur if they leave the organization.
3. Normative commitment, which describes the feelings of obligation to remain in the organization.

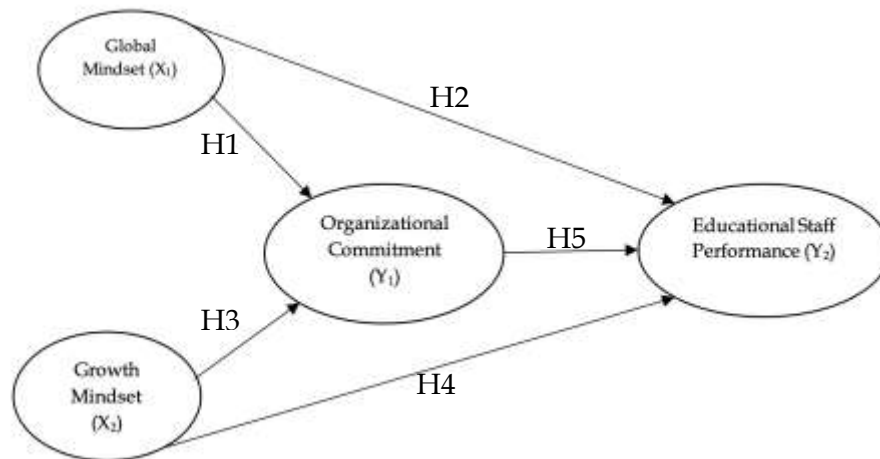


Figure 1. Conceptual Framework

METHODOLOGY

The population in this study comprised all educational staff at Universitas Warmadewa, totaling 242 individuals. The sample size was determined using the Slovin formula with a 10 percent margin of error, resulting in a final sample of 71 participants. Stratified random sampling was employed to select the sample. For data analysis, Smart PLS was utilized.

RESEARCH RESULT

Measurement Model Results (Outer Model)

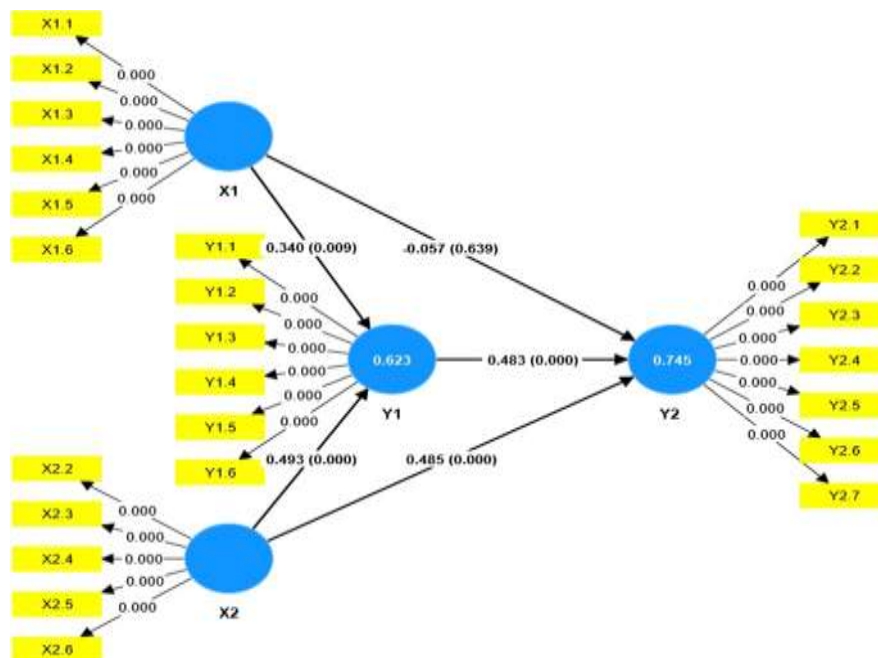


Figure 2. Results of the Measurement Model

Table 2. Results of Convergent Validity with Outer Loadings Values

	X1	X2	Y1	Y2
X1.1	0.847			
X1.2	0.771			
X1.3	0.893			
X1.4	0.753			
X1.5	0.877			
X1.6	0.759			
X2.2		0.837		
X2.3		0.851		
X2.4		0.853		
X2.5		0.852		
X2.6		0.852		
Y1.1			0.802	
Y1.2			0.869	
Y1.3			0.885	
Y1.4			0.852	
Y1.5			0.789	
Y1.6			0.814	
Y2.1				0.713
Y2.2				0.862
Y2.3				0.826
Y2.4				0.655
Y2.5				0.835
Y2.6				0.689
Y2.7				0.834

Based on Table 2, it can be observed that all indicators of the research variables have outer loading values ≥ 0.70 . However, for exploratory research, composite reliability values between 0.60 - 0.70 are still acceptable (Ghozali & Latan, 2019: 77). Therefore, the relationship between the indicators and their latent variables is considered valid. In addition to using outer loading values for convergent validity testing, the average variance extracted (AVE) values can also be used. The results of convergent validity based on the AVE values for each variable are presented in Table 3.

Table 3. Results of Convergent Validity with Average Variance Extracted (AVE) Values

	AVE	Description
X1	0.670	Valid
X2	0.721	Valid
Y1	0.699	Valid
Y2	0.604	valid

Based on Table 3, it can be seen that all research variables have AVE values greater than 0.5. This indicates that all variables are valid in the measurement.

Table 4. Cronbach's Alpha Values

	Cronbach's alpha	Description
X1	0.901	Reliable
X2	0.903	Reliable
Y1	0.914	Reliable
Y2	0.889	Reliable

Based on Table 4, it can be explained that all variables have Cronbach's alpha values greater than 0.7, indicating that all variables are reliable in measurement.

Structural Model Analysis (Inner Model)

Table 5. R-Squared (R²) and Adjusted R-Squared (R² Adjusted) Values

No	Description	R ² Square	R ² Adjusted
1	X1 and X2 - Y1	0.623	0.612
2	X1 and X2 - Y2	0.745	0.733

From Table 5, it is evident that organizational commitment is influenced by 61.2% by the global mindset and growth mindset. Similarly, the performance of educational staff is influenced by 73.3% by the global mindset and growth mindset.

Predictive Relevance (Q²)

$$Q^2 = 1 - (1 - R_1^2)(1 - R_2^2)$$

$$Q^2 = 1 - (1 - 0.623)(1 - 0.745)$$

$$Q^2 = 1 - (0.377)(0.255)$$

$$Q^2 = 1 - 0.096$$

$$Q^2 = 0.904$$

Based on the Q² value of 0.904, this falls under the strong category, meaning that 90.4% of the variation in the performance and organizational commitment of the educational staff at Universitas Warmadewa can be explained by the global mindset and growth mindset.

Godness of Fit (GoF)

The formula for GoF is: $= \sqrt{A.R^2 * A.AVE} = \sqrt{0.684 * 0.674} = \sqrt{0.461} = 0.679$. This result indicates that the inner model measurement falls within the GoF large category, meaning the constructed model has a good fit.

Path Coefficients and Hypothesis Testing Results

Table 6. Influence Among Latent Variables in the Research Model

	Original sample (O)	T statistics (O/STDEV)	P values	Description
X1 -> Y1	0.340	2.610	0.009	Positively significant
X1 -> Y2	-0.057	0.469	0.639	Negatively insignificant
X2 -> Y1	0.493	4.221	0.000	Positively significant
X2 -> Y2	0.485	3.673	0.000	Positively significant
Y1 -> Y2	0.483	4.057	0.000	Positively significant
X1 -> Y1 -> Y2	0.164	2.124	0.034	Positively significant
X2 -> Y1 -> Y2	0.238	3.008	0.003	Positively significant

Explanation of Table 6:

1. The effect of the global mindset on organizational commitment is 0.340 with a p-value of $0.009 < 0.05$, indicating a positive and significant influence of the global mindset on organizational commitment.
2. The effect of the global mindset on performance is -0.057 with a p-value of $0.047 > 0.05$, indicating a negative and insignificant influence of the global mindset on performance.
3. The effect of the growth mindset on organizational commitment is 0.493 with a p-value of $0.000 < 0.05$, indicating a positive and significant influence of the growth mindset on organizational commitment.
4. The effect of the growth mindset on performance is 0.485 with a p-value of $0.000 < 0.05$, indicating a positive and significant influence of the growth mindset on performance.
5. The effect of organizational commitment on performance is 0.483 with a p-value of $0.000 < 0.05$, indicating a positive and significant influence of organizational commitment on performance.

Tabel 7. Indirect Effect

	Original sample (O)	T statistics (O/STDEV)	P values
X1 ->Y1 -> Y2	0.164	2.124	0.034
X2 -> Y1 -> Y2	0.238	3.008	0.003

Explanation of Table 7

1. The effect of the global mindset on performance through organizational commitment is 0.164 with a p-value of $0.034 < 0.05$, indicating that the global mindset has a positive and significant influence on performance through organizational commitment.
2. The effect of the growth mindset on performance through organizational commitment is 0.238 with a p-value of $0.003 < 0.05$, indicating that the growth mindset has a positive influence on performance through organizational commitment.

DISCUSSION

The Influence of Global Mindset on Organizational Commitment of Educational Staff at Universitas Warmadewa

The influence of global mindset on organizational commitment is 0.340 with a p-value of $0.009 < 0.05$, indicating a positive and significant effect. This means that a better global mindset enhances organizational commitment. Tammara (2020) defines a global mindset as the ability to think broadly and adapt by absorbing information from various parts of the world, using it for self-development and impacting the surroundings. A global mindset leads to behavior that is sensitive to changes and uncertainties, prompting self-awareness and the desire to adapt to challenges. Wibowo (2015) argues that organizational commitment is the degree of loyalty an individual feels toward their organization. When an organization undergoes changes, employees are expected to remain loyal and adapt. These findings align with research by Ningrati and Sumartik (2023), which also demonstrates a positive and significant effect of global mindset on organizational commitment.

The Influence of Global Mindset on the Performance of Educational Staff at Universitas Warmadewa

The influence of global mindset on performance is -0.057 with a p-value of $0.047 > 0.05$, indicating a negative and insignificant effect. This means that a stronger global mindset might actually decrease performance, and a global mindset alone does not significantly influence performance. This could be due to some staff lacking Psychological Capital (PC), particularly self-confidence in the future changes in their field of work, and Social Capital (SC), especially the ability to communicate effectively in foreign languages. Additionally, the global mindset has not been fully applied to their tasks, leading to low confidence and poor decision-making, lack of understanding of related tasks, and an inability to express opinions effectively. These findings contradict previous studies by Pabittei & Bhinekawati (2019), Pusparini, Savitri, and Aryasa (2021), and Ningrati and Sumartik (2023), which found a positive and significant influence of global mindset on performance.

The Influence of Growth Mindset on Organizational Commitment of Educational Staff at Universitas Warmadewa

The influence of growth mindset on organizational commitment is 0.493 with a p-value of $0.000 < 0.05$, indicating a positive and significant effect. This means that a stronger growth mindset increases organizational commitment. Employees with a growth mindset believe their potential can develop through increasingly challenging situations. They view learning as a continuous process, overcoming obstacles with effort and perseverance, and focusing on learning rather than the pursuit of being seen as intelligent. When they encounter failure, they seek strategies, solutions, and assistance (Wahid, 2021). Kadiyono (2020:125) suggests that in the face of work challenges, a growth mindset and high organizational commitment are essential. These findings align with research by Hariadi, Putri, and Sunaryono (2021), which shows a positive and significant influence of growth mindset on organizational commitment.

The Influence of Growth Mindset on the Performance of Educational Staff at Universitas Warmadewa

The influence of growth mindset on performance is 0.485 with a p-value of $0.000 < 0.05$, indicating a positive and significant effect. This means that a stronger growth mindset enhances staff performance. A growth mindset enables individuals to view their abilities, weaknesses, and experiences as part of a learning process (Kasmia, 2020). It is considered a key to success, as individuals who believe their intelligence can develop through effort are more motivated to face challenges, view mistakes as learning opportunities, and strive for continuous improvement. These findings are consistent with research by Wiguna and Netra (2020) and Millania, Prakosa, and Putera (2023), who also found a positive and significant influence of growth mindset on performance.

The Influence of Organizational Commitment on the Performance of Educational Staff at Universitas Warmadewa

The influence of organizational commitment on performance is 0.483 with a p-value of $0.000 < 0.05$, indicating a positive and significant effect. This means that higher organizational commitment improves the performance of educational staff at Universitas Warmadewa. Schermerhon, Hunt, Obsorn, and Uhl-Bien, as cited in Wibowo (2015), define organizational commitment as the degree of loyalty an individual feels toward their organization. Loyal employees strive to achieve organizational goals by improving their performance. These findings align with research by Kumari & Priya (2017) and Erdiyanti & Syawal (2018), which also show a positive and significant influence of organizational commitment on performance.

The Influence of Global Mindset through Organizational Commitment on the Performance of Educational Staff at Universitas Warmadewa

The influence of global mindset on performance through organizational commitment is 0.164 with a p-value of $0.034 < 0.05$. This indicates a positive and significant influence of global mindset on performance through organizational commitment, with a stronger indirect effect (0.164 with a p-value of 0.034) compared to the direct effect (-0.057 with a p-value of 0.047). This shows that organizational commitment fully mediates the relationship between global mindset and performance. Tammara (2020) emphasizes the importance of a global mindset in promoting openness to learning and adaptation to new cultures and organizational changes. Employees with high organizational commitment are more likely to remain part of the organization and adapt to changes, improving their performance. However, some educational staff still struggle with foreign language communication (Social Capital) and lack confidence in future changes in their field of work (Psychological Capital). These factors can reduce confidence and negatively impact performance, but high organizational commitment can help overcome these challenges and enhance performance.

The Influence of Growth Mindset through Organizational Commitment on the Performance of Educational Staff at Universitas Warmadewa

Growth mindset positively and significantly influences performance through organizational commitment, with an indirect effect of 0.238 and a p-value of $0.003 < 0.05$, alongside a direct effect of 0.485 with a p-value of $0.000 < 0.05$. This indicates that organizational commitment partially mediates the relationship between growth mindset and performance. The educational staff at Universitas Warmadewa demonstrate a strong growth mindset, especially in believing that success comes from effort and hard work. This belief, combined with high organizational commitment, enhances performance.

CONCLUSIONS AND RECOMMENDATIONS

Based on the results of the analysis and discussion, the following conclusions were drawn: First, the global mindset had a positive and significant influence on the organizational commitment of the educational staff at Universitas Warmadewa. Second, the global mindset had a negative and insignificant effect on the performance of the educational staff at Universitas Warmadewa. Third, the growth mindset had a positive and significant impact on the organizational commitment of the educational staff at Universitas Warmadewa. Fourth, the growth mindset had a positive and significant effect on the performance of the educational staff at Universitas Warmadewa. Fifth, organizational commitment had a positive and significant influence on the performance of the educational staff at Universitas Warmadewa. Sixth, the global mindset had a positive and significant impact on performance through organizational commitment, with organizational commitment fully mediating the relationship between the global mindset and performance. Finally, the growth mindset had a positive and significant effect on performance through

organizational commitment, where organizational commitment partially mediated the relationship between the growth mindset and performance.

Recommendations for improving the performance of the educational staff at Universitas Warmadewa in realizing the vision of becoming a high-quality, eco-tourism-oriented, and globally competitive university by 2034 are as follows. First, it is suggested that the leadership of Universitas Warmadewa enhances the global mindset of the educational staff by providing regular foreign language training, particularly in English, and fostering confidence that their field of work will face many challenges in the future. Second, the educational staff should improve their performance, especially in the ability to make quick and accurate decisions, understand the responsibilities of others related to their own tasks, and confidently express their opinions. This can be achieved by improving foreign language skills, acknowledging that their field will be challenging in the future, reminding themselves that success requires hard work, and learning from the experiences of others.

ADVANCED RESEARCH

This study has several limitations that should be acknowledged. First, the research is limited to the educational staff of Universitas Warmadewa, which may restrict the generalizability of the findings to other types of organizations or sectors. Expanding the study to other institutions could provide broader insights. Second, the study only considers a limited number of variables, such as global mindset, growth mindset, and organizational commitment, without examining other potential factors like self-efficacy, job involvement, or organizational culture, which may also significantly influence employee performance. It is recommended that future researchers expand the scope of the study to other organizations in addressing globalization and add research variables such as self-efficacy, job involvement, and organizational culture.

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