Multilevel analysis of the relationship between growth mindset and mathematics achievement of Indonesian students which is moderated by socio-economic status

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ABSTRACT

A growth mindset can increase student achievement. Starting from PISA 2018, questions about growth mindset were added to student questionnaires. PISA data has a hierarchical structure where students are nested within schools, so data analysis is carried out using multilevel analysis. The aim of the research is to identify the relationship between a growth mindset and mathematics achievement which is moderated by socio-economic status in 2018 PISA test participants in Indonesia using multilevel analysis. The research results showed that there was an interaction effect between socio-economic status and growth mindset on the mathematics achievement of Indonesian students. This shows that socio-economic status significantly moderates the relationship between growth mindset and student mathematics achievement.

Kata Kunci: *growth mindset, socio-economic status, mathematics achievement, multilevel analysis*