

GROWTH MINDSET, PRINCIPAL SUPPORT, AND INSTRUCTIONAL INNOVATION THROUGH TEACHER SELF-EFFICACY IN PUBLIC JUNIOR HIGH SCHOOLS IN BANGKO PUSAKO DISTRICT

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ABSTRACT

Instructional innovation is essential for teachers in responding to the demands of 21st-century education, yet it is influenced not only by technical competence but also by psychological and organizational factors. This study examines the relationships among growth mindset, principal support, teacher self-efficacy, and instructional innovation, with teacher self-efficacy positioned as a mediating variable. The purpose of this study is to analyze the direct and indirect relationships of growth mindset and principal support with teachers' instructional innovation through teacher self-efficacy. Using a quantitative associative design, data were collected from 120 public junior high school teachers in Bangko Pusako District, Indonesia, through validated Likert-scale questionnaires. The data were analyzed using descriptive statistics, multiple regression analysis, and mediation testing with the Sobel test, following classical assumption testing. The results indicate that growth mindset and principal support have significant positive relationships with teacher self-efficacy. In addition, growth mindset, principal support, and teacher self-efficacy each show significant positive relationships with instructional innovation, with teacher self-efficacy emerging as the strongest predictor. Mediation analysis confirms that teacher self-efficacy partially mediates the relationships between growth mindset and instructional innovation, as well as between principal support and instructional innovation. In conclusion, the findings emphasize the pivotal role of teacher self-efficacy in translating personal beliefs and leadership support into innovative instructional practices, suggesting that strengthening growth mindset, supportive school leadership, and teacher self-efficacy is critical for fostering sustainable instructional innovation.

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1. INTRODUCTION

The rapid transformation of 21st-century education requires continuous instructional innovation, positioning teachers not only as knowledge transmitters but also as facilitators and innovators of meaningful and adaptive learning. Instructional innovation is essential to ensure students' readiness to face complex global challenges. In this context, teachers' innovative practices are influenced by both internal psychological factors and external organizational support.

One important internal factor is *growth mindset*, defined as the belief that abilities and intelligence can be developed through effort, effective strategies, and continuous learning (Dweck & Yeager, 2019). Teachers with a growth mindset tend to be more open to change, resilient in facing challenges, and willing to experiment with new instructional approaches. Conversely, teachers with a fixed mindset are more likely to maintain conventional teaching practices. Empirical studies consistently report a positive relationship between growth mindset, teacher self-efficacy, and innovative work behavior in educational settings (Putri & Rini, 2021; Rusyiana & Marpaung, 2023).

In addition to personal dispositions, principal support represents a critical external factor shaping teachers' innovative behavior. Principals who provide emotional, instrumental, and professional support can create a school climate that encourages experimentation, collaboration, and professional growth. Supportive and participative leadership has been shown to enhance teachers' motivation, confidence, and orientation toward instructional improvement (Astuti & Nurkolis, 2021; Pranoto & JN, 2021).

However, positive attitudes and leadership support do not automatically lead to sustained instructional innovation. An important psychological mechanism bridging these relationships is teacher self-efficacy, defined as teachers' beliefs in their capabilities to plan, implement, and manage effective instruction. High teacher self-efficacy has been consistently associated with instructional quality, student engagement, and innovative teaching practices (Zagoto, 2019; Latip et al., 2024).

Although previous studies have examined the direct relationships among growth mindset, leadership support, teacher self-efficacy, and innovation, research investigating these variables simultaneously—particularly positioning teacher self-efficacy as a mediating variable—remains limited, especially in public junior high schools in non-urban contexts. Therefore, this study aims to analyze the effects of growth mindset and principal support on teachers' instructional innovation, with teacher self-efficacy serving as a mediating variable. The study was conducted among public junior high school teachers in Bangko Pusako District, Indonesia. The findings are expected to enrich understanding of how personal and organizational factors interact to foster instructional innovation.

2. METHODS

This study employed a quantitative associative design using a survey method. The population comprised all public junior high school teachers in Bangko Pusako District during the 2024/2025 academic year, with a total sample of 120 teachers selected proportionally to ensure balanced representation across schools.

Data were collected using closed-ended Likert-scale questionnaires measuring four variables: Growth Mindset (X1), Principal Support (X2), Teacher Self-Efficacy (Z), and Instructional Innovation (Y). The growth mindset instrument assessed teachers' beliefs regarding effort, learning from challenges, and openness to feedback. Principal support was measured through indicators of facilitation, supervision, motivation, participative decision-making, and appreciation. Teacher self-efficacy included dimensions of classroom management, instructional strategies, and student engagement, while instructional innovation

focused on the application of new teaching methods, learning media utilization, and adaptive instructional design.

Instrument validity was tested using product-moment correlation, and reliability was confirmed using Cronbach's alpha coefficients. Data analysis involved descriptive statistics and inferential analysis using multiple regression and mediation analysis (Sobel test). Prior to hypothesis testing, classical assumption tests—normality, multicollinearity, and heteroscedasticity—were conducted, and all models met the required assumptions.

3. FINDINGS AND DISCUSSION

3.1 FINDINGS

3.1.1 Descriptive Statistics

Table 1. Descriptive Statistics of Research Variables

Variable	N	Minimum	Maximum	Mean	Std. Deviation
Growth Mindset (X1)	120	64	99	88.97	8.141
Principal Support (X2)	120	63	97	87.45	9.124
Teacher Self-Efficacy (Z)	120	64	98	87.31	8.126
Instructional Innovation (Y)	120	61	97	86.11	8.430

The descriptive results indicate that all variables are in the high category, suggesting a supportive school environment characterized by positive teacher mindset, strong leadership support, high self-efficacy, and substantial instructional innovation.

3.1.2 Direct Effects among Variables

Table 2. Regression Results (Direct Effects)

Relationship	β	t-value	p-value
Growth Mindset → Teacher Self-Efficacy	0.376	4.428	0.000
Principal Support → Teacher Self-Efficacy	0.349	4.104	0.000
Growth Mindset → Instructional Innovation	0.290	4.609	0.000
Principal Support → Instructional Innovation	0.194	3.109	0.002
Teacher Self-Efficacy → Instructional Innovation	0.512	8.065	0.000

The results demonstrate that both growth mindset and principal support significantly and positively influence teacher self-efficacy. Furthermore, growth mindset, principal support, and teacher self-efficacy all have significant positive effects on instructional innovation, with teacher self-efficacy emerging as the strongest predictor.

3.3 Mediation Analysis

Table 3. Sobel Test Results

Mediation Path	Z-value	p-value	Conclusion
Growth Mindset → Teacher Self-Efficacy → Instructional Innovation	3.868	0.00011	Significant
Principal Support → Teacher Self-Efficacy → Instructional Innovation	3.638	0.00027	Significant

The Sobel test results confirm that teacher self-efficacy significantly mediates the relationships between growth mindset and instructional innovation, as well as between principal support and instructional innovation. Because the direct effects remain significant after the mediator is included, teacher self-efficacy functions as a partial mediator.

3.2 DISCUSSION

The findings support social cognitive theory, which emphasizes the central role of self-efficacy in translating personal beliefs and environmental support into observable behavior. Teachers with a strong growth mindset tend to demonstrate higher confidence in their instructional capabilities, which subsequently promotes innovative teaching practices. This result is consistent with prior studies highlighting the positive association between growth mindset and teacher self-efficacy (Dweck & Yeager, 2019; Rusyiana & Marpaung, 2023).

Principal support also plays a crucial role by fostering a supportive and empowering school climate. In line with leadership studies (Astuti & Nurkolis, 2021; Pranoto & JN, 2021), principals who provide trust, resources, and constructive feedback enhance teachers' confidence and willingness to experiment with innovative instructional strategies.

The mediating role of teacher self-efficacy indicates that instructional innovation is not solely a direct outcome of mindset or leadership support, but is substantially strengthened through teachers' beliefs in their professional capabilities. This finding extends previous research by integrating internal psychological factors and external organizational support into a unified explanatory model.

4. CONCLUSION

This study concludes that growth mindset and principal support significantly influence teachers' instructional innovation, both directly and indirectly through teacher self-efficacy. Teacher self-efficacy serves as a key psychological mechanism linking personal beliefs and leadership support to innovative instructional practices.

The findings imply that teacher professional development programs should emphasize strengthening growth mindset and self-efficacy, while school principals are encouraged to adopt supportive and participative leadership practices. Future research may expand this model by incorporating additional psychological or organizational variables, employing longitudinal designs, or exploring different educational contexts.

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CONFLICTS OF INTEREST

The authors declare no conflicts of interest. This research was conducted independently and objectively, without any financial, institutional, or personal relationships that could have influenced the research design, data collection, analysis, interpretation of results, or the conclusions presented in this article.

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