

Growth and Fixed Language Mindsets in Indonesian Migrant Workers (PMI) from West Kalimantan

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ABSTRACT

The hashtag "Kabur Aja Dulu" (Just Run Away First) trending in Indonesia reflects the growing interest of young people in becoming Indonesian Migrant Workers (PMI) abroad. In West Kalimantan, the Manpower Office (Disnaker), the Indonesian Migrant Workers Association (BP2MI), and the Job Training Institute (LPK) have provided training programs, including intensive language courses lasting at least six months as a prerequisite for employment. However, initial interviews revealed that many prospective workers withdrew due to difficulties in learning the language, which is closely related to their mindsets regarding language skills (language mindsets). This study aims to explore the fixed and growth language mindsets of PMI from West Kalimantan who have successfully completed training, passed language tests, and are now working abroad. The method used was a qualitative case study using semi-structured interviews with three PMI, supplemented by preliminary interviews with the Manpower Office and the LPK. Thematic analysis was conducted to identify patterns of beliefs and learning strategies. The results indicate that successful PMI tend to have a growth mindset, reflected in the belief that language difficulties can be overcome with practice, self-learning strategies, and social support. A fixed mindset still appears in the initial stages, but shifts toward a growth mindset through learning experiences and small successes. This finding underscores the importance of developing a growth language mindset in supporting successful language training and the adaptation of Indonesian migrant workers to international work environments.

Keywords : fixed, growth, language mindset, language learners, Indonesian migrant workers

ABSTRAK

Tagar "Kabur Aja Dulu" yang sedang tren di Indonesia mencerminkan meningkatnya minat generasi muda untuk menjadi Pekerja Migran Indonesia (PMI) di luar negeri. Di Kalimantan Barat, Dinas Tenaga Kerja (Disnaker), Badan Perlindungan Pekerja Migran Indonesia (BP2MI), dan Lembaga Pelatihan Kerja (LPK) telah menyediakan berbagai program pelatihan, termasuk kursus bahasa intensif dengan durasi minimal enam bulan sebagai prasyarat sebelum penempatan kerja. Namun, hasil wawancara awal menunjukkan bahwa banyak calon pekerja mengundurkan diri karena mengalami kesulitan dalam mempelajari bahasa, yang berkaitan erat dengan pola pikir kebahasaan (*language mindset*) mereka. Penelitian ini bertujuan untuk mengeksplorasi pola pikir kebahasaan tetap dan bertumbuh pada PMI asal Kalimantan Barat yang telah berhasil menyelesaikan pelatihan, lulus ujian bahasa, dan kini bekerja di luar negeri. Metode yang digunakan adalah studi kasus kualitatif dengan wawancara semi-terstruktur terhadap tiga orang PMI, yang dilengkapi dengan wawancara pendahuluan bersama pihak Disnaker dan LPK. Analisis tematik dilakukan untuk mengidentifikasi pola keyakinan dan strategi pembelajaran yang digunakan. Hasil penelitian menunjukkan bahwa PMI yang berhasil cenderung memiliki pola pikir bertumbuh, yang tercermin dalam keyakinan bahwa kesulitan berbahasa dapat diatasi melalui latihan, strategi belajar mandiri, dan dukungan sosial. Pola pikir tetap masih tampak pada tahap awal, namun berangsur-angsur bergeser menuju pola pikir bertumbuh seiring pengalaman belajar dan keberhasilan kecil yang dicapai. Temuan ini menegaskan pentingnya pengembangan pola pikir bertumbuh dalam mendukung keberhasilan pelatihan bahasa serta adaptasi pekerja migran Indonesia di lingkungan kerja internasional.

Kata Kunci : pola pikir tetap, pola pikir bertumbuh, pola pikir kebahasaan, pembelajar bahasa, pekerja migran Indonesia

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INTRODUCTION

In recent years, Indonesians' interest in working abroad has increased significantly. This phenomenon has even become a social media trend with the hashtag #KaburAjaDulu, reflecting the enthusiasm of the younger generation to seek better economic opportunities abroad. This is understandable, given that job opportunities are increasingly competitive, and the average wage in Indonesia is only slightly above IDR 3 million per month (Central Bureau of Statistics Indonesia, 2024). While many argue that this hashtag represents a dig (Nathania, 2025), an expression of disappointment (Zaenuddin, 2025), or a threat to nationalism (Silaban et al., 2025) because young people are choosing to seek a decent living abroad, the Indonesian Minister of Manpower emphasized that the #KaburAjaDulu trend is not a form of escapism, but rather a spirit of growth and global contribution (Dirgantara & Ramadhan, 2025). Therefore, the opportunities presented must be seriously pursued.

West Kalimantan is one of the provinces actively encouraging young people to pursue job opportunities abroad through official training programs organized by the Job Training Institute (LPK) in collaboration with the Pontianak City Manpower Office (Disnaker). This office is also the most active in promoting these opportunities to universities and vocational schools. However, based on initial interviews with Disnaker and LPK officials, the success rate of foreign language training participants still faces serious challenges. Some participants do not complete the training due to loss of motivation, feelings of inadequacy, or considering the foreign language too difficult to master. Yet, language proficiency is an absolute prerequisite for departure to the destination country. This suggests that the issues emerging are not only academic but also psychological.

Most language training programs still focus on cognitive aspects such as grammar and vocabulary, while the internal psychological factors of participants are under-recognized. Yet, psychological factors have been shown to play a crucial role in successful foreign language learning and acquisition (Hertel et al., 2024; Martínez-López et al., 2023; Yeager & Dweck, 2020), particularly an individual's belief in their own abilities. In this context, the concept of language mindsets becomes relevant. Language mindsets, an adaptation of Mindset Theory by Dweck (2006), explains that a person's belief in language abilities influences how they learn and persist in the process. Individuals with a growth mindset believe that language skills can be developed through effort and appropriate strategies, while those with a fixed mindset tend to give up quickly when faced with difficulties. A study by Lou and Noels (2020) demonstrated that language learners with a growth mindset have higher motivation, more effective learning strategies, and better outcomes.

This literature review comprehensively examines the role of language mindsets in second and foreign language learning, emphasizing their strong relationship with motivation, persistence, self-efficacy, and learning achievement. Studies by Wilang (2024), Sadoughi and Hejazi (2024), and Khajavy et al. (2020) consistently demonstrate that a growth language mindset promotes learners' willingness to communicate, resilience, and sustained motivation—key non-cognitive factors that enhance language performance. However, most existing research focuses on formal educational settings, such as universities or schools, leaving a gap in understanding how language mindsets operate among non-traditional learners, including prospective migrant workers who face distinct socio-economic and practical challenges. Theoretical frameworks from Yeager and Dweck (2012), Papi et al. (2019), and Lou and Noels (2017, 2019) further reveal that language mindsets shape how learners interpret effort, setbacks, and their own potential for linguistic growth. A growth mindset fosters adaptive learning behaviors, goal-setting, and persistence, while a fixed mindset is linked to anxiety, avoidance, and diminished engagement (Marlow, 2021; Zhao et al., 2021; Zarrinabadi et al., 2021). Consequently, understanding and

cultivating positive language mindsets have practical implications for curriculum design, teacher training, and language policy, particularly for vulnerable groups such as Indonesian Migrant Workers (PMI). By embedding mindset-based interventions into language education, training programs can enhance learners' intrinsic motivation and equip them with the psychological resilience needed to succeed in linguistically demanding global contexts.

Although research on this concept continues to grow, it is still limited to the context of high school students, college students, or language learners in general. No research has specifically examined language mindsets in the context of prospective migrant workers, particularly in underdeveloped regions like West Kalimantan, which face limited access to education and training. Yet, understanding the language mindsets of prospective migrant workers is a crucial component for increasing the effectiveness of language training and reducing participant failure rates. Therefore, this study seeks to explore the fixed and growth language mindsets of migrant workers from West Kalimantan who have successfully completed language training, passed the selection process, and are now working in Japan, Saudi Arabia, and the Netherlands.

Based on this background, this study formulated three main questions: (1) What are the characteristics of fixed and growth language mindsets held by migrant workers from West Kalimantan? (2) How do these language mindsets influence their learning process during language training? and (3) What factors shape and influence the development of their language mindsets? Specifically, this study aims to explain the characteristics of language mindsets (fixed and growth), analyze their influence on the learning process, and identify internal and external factors that contribute to the formation of these mindsets.

The urgency of this research lies in the high failure rate of prospective migrant workers in completing language training, which is caused not only by academic obstacles but also by weak perseverance and a weak learning mindset. To date, non-cognitive psychological aspects such as language mindsets have not been a primary focus in training design, even though an individual's belief in their own abilities is crucial for success. Therefore, this research is expected to make an important contribution to both the development of language learning theory and pre-employment training policies that emphasize psychological aspects, thereby increasing program effectiveness and preparing a resilient and competent migrant workforce.

METHOD

This research uses a qualitative approach with a case study design. According to Creswell (2013), a case study is an in-depth investigation of a program, event, activity, process, or one or more individuals. In a case study, researchers explore in detail a contemporary, real-life context or a specific time period. Yin (2018) defines a case study as an empirical investigation that examines a contemporary phenomenon within a real-life context, particularly when the boundaries between phenomenon and context are not clearly evident.

This study, which examines growth and fixed language mindsets among Indonesian migrant workers (PMI) from West Kalimantan, is highly suited to using a case study approach because the language learning and adaptation experiences of Indonesian migrant workers are complex and heavily influenced by various contextual factors, including educational background, migration experience, the work environment in the destination country, and social and cultural interactions. Case studies allow researchers to focus on the narratives, perspectives, and subjective experiences of a small number of participants in detail (Stake, 1995). This research not only seeks to determine the language mindsets held by Indonesian migrant workers but also how these mindsets are formed, why they influence their language learning experiences, and how this impacts their adaptation in the work environment. Case studies, with their emphasis on "how"

and "why" questions, are well-suited to answering complex research questions like this (Yin, 2018).

In this qualitative case study, the primary data collection method will be semi-structured interviews. Semi-structured interviews were chosen because they allow the researcher to explore the research topic in depth while still providing participants with the flexibility to share their experiences and perspectives openly (Creswell, 2013). An interview guide will serve as a framework, but probing questions will be asked to elicit further information and clarify participant responses.

The participant selection strategy in this study employed purposive sampling (Sugiyono, 2023). This technique was chosen because case study research focuses not on statistical representation but rather on the depth of information obtained from participants. As explained by Dörnyei (2007), purposive sampling aims to select participants who can provide rich and varied insights into the phenomenon being studied, thereby maximizing the researcher's understanding of the topic.

In the context of this study, participant selection was based on varying language contexts and work cultures, thus providing a more comprehensive picture of how language mindsets are formed and influence the language learning process. In accordance with the case study design, the participants consisted of three Indonesian Migrant Workers (PMI) from West Kalimantan, selected purposively based on their work experience in different destination countries. To maintain confidentiality, pseudonyms were used: Anna, who works in the hospitality sector in Saudi Arabia; Bella, who works as a nurse at a nursing home in the Netherlands; and Charlie, who works as a hospital nurse in Japan. These pseudonyms are used consistently throughout the discussion section of the study.

RESULTS AND DISCUSSION

A. A Theoretical Understanding of Language Mindset and Its Components

Language learning is a complex process involving various factors, including cognitive, affective, and psychological aspects. One important factor influencing success in language learning is the learner's mindset. The concept of mindset was first introduced by Carol Dweck (2006), who distinguished two main types of mindset: growth mindset and fixed mindset. According to Dweck (2006), mindset refers to beliefs or views formed in a person's mind. Recent research suggests that applying this concept to the context of language learning, particularly in foreign languages, can help explain significant differences in learning outcomes between individuals.

A growth mindset is the belief that a person's abilities or intelligence can develop through effort, strategies, and the help of others. People with this mindset tend to be more open to challenges, willing to take risks, and committed to continuous self-improvement despite difficulties (Dweck, 2006). They view failure as part of the learning process and believe that effort is the key to success. In contrast, a fixed mindset is the belief that a person's abilities or intelligence are innate and unchangeable. People with this mindset often fear failure, avoid challenges, and have difficulty accepting criticism. They tend to believe that successful or intelligent people are those who don't make mistakes (Dweck, 2006). As a result, they give up more easily when faced with difficulties. The application of the concept of mindset in the context of foreign language learning was first introduced by Lou and Noels (2017), who developed the term "language mindset." They emphasized that this mindset has a direct impact on a person's ability to learn a second language (SLA).

Lou and Noels (2019) identified three main dimensions of language mindset that influence the language learning process: general language intelligence, second language aptitude,

and age sensitivity. General language intelligence refers to an individual's beliefs about their overall linguistic abilities. This includes the ability to speak, write, read, and understand a language. Individuals with high language intelligence tend to be more proficient in storytelling, reading, and writing, which facilitates better language learning (Davis et al., 2011; Lou & Noels, 2019).

L2 aptitude is an individual's belief about their natural ability to learn a new language. Those who believe this talent is flexible tend to be more successful in mastering a second language. Conversely, those who perceive this talent as limited often experience difficulties in the language learning process (Li, 2015).

Age Sensitivity relates to a person's views on how much age affects their ability to learn a language. Some individuals believe that the older a person gets, the more difficult it is to master a foreign language. This is related to the critical period theory of language acquisition, which assumes that language learning ability declines with age (Griffiths & Soruc, 2020).

Shirvan et al. (2022) revealed that language mindset is not a monolithic construct, but rather a multidimensional construct, involving several components or common themes related to beliefs about language learning. For example, beliefs about general language intelligence (GLA), L2 aptitude (L2 aptitude), and age sensitivity (Age Sensitivity). These three components demonstrate the complexity of language mindsets, which often contain conflicting views. For example, someone might believe that their efforts can improve their second language ability (a growth mindset in the case of L2 aptitude), but at the same time believe that their age is a barrier to language learning (a fixed mindset in the case of age sensitivity). This suggests that language mindset is not simply a matter of fixed or growth, but rather a perspective that can vary depending on the dimension being considered (Shirvan et al., 2022).

B. The Characteristics of Language Mindsets among PMI

Within the framework of language mindset theory, there are two main views regarding language ability: a fixed mindset, which views language ability as static and difficult to change, and a growth mindset, which believes that this ability can be developed through effort, strategy, and time (Dweck, 2006; Lou & Noels, 2020). Previous research also shows that linguistic background, learning experience, and exposure to language play a role in shaping an individual's perception of their ability (Khajavy et al., 2020).

The interviews revealed that the three participants held varying views regarding a person's ability to learn a foreign language. Anna acknowledged that language aptitude and familiarity influence ease of learning. According to her, aptitude is not entirely innate, but rather a habit formed through daily experience. She feels she has a slight advantage when learning Arabic because she is accustomed to reading the Quran.

"Even though everyday Arabic is different from the language of the Quran, some words feel familiar, so they connect more quickly." (Anna, Indonesian Migrant Worker in Saudi Arabia)

Bella also emphasized the importance of linguistic familiarity. He found it easier to learn Dutch because it has many vocabulary words that are similar to Indonesian, which boosted his confidence in the learning process.

"Sometimes there are Dutch words that are very similar to our language, so they're easier to memorize." (Bella, Indonesian migrant worker in the Netherlands)

Meanwhile, Charlie rejects the view that talent is the dominant factor. He emphasizes that effort and consistency are far more crucial to success. He believes that a language will quickly disappear if it isn't actively used.

"I don't think it's about talent, but hard work. If you don't study seriously, it's difficult. Besides, if you don't use it, the language can disappear too." (Charlie, Indonesian migrant worker in Japan)

A comparative analysis shows that Anna and Bella still exhibit nuances of a fixed mindset, emphasizing the role of talent and language familiarity. However, both remain open to developing skills through practice. Conversely, Charlie represents a more refined growth mindset, emphasizing the role of effort, consistency, and sustained use. This finding aligns with Lou and Noels (2020), who assert that a growth mindset fosters higher motivation and persistence, while a fixed mindset tends to make learners rely on external factors such as language familiarity.

Furthermore, regarding their perspectives on learning difficulties during the pre-departure language preparation program, all three participants admitted to feeling compelled to quit because the foreign language they were learning was so difficult. However, external motivations, such as job conditions in Indonesia and a desire to improve their lives, were key factors that kept them going.

"Sometimes I want to quit because studying is so tiring. But when I remember how hard it is to work in Indonesia and the low salary, I just keep going." (Anna, Indonesian Migrant Worker in Saudi Arabia)

"Learning a language is frustrating, but I think if I want to see the world, I have to persevere. If I quit, it's my own loss." (Bella, Indonesian migrant worker in the Netherlands)

"I also wanted to give up, but I remembered my goal of working in Japan, and what I wanted to buy with my salary, what I wanted to save. So, I had to fight that feeling of laziness." (Charlie, Indonesian migrant worker in Japan)

The quote above shows that despite a tendency toward a fixed mindset (wanting to give up when faced with difficulties), all three were able to steer themselves toward a growth mindset through external motivation and long-term goals. Within the framework of language mindset theory, an individual's response to language learning difficulties is an important indicator of whether they tend toward a fixed or growth mindset. Individuals with a fixed mindset are more likely to give up when faced with obstacles, while those with a growth mindset tend to view difficulties as challenges that can be overcome with effort, strategies, or environmental support (Dweck, 2006; Khajavy et al., 2020).

Regarding the question of whether everyone can achieve language proficiency, Bella and Charlie agreed that hard work is the most important determining factor.

"If you put in the effort, everyone can do it. I believe that, although the process is different for each person." (Bella, Indonesian Migrant Worker in the Netherlands)

"I think anything is possible, as long as you're serious. Language is a skill, so if you keep practicing, you'll progress." (Charlie, Indonesian Migrant Worker in Japan)

In contrast, Anna emphasized the importance of environmental factors. She felt that hard work before departure wasn't very helpful, and her Arabic proficiency only improved significantly after she was in Saudi Arabia.

“Before I left, I studied hard, but my Arabic wasn't fluent. Once in Saudi Arabia, within a month, I immediately felt the difference, because I had to use Arabic all the time, and Indonesian was rare.” (Anna, Indonesian Migrant Worker in Saudi Arabia)

Analysis of these responses reveals nuanced differences. Bella and Charlie emphasized the role of effort (a pure growth mindset), while Anna linked it to the environmental context as a trigger for accelerated learning. Anna's position shows that although she recognizes the importance of effort, she still places external factors as the primary key. This finding aligns with research by Khajavy et al. (2020), which confirms that growth mindset is closely related to perseverance but is also influenced by contextual factors that enhance opportunities for intensive practice.

C. The Influence of Language Mindsets on the Language Learning Process

Motivation and learning strategies are two important aspects that can reflect how language mindsets influence the language learning process. According to Dweck (2006), mindset determines how individuals respond to challenges, including in the context of language learning. Lou and Noels (2017, 2019) expanded this concept by linking it to language mindsets, which are individual beliefs about linguistic intelligence, second language aptitude, and age sensitivity. These mindsets directly influence learning strategies, persistence, and the ability to persist in the face of difficulties.

All three participants emphasized that their primary motivation for completing language training was to be able to communicate well in their host country. Anna, who works as a therapist in Saudi Arabia, said:

“I have to be able to communicate with my colleagues and superiors, otherwise, my job becomes difficult. I don't really talk much with customers.” (Anna, Indonesian Migrant Worker in Saudi Arabia)

Meanwhile, Bella and Charlie, both nurses, emphasized that communication is necessary not only with colleagues but also with patients:

“If you can't communicate, your work can be a mess. Especially as a geriatric nurse, I have to be able to talk to patients and their families. I think that's what keeps my motivation to learn going, even though it sometimes fluctuates.” (Bella, Indonesian Migrant Worker in the Netherlands)

“For me, the main motivation for learning a language is so I can communicate with patients and colleagues. Many of my colleagues are local, and they don't speak English or Indonesian. So I have to be fluent in Japanese.” (Charlie, Indonesian Migrant Worker in Japan)

Besides motivation, the learning strategies used by participants also varied. Charlie emphasized the importance of self-regulation through a consistent study schedule:

“I make my own study schedule and try to be disciplined. If I'm not forced to, I can easily become lazy and procrastinate. The LPK (Learning and Training Institute) is also very helpful; their training classes are very intensive, and the Sensei are very competent.” (Charlie, Indonesian Migrant Worker in Japan)

Anna, on the other hand, highlighted the role of the environment as a key factor:

“There was an Arabic language class during the training before I left, but what really helped me learn it was once I was in Saudi Arabia. Because, like it or not, I had to speak the language every day.” (Anna, Indonesian Migrant Worker in Saudi Arabia)

Bella added that while age is a challenge, consistent effort can still help:
"I'm almost 30, so it's a bit difficult to learn a new language. But that doesn't mean it's impossible; you just have to work harder. The key is to schedule your studies and stick to them consistently." (Bella, Indonesian Migrant Worker in the Netherlands)

The interviews revealed that the participants' motivation was instrumental, with language skills seen as essential for job success. This shows a tendency towards a growth language mindset, because they believe that success in communication can be achieved through learning efforts (Lou & Noels, 2017).

The learning strategies chosen also indicate variations in language mindset. Charlie demonstrated a strong growth mindset by applying discipline and self-regulation, in line with the findings of Papi et al. (2019) that growth mindset is correlated with self-regulated learning. Anna demonstrated that environmental factors can strengthen a growth mindset, as the compulsion to use the language daily encourages rapid skill improvement. Meanwhile, Bella exhibited a combination: on the one hand, she held fixed beliefs regarding age sensitivity, but on the other, remained oriented toward effort (growth) to overcome these limitations. This view is consistent with Shirvan et al. (2022), who emphasized that language mindsets are multidimensional and can differ across dimensions (e.g., growth in effort but fixed in age).

Thus, language mindsets played a role in two key aspects of the participants' learning process: influencing motivation and guiding learning strategies. These findings reinforce previous research (Wilang, 2024; Sadoughi & Hejazi, 2024), which showed that growth language mindset is closely related to motivation, persistence, and courage in facing challenges in language learning.

D. Factors That Shape and Influence Language Mindsets in Indonesian Migrant Workers

The factors that shape and influence language mindsets in language learners are not singular, but rather multi-layered. Lou & Noels (2019) and Shirvan et al. (2022) emphasize that language mindsets are formed through the interaction of various aspects: personal experiences, social support, the role of teachers/instructors, and the learning environment. Therefore, it is important to examine how the experiences of individuals, family, friends, and even training institutions contribute to shaping the beliefs and language learning strategies of Indonesian Migrant Workers (PMI).

Anna emphasized that her personal experiences significantly influence how she views language skills. She initially believed that adulthood was a significant barrier to language learning. However, her direct experience in Saudi Arabia made her realize that environmental constraints actually accelerate the language acquisition process.

"Initially, I thought that because I was an adult, it would be difficult to learn a language. It turns out that if I'm forced to learn a language in an environment, I can do it, although it's a bit slower" (Anna, Indonesian Migrant Worker in Saudi Arabia).

Unlike Anna, Bella highlighted the role of teachers and friends as key factors. A bad experience with an authoritarian English teacher at school made her feel unsuited to language learning. However, a positive experience at a Dutch language training course changed her perspective.

"My English teacher was very strict, so I felt unsuited to learning languages. I felt that no matter how hard I tried, it would be difficult to become fluent in English. But that was then. Now, before leaving for the Netherlands, we were given Dutch language

training for over six months. The Dutch teacher at the training was very patient, and my classmates were very helpful and supportive, so I felt more confident" (Bella, Indonesian migrant worker in the Netherlands).

Meanwhile, Charlie emphasized the importance of support from family and friends. He said the encouragement from those closest to him was crucial in maintaining his enthusiasm.

"If it weren't for the encouragement of my family and friends, I might have given up quickly. My family's encouragement was actually the most influential. They said, 'If you want to go to Japan, you have to really study the language'" (Charlie, Indonesian migrant worker in Japan).

Regarding the role of instructors and the Training Institute (LPK), all three participants agreed that their support was significant. They felt they were monitored for their progress, motivated by the Manpower Office (Disnaker), and provided practical guidance. Charlie gave the example of a Disnaker employee who graduated from Japan and gave her insight that Japanese wasn't as difficult as they imagined.

"Mr. X, who studied in Japan, said that once you memorized hiragana and katakana, Japanese is easier to learn. Mr. X also studied Japanese when he was my age, so if he could do it, I definitely could too" (Charlie, Indonesian migrant worker in Japan).

Regarding the impact of overseas work experiences on how they view language learning, Bella credits interacting with native speakers with boosting her confidence.

"When I was in the Netherlands, if I made a mistake, people would correct me kindly. So, in comparison, I learned faster in the Netherlands than during the training in Indonesia" (Bella, Indonesian migrant worker in the Netherlands).

Conversely, Charlie emphasized that learning in Indonesia only provided the basics, while the language reality in Japan is far more complex.

"When I arrived in Japan, I realized the basic language I learned wasn't enough. There were regional accents, abbreviations, things that were never taught in class. So, at first, I was confused and frustrated. There were sometimes discrepancies between what was taught in books and what Japanese people said" (Charlie, Indonesian migrant worker in Japan).

Interview results showed that the factors shaping language mindsets among PMI varied: personal experiences (Anna), the role of teachers and friends (Bella), and family support (Charlie). This aligns with Shirvan et al. (2022), who emphasize that language mindsets are multidimensional and influenced by both social context and individual experiences.

Furthermore, the role of instructors and LPKs proved crucial in reinforcing the belief that language skills can develop. These findings are consistent with research by Wilang (2024), which showed that structured interventions can shift mindsets from fixed to growth.

The experience of working abroad further emphasizes the importance of a growth mindset. Bella demonstrated that active engagement with native speakers strengthens self-confidence and accelerates language acquisition, as demonstrated by Zarrinabadi et al. (2021) regarding the importance of communication engagement. Meanwhile, Charlie's experience emphasizes that language learning is an ongoing process with no endpoint, which aligns with Dweck's (2006) view that a growth mindset positions learning as a journey of continuous development.

Thus, internal (personal experiences) and external (teachers, friends, family, instructors, and work environment) factors interact to shape PMI's language mindsets. The combination of the two determines the extent to which they are able to persist, develop, and adapt in language learning.

CONCLUSION

The first research question, regarding views on language ability, showed that participants viewed talent, language familiarity, and effort as important factors in language learning. Some believed that familiarity with the language influenced the ease of language learning, while others emphasized the role of hard work and consistency. This confirms that language mindsets are not singular but multidimensional, consistent with the view of Lou and Noels (2017).

The second research question, regarding the influence of language mindsets on the learning process, revealed that the primary motivation for completing language training was the need for effective communication in the destination country. The learning strategies used reflected growth mindset tendencies, such as consistency, the use of active strategies, and utilizing the learning environment. These findings align with Dweck's (2006) theory that individuals with a growth mindset are more persistent, brave in facing challenges, and view effort as the key to success.

The third research question suggests that language mindsets are formed by a combination of internal and external factors, including personal experience, the role of teachers, support from friends and family, and policies and mentoring from training institutions. Furthermore, the experience of working abroad reinforces the view that language learning is an ongoing process that requires adaptation to real-world situations. This confirms Shirvan et al.'s (2022) argument that language mindsets are dynamic and influenced by various contexts.

The implication of this research is that language training, both in formal educational contexts and for prospective migrant workers (PMI), should not solely emphasize cognitive aspects but also address psychological and affective aspects. By instilling a growth mindset, trainees will be more motivated, resilient in the face of difficulties, and more adaptable to the communication demands of the workplace.

As a recommendation, the Training Institute (LPK) and the Manpower Office (Disnaker) can strengthen training design by providing motivational support, active learning strategies, and opportunities to interact with native speakers. For national policy, mindset-based interventions can be a strategy to increase the success of language training while preparing PMI who are more resilient, competent, and ready to compete globally. Future research could expand the number of participants from various regions to examine the dynamics of language mindsets in different social and cultural contexts..

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