



Entrepreneurial Readiness in Community-Based Herbal Education

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Abstract: This study examines the influence of growth mindset, innovation, learning motivation, and social and environmental support on entrepreneurial readiness among participants of the Herbal Medicine Class (HMC) organized by Sekar Utami Toga MSME, a community-based herbal learning initiative in Tangerang Selatan, Banten. Using a quantitative associative design, data were collected through a Likert-scale questionnaire from 58 participants and analyzed using correlation and multiple regression techniques. The results reveal growth mindset and innovation significantly and positively affect entrepreneurial readiness, whereas learning motivation and social and environmental support show positive but nonsignificant effects. The model explains 54% of the variance in entrepreneurial readiness ($R^2=0.540$), indicating that psychological and behavioral factors play dominant role than contextual ones in influencing entrepreneurial preparedness. Participants with strong growth mindsets show greater confidence, adaptability, and initiative, while innovative learners display creativity and problem-solving skills that enhance entrepreneurial capacity. Motivation and social support boost engagement but influence entrepreneurship indirectly through internal readiness and available opportunities. Overall, the study highlights community-based herbal learning as a medium for developing growth-oriented mindsets, creativity, and self-reliance. The integration of experiential, reflective, and innovation-focused learning to strengthen entrepreneurial outcomes and community education as a catalyst for sustainable local empowerment.

Keyword: community-based learning, entrepreneurial readiness, growth mindset, Herbal Medicine Class (HMC), innovation

INTRODUCTION

In recent years, community-based learning (CBL) has expanded rapidly and played a vital role in empowering individuals to acquire practical knowledge and skills, especially those related to improving health and well-being. This form of learning promotes not only cognitive understanding but also experiential engagement, allowing participants to apply what they have learnt directly within their social and cultural contexts (De Wit et al., 2018). In Indonesia, herbal learning communities have emerged as a form of CBL that integrates local wisdom, sustainability, and self-reliance. Participants often join herbal classes to improve

health literacy and learn home-based remedies, and over time, they might develop creativity, empowerment, and innovation readiness that can lead to entrepreneurial potential (Wayansari & Nusantara, 2019).

A notable example is the Herbal Medicine Class (HMC) initiated by Sekar Utami Toga MSME in Tangerang Selatan, Banten, Indonesia. This program promotes herbal formulation, self-care, and traditional remedies using local resources, while fostering experimentation, collaboration, and sustainable living (Adi, Shaluhiah, & Widjanarko, 2023; Adi, 2025). Such environments reflect how community learning can empower individuals and cultivate innovation and entrepreneurship at the grassroots level (Shadiev, Yi, Dang, & Sintawati, 2022; Lestari & Suyanto, 2024).

A central factor in such process is the growth mindset, defined by Dweck (2019) as the belief that abilities and intelligence can be developed through dedication and effort. Learners with a growth mindset are more likely to embrace challenges, persist through obstacles, and view mistakes as opportunities for improvement (Hei & Chiang, 2024). In community learning settings, this mindset sustains engagement and adaptability and positively influences the willingness to acquire new knowledge, especially in non-formal education such as herbal learning (Çelik, Çelik, & Kahraman, 2021).

Innovation readiness complements this mindset by emphasizing creativity, experimentation, and adaptability in applying new ideas (Iftadi, Animawan Arifin, & Ronita, 2024). Within herbal education, innovation can manifest as curiosity to explore herbal formulations, use technology for information access, and collaborate with peers. Innovation-oriented learning environments can enhance confidence and enable learners to translate knowledge into practical action (Chen, Chen, & Pan, 2024). Creativity and experimentation contribute to personal satisfaction and competence, leading to higher learning outcomes and readiness for entrepreneurship (Bachri & Setiani, 2020).

Learning motivation is another crucial driver. It represents the internal and external factors that inspire individuals to engage in learning (Ryan & Deci, 2020). In herbal classes, motivation often stems from improving health, family well-being, or preserving cultural heritage (Adi, Shaluhiah, & Widjanarko, 2023). Motivated learners tend to show stronger perseverance and engagement (Lei, Chen & Luo, 2024), and motivation has been shown to mediate the relationship between mindset and innovation (Hei & Chiang, 2024).

Meanwhile, social and environmental support including family encouragement, peer collaboration, and community participation, enhances engagement and confidence (Martinot et al., 2022). Supportive environments provide not only resources but also moral reinforcement (De Wit et al., 2018). In herbal learning contexts, social support manifests in form of group discussions, shared experiments, and mentorship, fostering belongingness and sustained participation (Perbawasari, Subekti, & Setyanto, 2024). Learners who perceive high support are generally more motivated and more likely to innovate (Chen, Chen, & Pan, 2024).

Although participants may not initially aim for business creation, entrepreneurial readiness often develops as an outcome of learning, creativity, and empowerment. It refers to the psychological preparedness to initiate and sustain productive activities (Santos et al., 2022) and reflects self-efficacy, proactive attitudes, and the intent to apply herbal knowledge beyond personal use (Adi, Shaluhiah, & Widjanarko, 2023). Prior research confirms that growth mindset, innovation, motivation, and social support jointly enhance entrepreneurial readiness in community-based learning contexts (Hei & Chiang, 2024).

Based on these theoretical insights, the conceptual framework of this study assumes that growth mindset and innovation are core psychological and behavioral dimensions that directly influence entrepreneurial readiness, while learning motivation and social and environmental support function as contextual enablers reinforcing these internal factors. When learners possess strong motivation and social encouragement, they are more likely to develop a growth-oriented mindset and engage in innovative behavior. Collectively, these dimensions

strengthen participants’ readiness to transform herbal learning experiences into entrepreneurial action. The community-based herbal learning environment such as the HMC of Sekar Utami Toga thus can serve as a catalyst for personal empowerment and sustainable micro-entrepreneurship.

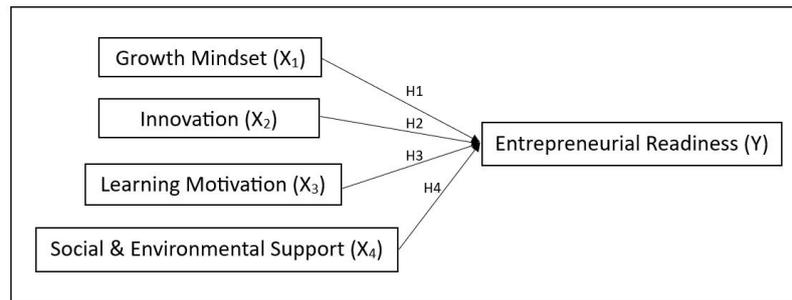


Figure 1. Conceptual Framework

METHOD

This research employs a quantitative associative design using a survey approach. The purpose of this design is to analyze the relationship and influence among four independent variables like Growth Mindset (X₁), Innovation (X₂), Learning Motivation (X₃), and Social and Environmental Support (X₄) on the dependent variable, Entrepreneurial Readiness (Y).

The study is conducted within the context of community-based herbal education, specifically focusing on participants of the Herbal Medicine Class (HMC) organized by Sekar Utami Toga MSME in Tangerang Selatan, Banten, Indonesia. This design is appropriate because it enables the identification of patterns of influence among psychological, social, and learning-related variables in a natural, non-formal educational environment.

The population of this study consists of participants enrolled in community herbal learning programs called the Herbal Medicine Class (HMC) by Sekar Utami Toga. These participants generally attend herbal learning sessions for personal and family health purposes and have not yet established an herbal-based business.

A purposive sampling technique is applied to ensure the inclusion of participants who fit the study’s criteria, adult learners aged 20–60 who have attended at least one full HMC session. A minimum of 50 respondents is targeted to ensure adequate statistical reliability and generalizability for small-scale community studies (Creswell & Creswell, 2018)

The research instrument is a Likert-scale questionnaire (1 = strongly disagree to 5 = strongly agree) consisting of 25 statements. The questionnaire was developed based on validated instruments from prior studies (Dweck, 2019; Ryan & Deci, 2020; Iftadi, Animawan Arifin, & Ronita, 2024) and adapted to the local learning context of HMC.

Data were collected using Google Form questionnaires distributed during HMC online sessions and shared to HMC community learning groups using social media channels managed by Sekar Utami Toga. Participation was voluntary and anonymous, with informed consent obtained prior to data collection. Ethical considerations include confidentiality of personal data and the use of aggregated results for academic purposes only.

The collected data were then analyzed using SPSS and Microsoft Excel. The analysis procedures included descriptive statistics to describe respondents’ demographic profiles and the overall levels of growth mindset, learning motivation, social support, innovation, and entrepreneurial readiness then correlation analysis done to examine the bivariate relationships among the variables and multiple regression analysis to test the simultaneous effects of X₁, X₂, X₃, and X₄ on Y using the proposed model.

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3 + b_4X_4 + e$$

where:

- Y = Entrepreneurial Readiness

- X₁ = Growth Mindset
- X₂ = Innovation
- X₃ = Learning Motivation
- X₄ = Social and Environmental Support

Statistical testing is conducted at a significance level of $\alpha = 0.05$, and model fit is evaluated through R², F-test, and t-test values.

RESULTS AND DISCUSSION

Table 1. Respondent Demographic

	N	%		N	%
Gender			Occupation		
Male	8	14%	Housewife	29	50%
Female	50	86%	Employee	9	16%
Total	58	100%	Retired	6	10%
			Entrepreneur	4	7%
Age			Civil Servant	2	3%
25-35	6	10%	Teacher	2	3%
36-45	14	24%	Merchant	1	2%
46-55	19	33%	Artist	1	2%
>55	18	31%	Architect	1	2%
<25	1	2%	Social Worker	1	2%
Total	58	100%	Herbalist	1	2%
			Medical Doctor	1	2%
				58	100%
Education			Total		
High School and Lower	3	5%			
Diploma	7	12%			
Bachelor	37	64%	Province		
Graduate (S2)	10	17%	Banten	12	21%
Postgraduate (S3)	1	2%	DKI Jakarta	15	26%
Total	58	100%	West Java	10	17%
			Central Java	7	12%
Participation in Herbal Training			East Java	6	10%
Several Time	36	62%	Yogyakarta	1	2%
Just Started	22	38%	South Sumatera	1	2%
Total	58	100%	Lampung	1	2%
			North Sulawesi	1	2%
Purpose of Learning Herbs			South Sulawesi	1	2%
Personal/Family Health	46	79%	East Kalimantan	1	2%
Business Opportunity	7	12%	South Kalimantan	1	2%
Hobby	2	3%	Bali	1	2%
All of The Above	3	5%	Total	58	100%
Total	58	100%			

Source: Processed Data, 2025

Table 1 presents the demographic profile of 58 respondents participating in the study. Most of respondents were female (86%), while only 14% were male indicating the herbal learning activities attract female respondents more than male respondents. Most participants were aged between 46-55 years (33%) and above 55 years (31%), indicating that herbal

learning activities attract more mature individuals. In terms of education, 64% held a bachelor’s degree, followed by 17% with a graduate (S2) degree, showing a well-educated participant group. Regarding occupation, half of the respondents (50%) were housewives, while others were employees (16%), retired individuals (10%), entrepreneurs (7%) and others (18%). Participants came from various provinces with the largest representation from DKI Jakarta (26%), followed by Banten (21%) and West Java (17%). Most respondents (62%) had attended herbal training several times, demonstrating prior engagement with herbal learning. The main purpose of learning herbs was for personal or family health (79%), followed by business opportunities (12%), indicating a strong health-oriented motivation among participants.

		Unstandardized Residual
N		58
Normal Parameters ^a	Mean	.0000000
	Std. Deviation	1.54193277
Most Extreme Differences	Absolute	.083
	Positive	.065
	Negative	-.083
Kolmogorov-Smirnov Z		.629
Asymp. Sig. (2-tailed)		.824

a. Test distribution is Normal.

Source: SPSS Result, 2025

Figure 2. Kolmogorov-Smirnov Test

Figure 2 shows the result of the One-Sample Kolmogorov-Smirnov Test used to examine the normality of the data residuals. With a sample size of 58, the test produced a Kolmogorov-Smirnov Z value of 0.629 and an Asymp. Sig. (2-tailed) value of 0.824. Since the significance value is greater than 0.05, it indicates that the residuals are normally distributed. Therefore, the data meet the assumption of normality required for further parametric statistical analyses such as multiple regression.

		Entrepreneurial Readiness	Growth Mindset	Innovation	Learning Motivation	Social Environment Support
Pearson Correlation	Entrepreneurial Readiness	1.000	.664	.664	.514	.445
	Growth Mindset	.664	1.000	.686	.519	.443
	Innovation	.664	.686	1.000	.519	.670
	Learning Motivation	.514	.519	.519	1.000	.286
	Social Environment Support	.445	.443	.670	.286	1.000
Sig. (1-tailed)	Entrepreneurial Readiness		.000	.000	.000	.000
	Growth Mindset	.000		.000	.000	.000
	Innovation	.000	.000		.000	.000
	Learning Motivation	.000	.000	.000		.015
	Social Environment Support	.000	.000	.000	.015	
N	Entrepreneurial Readiness	58	58	58	58	58
	Growth Mindset	58	58	58	58	58
	Innovation	58	58	58	58	58
	Learning Motivation	58	58	58	58	58
	Social Environment Support	58	58	58	58	58

Source: SPSS Result, 2025

Figure 3. Correlation Test

Figure 3 indicate that all independent variables are significantly and positively correlated with *Entrepreneurial Readiness* ($p < 0.05$). Specifically, *Growth Mindset* ($r = 0.664$, $p =$

0.000) and *Innovation* ($r = 0.664, p = 0.000$) show the strongest correlations with *Entrepreneurial Readiness*, followed by *Learning Motivation* ($r = 0.514, p = 0.000$) and *Social and Environmental Support* ($r = 0.445, p = 0.000$). These results suggest that individuals who demonstrate higher levels of growth mindset, innovation, motivation, and social support tend to exhibit greater readiness for entrepreneurship. Additionally, the strong intercorrelations among *Growth Mindset* and *Innovation* ($r = 0.686$) highlight the close linkage between psychological orientation and creative behavior in fostering entrepreneurial potential.

Model	Dimension	Eigenvalue	Condition Index	Variance Proportions				
				(Constant)	Growth Mindset	Innovation	Learning Motivation	Social Environment Support
1	1	4.978	1.000	.00	.00	.00	.00	.00
	2	.012	20.475	.07	.01	.04	.05	.41
	3	.005	30.153	.17	.03	.41	.00	.44
	4	.003	42.824	.09	.45	.01	.77	.01
	5	.002	49.548	.68	.50	.54	.18	.14

a. Dependent Variable: EntrepreneurialReadiness

Source: SPSS Result, 2025

Figure 4. Collinearity Diagnostic

The Collinearity Diagnostics in figure 4 helps assess whether multicollinearity exists among the independent variables in predicting Entrepreneurial Readiness. The Condition Index values range from 1.000 to 49.548. Generally, a condition index below 30 indicates no serious multicollinearity, while values above 30 may suggest moderate concern. Here, two dimensions (30.153 and 49.548) exceed 30, but since no single dimension shows high variance proportions (greater than 0.90) shared across multiple variables, the multicollinearity is not severe. Most variance proportions are well distributed, indicating that the predictors are relatively independent from one another. In conclusion, while there are minor indications of multicollinearity, it does not appear to significantly affect the regression model’s validity.

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	18.90	24.71	22.52	1.670	58
Std. Predicted Value	-2.164	1.312	.000	1.000	58
Standard Error of Predicted Value	.240	.868	.454	.122	58
Adjusted Predicted Value	18.98	24.69	22.51	1.671	58
Residual	-3.066	4.016	.000	1.542	58
Std. Residual	-1.917	2.512	.000	.964	58
Stud. Residual	-1.974	2.622	.002	1.013	58
Deleted Residual	-3.252	4.376	.008	1.707	58
Stud. Deleted Residual	-2.032	2.784	.004	1.031	58
Mahal. Distance	.305	15.798	3.931	2.787	58
Cook's Distance	.000	.236	.022	.043	58
Centered Leverage Value	.005	.277	.069	.049	58

a. Dependent Variable: EntrepreneurialReadiness

Source: SPSS Result, 2025

Figure 5. Residual Statistics

The Residuals Statistics figure summarizes how well the regression model predicts Entrepreneurial Readiness. The predicted values range from 18.90 to 24.71, with a mean of 22.52, which is close to the observed mean, suggesting that the model’s predictions are accurate on average. The residuals (differences between observed and predicted values) range from -3.066 to 4.016, with a mean of 0.000, indicating no systematic bias in prediction. Standardized and studentized residuals mostly fall within ± 3 , showing no serious outliers. The Mahala Nobis distance ranges from 0.305 to 15.798, which is below the critical value for four predictors, suggesting no multivariate outliers. The Cook’s Distance (maximum = 0.232) and

Centered Leverage Values (maximum= 0.277) are within acceptable limits (<1 and <0.5, respectively), indicating that no single data point unduly influences the model. Overall, the residual statistics confirm that the regression model fits the data well and that the assumptions of linear regression’s normality, independence, and absence of influential outliers are reasonably met.

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	158.962	4	39.741	15.542	.000*
	Residual	135.521	53	2.557		
	Total	294.483	57			

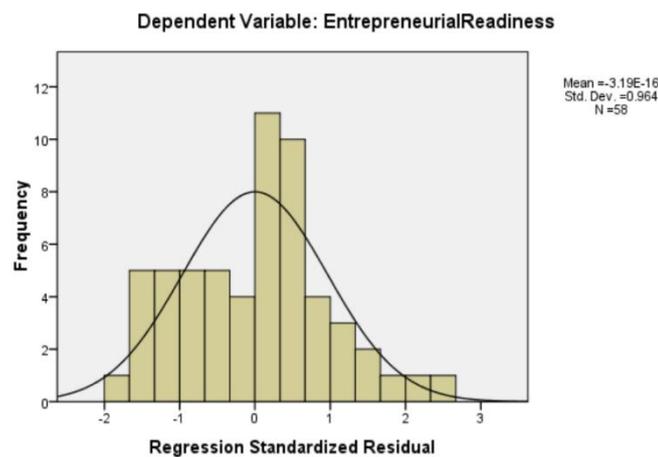
a. Predictors: (Constant), SocialEnvironmentSupport, LearningMotivation, GrowthMindset, Innovation

b. Dependent Variable: EntrepreneurialReadiness

Source: SPSS Result, 2025

Figure 6. ANOVA

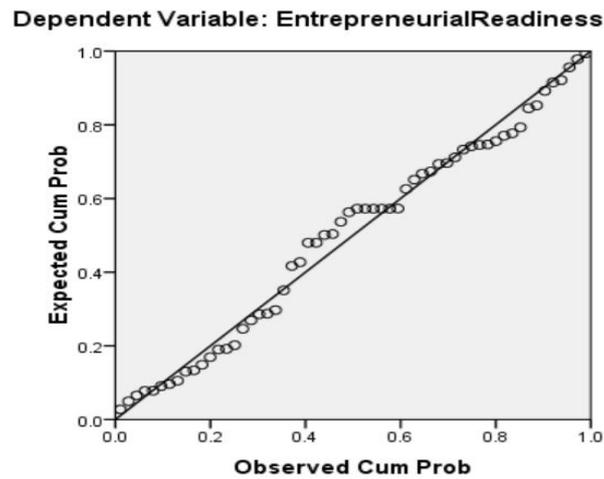
The ANOVA figure 6 shows the results of the regression analysis examining the effects of Social Environment Support, Learning Motivation, Growth Mindset, and Innovation on Entrepreneurial Readiness. The analysis produced an F-value of 15.542 with a significance level (Sig.) of 0.000, which is well below 0.05. This indicates that the overall regression model is statistically significant, meaning that the combination of the four independent variables significantly predicts entrepreneurial readiness. The Sum of Squares for Regression (158.962) compared to the Residual (135.521) suggests that a substantial proportion of the variance in entrepreneurial readiness is explained by these predictors.



Source: SPSS Result, 2025

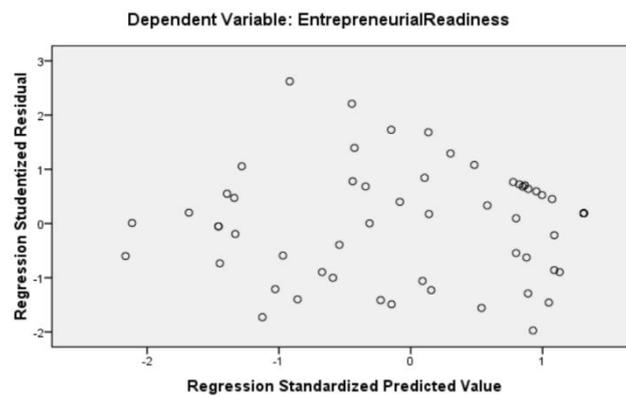
Figure 7. Histogram

The histogram of regression standardized residuals in figure 7 shows the distribution of residuals for the dependent variable Entrepreneurial Readiness. The histogram appears approximately bell-shaped and symmetrical, aligning closely with the normal curve overlay. This pattern suggests that the assumption of normality for the residuals is satisfied, meaning the regression model’s errors are normally distributed. Therefore, the model is appropriate for interpreting the relationships between the predictors and entrepreneurial readiness.



Source: SPSS Result, 2025
Figure 8. Normal P-P Plot

The figure 8 shows a Normal P-P Plot of Regression Standardized Residuals for the dependent variable Entrepreneurial Readiness. Most of the points lie close to this diagonal line, suggesting that the residuals are approximately normally distributed. This indicates that the assumption of normality for the residuals in the regression model is reasonably met, supporting the validity of the regression results.



Source: SPSS Result, 2025
Figure 9. Scatterplot

This image presents a scatterplot of regression standardized predicted values against regression studentized residuals for the dependent variable Entrepreneurial Readiness. The residuals appear randomly scattered around the horizontal axis (zero line) without forming a clear pattern or funnel shape, suggesting that the assumptions of linearity and homoscedasticity are reasonably met. However, some points show slight dispersion at higher predicted values, which might indicate minor deviations but not severe enough to threaten the validity of the model. Overall, the plot suggests an acceptable model fit with no major violations of regression assumptions.

	Mean	Std. Deviation	N
Entrepreneurial Readiness	22.52	2.273	58
GrowthMindset	23.07	1.881	58
Innovation	21.48	2.611	58
LearningMotivation	23.48	1.779	58
SocialEnvironment Support	21.38	2.870	58

Source: SPSS Result, 2025
Figure 10. Descriptive Statistics

Based on responses from 58 participants, the variable *Learning Motivation* shows the highest mean score (M = 23.48, SD = 1.779), followed closely by *Growth Mindset* (M = 23.07, SD = 1.881), indicating that participants generally possess high motivation and a strong growth-oriented attitude toward learning. *Entrepreneurial Readiness* has a mean of 22.52 (SD = 2.273), suggesting a fairly high level of preparedness to engage in entrepreneurial activities. Meanwhile, *Innovation* (M = 21.48, SD = 2.611) and *Social and Environmental Support* (M= 21.38, SD= 2.870) have slightly lower mean values, implying that while participants are motivated and growth-minded, they may experience more variability in innovation and external support factors. Overall, the descriptive results reflect positive tendencies across all constructs, supporting the study’s premise that internal and contextual factors contribute to entrepreneurial readiness.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.735 ^a	.540	.505	1.599	1.796

a. Predictors: (Constant), SocialEnvironmentSupport, LearningMotivation, GrowthMindset, Innovation

b. Dependent Variable: EntrepreneurialReadiness

Source: SPSS Result, 2025

Figure 11. Model Summary

The figure 11 presents the Model Summary of the multiple regression analysis examining the influence of *Growth Mindset*, *Innovation*, *Learning Motivation*, and *Social Environment Support* on *Entrepreneurial Readiness*. The model shows a correlation coefficient (R) of **0.735**, indicating a strong positive relationship between the independent variables and entrepreneurial readiness. The R Square value of 0.540 reveals that approximately 54% of the variance in entrepreneurial readiness can be explained by the four predictors in the model, while the remaining 46% is influenced by other factors not included in this study. The Adjusted R Square of 0.505 confirms that, even after adjusting for the number of predictors, the model still explains about 50.5% of the variance, demonstrating good explanatory power for a behavioral research model. The Standard Error of the Estimate is 1.599, indicating the average distance between the observed and predicted values. Lastly, the Durbin-Watson value of **1.796** falls within the acceptable range of 1.5 to 2.5, suggesting that there is no significant autocorrelation problem among the residuals. The regression model is statistically sound and demonstrates that the combination of *growth mindset*, *innovation*, *learning motivation*, and *social environment support* provides a strong and meaningful explanation for entrepreneurial readiness among respondents.

CONCLUSION

This study demonstrates that among participants of community-based herbal learning programs such as the Herbal Medicine Class (HMC) of Sekar Utami Toga MSME, growth mindset and innovation are the most influential factors driving entrepreneurial readiness, while learning motivation and social and environmental support, though positively correlated, show no significant direct effects.

The strong impact of growth mindset aligns with Dweck (2019) and is supported by Çelik, Çelik, & Kahraman (2021) and Hei & Chiang (2024), affirming that individuals who believe in developing their abilities through effort tend to display higher adaptability, resilience, and self-efficacy, are key elements of entrepreneurial readiness. Similarly, the importance of innovation corroborates the views of Iftadi, Animawan Arifin, & Ronita (2024), Chen, Chen, & Pan (2024), and Bachri & Setiani (2020), highlighting that creativity, experimentation, and problem-solving serve as behavioral manifestations of entrepreneurial competence. Although motivation, as noted by Ryan and Deci (2020), enhances engagement, it may not independently drive entrepreneurship readiness without being reinforced by a

growth mindset and innovative capacity. Likewise, social support, while beneficial for participation and confidence (Martinot et al., 2022; Perbawasari, Subekti, & Setyanto, 2024), lacks significant influence unless coupled with practical resources or mentoring mechanisms.

Overall, the regression model explains 54% of the variance in entrepreneurial readiness, underscoring that internal psychological and behavioral factors are more decisive than contextual ones. These results emphasize the importance of nurturing mindset development and innovation within community learning as a strategic pathway to foster creativity, empowerment, and sustainable micro-entrepreneurship.

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