Innovation Journal for Educational Research, 2026, 3 (2), 81- 93
E-ISSN: 3089-5235

Deconstructing a *Fixed Mindset*: Overcoming Writing *Anxiety* in Short Story Learning for Grade X Students of SMA Negeri 9 Padang

Melsa Deva Hafizhah[1*], Dinda Deviani[2], Haniva[3], Nurul Pratiwi Asril[4], Winda Eliza Purnamalia[5], Suci Rafitri[6]

[1,2,3,4,5,6]*Teacher Professional Education Study Program, PGRI University of West Sumatra, Indonesia.*

*zulfitriyani.basindo@gmail.com

ABSTRACT

This study aims to analyze the manifestation of fixed mindset and writing anxiety and evaluate intervention strategies in short story learning for grade X students of SMA Negeri 9 Padang. The main problem found is low self-confidence and high writing anxiety of students triggered by a fixed mindset, namely the assumption that writing skills depend purely on innate talent. This has an impact on the block of ideas (writer's block), a tendency to avoid assignments, and fear of assessment. The method used is a qualitative study based on classroom observations during Field Experience Practice. Interventions are carried out through process-based pedagogy, growth-oriented feedback, scaffolding techniques, and the use of contextual model texts. The results of the study indicate that growth mindset-oriented interventions successfully dismantle the myth of innate talent, reduce writing anxiety, and increase students' resilience and active participation in exploring ideas until completing independent short stories.

Keywords: *fixed mindset; growth mindset; writing anxiety; writing short stories; scaffolding*

INTRODUCTION

Indonesian language learning at the senior high school's level is required to develop students' language competencies in a balanced manner, both in the receptive and productive domains. One productive skill that is essential to the curriculum is creative writing, particularly short story writing. Writing a short story is not simply the activity of constructing a series of fictional events, but rather a complex cognitive and affective process that requires students to generate ideas, organize narratives, regulate emotions, and apply linguistic resources creatively (Yu & Zhou, 2022). This activity involves expressing ideas, emotional sensitivity, structuring narratives, and utilizing linguistic aspects aesthetically. Through short story writing, 10th grade students can ideally hone their imagination, explore life's values, and develop their emotional intelligence while improving their writing competence (Zhou et al., 2022).

Field Experience Practice is a crucial step in developing competent future educators (Ghufron, 2024). Through this activity, students have the opportunity to apply

Citation in APA style: Hafizhah, M. D., Deviani, D., Haniva, H., Asril, N. P., Purnamalia, W. E., & Rafitri, S. (2026). *Deconstructing a fixed mindset: Overcoming writing anxiety in short story learning for Grade X students of SMA Negeri 9 Padang*. *Innovation Journal for Educational Research, Vol. 3* (2), 81-93.

Received 23 March, 2026; Revised 1 June, 2026; Accepted 30 June, 2026

DOI: xxxx.xxxx.xxxx

the knowledge and theories they have acquired in class to real-life classroom situations (Murtiningsih et al., 2024). During the PL, interns encountered several challenges in the learning process, particularly in the Indonesian language subject (Pasaka et al., 2023).

This report was compiled as a form of reflection and evaluation of the problems encountered during teaching, as well as a consideration for finding appropriate solutions to improve the quality of learning in the future. However, the reality in the field often shows that short story writing skills are one of the materials most avoided and feared by most students. Based on initial observations of the Indonesian language learning process in class X of SMA Negeri 9 Padang, a fairly strong psychological phenomenon was discovered, namely the high level of writing anxiety among students when asked to produce a short story. This anxiety manifests itself in the form of clinical academic symptoms, such as the phenomenon of stuck ideas (writer's block), excessive fear of teacher assessment, lack of confidence in the quality of their own writing, and procrastination. Students often feel tense and frustrated before their pen has a chance to scratch the first word on paper.

When analyzed from an educational psychology perspective, the root of the writing anxiety experienced by students at Padang State Senior High School 9 is not solely due to a weak mastery of grammar or short story text structure, but is closely related to internal obstacles in the form of a rigid mindset. In accordance with the theory developed by Carol Dweck, individuals with a fixed mindset believe that abilities, talents, and intelligence are static or innate. In the context of writing short stories, students with this mindset assume that creative writing skills are only possessed by people who are "gifted" or born as writers. As a result, when they encounter difficulties in designing a storyline or determining diction, they immediately conclude that they are not talented, give up on the situation, and view initial failures as evidence of permanent incompetence.

This fixed mindset is the primary fuel that perpetuates students' writing anxiety. They view teacher evaluations or feedback not as a means of improvement, but as a threat or "judgment" that humiliates their intellectual capacity. Fear of making structural or grammatical errors leads students to play it safe by not writing at all or simply copying existing work. The discrepancy between the curriculum's demands that students reach the creative level (C6) and the psychological state of students locked in this fixed mindset creates a thick wall that hinders the effectiveness of literature learning in schools.

To break this chain of obstacles, a deconstruction of students' rigid mindsets is necessary. Their perspective must be shifted to a growth mindset, where writing ability is seen as a capacity that can be continuously cultivated, trained, and developed through hard work, appropriate strategies, and learning from mistakes. Teachers should not focus solely on the final product of a short story, but must shift their pedagogical approach by providing growth-mindset feedback that values each student's progress, process, and effort.

Based on the theoretical and practical urgency above, this study aims to dissect, analyze, and offer psychological-pedagogical intervention solutions to partner problems through a scientific study outlined in a research article entitled "Deconstruction of Fixed Mindset: Overcoming Writing Anxiety in Short Story Learning for Grade X Students of

SMA Negeri 9 Padang". Through this study, it is hoped that the writing anxiety experienced by students can be reduced, so that they are able to produce short stories independently, creatively, and confidently.

LITERATURE REVIEW

2.1. Growth Mindset and Fixed Mindset Theories

A mindset is a collection of beliefs or assumptions held by a person that consciously or unconsciously influence how they think, feel, act, and perceive a situation (Burnette et al., 2022). According to Burnette et al. (2022), mindset is not a static innate trait, but rather a cognitive orientation that directs how individuals interpret challenges, failures, and efforts in the learning process. In an educational context, students' mindsets determine their level of resilience and intrinsic motivation when faced with difficult academic tasks, such as creative writing (Zhang & Hyland, 2023).

Carol Dweck divides human mindset into two extreme dichotomies: Fixed Mindset: Individuals with a fixed mindset believe that intelligence, talent, and ability are fixed, absolute, and predetermined from birth as a genetic imprint (Burnette et al., 2022). They consider effort as an indicator of incompetence, if someone has to work hard for something, it means they are not talented in that area (Scherer & Campos, 2022). As a result, individuals tend to avoid challenges for fear of being judged as a failure and exposing their weaknesses to others (Yeager et al., 2022).

Growth Mindset: In contrast, individuals with a growth mindset believe that basic intelligence and talent are only the starting point of a potential that can be continuously grown, honed, and developed through hard work, the right strategies, consistent practice, and guidance from others (Burnette et al., 2023). They view failure not as a reflection of a stupid self-identity, but as valuable feedback and a stepping stone to increasing cognitive capacity (Yeager et al., 2022).

In the realm of writing instruction, a fixed mindset transforms into a destructive academic myth, often referred to as the myth of the talented writer (Liang & Turner, 2021). Students locked in a rigid mindset believe that their ability to write short stories or other literary works is solely driven by genetics or a gift of "innate talent" (Scherer & Campos, 2022). When they encounter structural difficulties-such as defining a story's conflict or developing a plot-students with a fixed mindset quickly become demotivated and assume they are not destined to be writers (Paul et al., 2021). This view limits their cognitive engagement and triggers psychological writing barriers (Prasetyaningrum et al., 2021).

2.2. Writing Anxiety

2.2.1. Understanding Writing Anxiety

Writing anxiety (often referred to as writer's block or writing apprehension) is a negative psychological condition characterized by excessive feelings of fear, tension, anxiety, and reluctance when faced with writing tasks or activities (Zhang & Hyland, 2023). Zhang and Hyland (2023) emphasized that this anxiety is not merely a technical linguistic problem, but rather a situational anxiety that influences students' affective orientation toward writing activities. Students who experience chronic writing anxiety tend to avoid writing assignments, view their writing abilities pessimistically, and experience acute anxiety that their writing will be criticized or evaluated poorly by

teachers (Yu & Zhou, 2022; Prasetyaningrum et al., 2021).

2.2.2. Factors that cause writing anxiety

According to Cheng (2004), the factors causing writing anxiety can be classified into three main dimensions: Cognitive Anxiety: Related to the mental aspects of students, such as excessive fear of negative evaluation from teachers or peers, as well as high demands to produce perfect writing on the first draft (Al-Sawalha & Chow, 2021; Teng et al., 2022). Somatic Anxiety: Is a physiological manifestation of anxiety felt by the body, such as sweaty palms, a fast heartbeat, dizziness, or muscle tension during the writing process (Kirmizi, 2021). Avoidance Behavior: In the form of concrete actions to avoid writing activities, such as postponing assignments (academic procrastination), not submitting assignments, or being passive in class (Bai & Wang, 2021).

2.2.3. Correlation between Fixed Mindset and Writing Anxiety

There is a significant linear relationship between a fixed mindset and high levels of writing anxiety in students (Li & Wang, 2022). When students with a fixed mindset are required to write a short story, their ego feels threatened (Haimovitz & Dweck, 2021). Because they perceive writing skills as static, every correction, red line, or criticism from the teacher is perceived as authentic evidence of their intellectual failure (Scherer & Campos, 2022). This fear of collapsing self-esteem in public triggers an extraordinary surge of cognitive anxiety, which ultimately shuts down students' working memory function in processing creative story ideas (Yu & Zhou, 2022).

2.3. Learning to Write Short Stories (Cerpen)

2.3.1. The Essence of Writing Short Stories as a Creative Process

A short story is a form of fictional prose literature that focuses on one main conflict experienced by a character in an intense, short duration, and has a dense narrative structure (Hidayati & Suryaman, 2022). Writing short stories is categorized as a creative writing activity because it requires the integration of linguistic intelligence, imagination, aesthetic sensitivity, and flexibility of thought (Kaufman & Beghetto, 2021). The process of creating a short story cannot be done instantly, but must go through a series of dynamic stages, starting from the discovery of ideas (ideation), incubation, drafting, to revision (Limpo & Alves, 2021).

2.3.2. Obstacles for Students in Writing Short Stories in High School

Based on a language pedagogy perspective, tenth-grade students' obstacles in writing short stories are generally divided into two areas, namely mechanical-structural obstacles and psychological obstacles (Hidayati & Suryaman, 2022). From a mechanical-structural perspective, students often have difficulty integrating intrinsic elements cohesively (such as building characterization, setting a point of view, or designing a resolution that is not clichéd) and have limited vocabulary (Sari & Prasetyo, 2021). Meanwhile, psychologically which is exacerbated by a fixed mindset students experience anxiety because they believe that writing short stories requires supernatural inspiration or extraordinary talent, so they feel unable to produce interesting stories (Bai & Wang, 2021; Zhang & Hyland, 2023).

2.4. Deconstructing a Fixed Mindset as a Solution to Overcoming Writing Anxiety

2.4.1. The Concept of Deconstruction of Mindset in Education

Philosophically, deconstruction is a method of dismantling and analyzing established thought structures to uncover the biases or false assumptions hidden within

them (Culler, 2021). In the context of educational psychology, deconstructing a fixed mindset refers to a systematic effort to dismantle students' false beliefs about the myth of innate talent in writing (Scherer & Campos, 2022). This deconstruction process aims to break down students' internal narratives that say "I don't have a talent for writing," then reconstruct them into new narratives based on a growth mindset that believes that idea blockages are a natural learning process and anxiety can be managed through appropriate strategies (Yeager et al., 2022; Zhang & Hyland, 2023).

2.4.2. Growth Mindset-Oriented Intervention Strategies in the Classroom

To reduce writing anxiety through mindset deconstruction, teachers can employ three main pedagogical strategies: Process-Oriented Pedagogy: Shifting the focus of learning from the final product (the quality of the finished short story) to the writing process (Limpo & Alves, 2021). Students are taught that the first draft does not have to be perfect, and that mistakes are a natural part of the process of refining work (Teng & Zhang, 2021). Growth Mindset Feedback: Teachers change the way they assess. Criticism focuses not on the student's personal abilities (e.g., "You're not good at writing fiction"), but rather on the student's effort, strategies, and technical progress (e.g., "Your character development is better in this second draft because you added dialogue details") (Burnette et al., 2023; Yeager et al., 2022). Anxiety Minimizing Environment: Creating a risk-friendly classroom atmosphere through supportive peer-review techniques, so that students' affective filter function decreases and their writing creativity can flow optimally (Lee, 2022; Yu & Zhou, 2022).

METHODS

3.1. Research Design

This study employed a descriptive qualitative research design to investigate students' difficulties in literary analysis and short story writing during Indonesian language learning activities. A qualitative approach was selected because this study aimed to describe, interpret, and analyze students' learning behaviors, psychological barriers, and responses toward literary learning activities, particularly in identifying intrinsic and extrinsic elements of short stories and producing creative writing.

The study was conducted within the framework of Field Experience Practice (PPL), where the researcher acted as a teaching practitioner who observed classroom phenomena and implemented pedagogical interventions to overcome students' learning obstacles. The focus of this study was not only on students' final products but also on the learning process, including students' attitudes, participation, challenges, and changes after teacher interventions.

3.2. Research Participants and Setting

The participants of this study were tenth-grade students who participated in Indonesian language learning activities during the Field Experience Practice (PPL) program. The research was conducted in a senior high school context where students were involved in literary appreciation and creative writing activities.

The participants were selected purposively because they experienced the learning activities directly related to literary analysis and short story writing. The classroom was chosen as the research setting because it provided authentic learning situations where students' difficulties in reading comprehension, textual evidence

identification, and creative writing confidence could be observed.

3.3. Data Collection Techniques

Data were collected through three main techniques: classroom observation, documentation analysis, and analysis of students' learning products.

3.3.1. Classroom Observation

Classroom observation was conducted during Indonesian language learning activities to identify students' difficulties, behaviors, and responses during literary analysis and short story writing tasks. The observation focused on students' ability to identify intrinsic and extrinsic elements, their willingness to search for textual evidence, their participation during discussions, and their psychological responses when completing writing assignments.

Students' verbal expressions, such as reluctance to provide quotations or statements indicating fear and inability to write, were recorded as field data representing students' learning obstacles and psychological conditions.

3.3.2. Documentation Analysis

Documentation analysis was carried out by examining students' worksheets (LKPD), written assignments, and short story drafts. The documents were analyzed to identify students' ability to support literary analysis with textual evidence and to evaluate the development of students' creative writing skills.

The analysis included students' work on the short story "Tukang Cukur" by Budi Darma, particularly their ability to locate quotations supporting intrinsic and extrinsic elements. Students' short story drafts were also analyzed to observe writing development, idea exploration, narrative structure, and improvement after intervention.

3.3.3. Field Notes

Field notes were used to record important classroom events, students' reactions, and teacher interventions during the learning process. These notes supported the interpretation of students' psychological barriers, especially fixed mindset characteristics, writing anxiety, and changes in students' confidence during writing activities.

3.4. Data Analysis Technique

The collected data were analyzed using qualitative data analysis procedures consisting of data reduction, data presentation, and conclusion drawing.

First, the data were reduced by selecting relevant information related to students' difficulties in literary analysis, writing anxiety, fixed mindset indicators, and responses toward teacher interventions. Second, the categorized data were presented descriptively to illustrate the relationship between students' problems, psychological factors, and pedagogical solutions. Finally, conclusions were drawn by interpreting patterns found during the learning process.

The analysis focused on identifying two major problems: (1) students' difficulties in finding textual evidence to support literary analysis and (2) students' lack of confidence in writing short stories. Furthermore, the analysis examined the effectiveness of teacher interventions through scaffolding techniques, growth mindset feedback, contextual learning materials, and process-oriented writing activities.

3.5. Teacher Intervention Procedures

During the implementation stage, several pedagogical strategies were applied to address students' learning difficulties.

First, guided practice through scaffolding analysis tables was implemented to assist students in locating relevant quotations from literary texts. Students were guided to reread, scan, and identify important sentences that functioned as evidence for their interpretations.

Second, growth mindset-based feedback was applied during short story writing activities. Students were encouraged to perceive writing as a process that develops through practice rather than as an innate talent. The teacher provided continuous motivation, constructive feedback, and opportunities for revision.

Third, contextual learning was implemented by using relevant literary models, such as the short story "Hantu Aru-Aru" by Sri Hastuti Nurman, S.Pd., as writing inspiration. Students were guided to develop story ideas based on personal experiences and familiar environments to reduce writing anxiety and stimulate creativity.

3.6. Research Validity

To ensure the credibility of the findings, data triangulation was applied by comparing information obtained from classroom observations, students' written products, and field notes. The consistency of findings across different sources strengthened the interpretation of students' learning problems and the effectiveness of the implemented interventions (Creswell & Poth, 2024; Miles et al., 2020).

RESULTS AND DISCUSSIONS

4.1. Problems Found

4.1.1. Students' Difficulties in Finding Evidence of Citations of Intrinsic and Extrinsic Elements

The first problem encountered was when students were asked to list the intrinsic and extrinsic elements of a literary work along with supporting quotations. Students were generally able to identify and cite both intrinsic and extrinsic elements within the text. However, they struggled when they had to include direct quotations from the text to support their answers.

Students tend to feel reluctant and reluctant to find and write quotations from texts. This is reflected in expressions such as "it'll be long, ma'am" and "it's difficult, ma'am." These statements indicate that students face obstacles in two areas:

a. Lack of ability or habit of students in tracing back the text to find relevant sentences or sections as evidence for quotations.
b. There is an assumption that writing quotations is a tiring and time-consuming job, so students prefer to give short answers without providing concrete evidence.

This situation indicates that students are not yet accustomed to the culture of carefully and thoroughly rereading texts. Good literary analysis skills require not only conceptual understanding but also the ability to locate and cite textual evidence accurately (Afflerbach, 2021; Shanahan, 2022).

4.1.2. Students' Lack of Confidence in Writing Short Stories

The second problem identified was students' low self-confidence when asked to write their own short stories. At the beginning of the short story writing activity, many

students immediately stated that they were unable or afraid to try to express their ideas and imagination in written form.

This condition can be caused by several factors, including:

a. Lack of prior creative writing experience meant students were unfamiliar with expressing ideas in long narrative form.
b. Fear of making mistakes or being judged poorly by teachers and peers discouraged students from starting to write.

However, after repeated encouragement and motivation from teachers, some students began to dare to try writing, even if their results were still very modest. This demonstrates that with the right approach, students' initial obstacles to short story writing can be gradually overcome.

4.2. Problem Analysis

Based on the two issues above, it can be identified that the root of the problem is low student self-confidence and a lack of practice in in-depth reading and writing. Students tend to avoid tasks that require more effort, such as searching for evidence or writing lengthy essays.

Furthermore, psychological factors such as fear of making mistakes and lack of self-confidence also hinder students from optimally exploring their literacy skills. This presents a unique challenge for practitioners in designing learning strategies that motivate and empower students (Bai & Wang, 2021; Teng & Zhang, 2021).

4.2.1. Students' Obstacles in Finding Textual Evidence in Literature

Based on findings during the Field Experience Practice activities, the main problem faced by tenth grade students in literary analysis is the inability and reluctance to include direct quotation evidence to support the analysis of intrinsic and extrinsic elements. When faced with the Student Worksheet (LKPD) using the short story "*Tukang Cukur*" by Budi Darma, students were conceptually able to identify the elements that make up the story. However, obstacles arose when students were required to conduct backtracking (scanning and skimming) to explore specific sentences as the empirical basis for their arguments.

Students' verbal responses such as "it will be long, ma'am" and "it's difficult, ma'am" indicate a cognitive load that is perceived as tiring and time-consuming work. Psychologically, this phenomenon shows that students are not yet accustomed to the culture of in-depth reading (close reading) and tend to choose shortcuts in the form of short, instant answers without concrete evidence. However, in the structure of the short story "*Tukang Cukur*", citation evidence is crucial to validate the analysis. For example: Intrinsic Elements (Setting Place & Social): The absence of sandals/shoes and tattered clothes of the character Gito and the teachers in the Getas Pejaten area. Extrinsic Elements (Historical/Political Values): The presence of the character Dasuki who carries propaganda of Russian ideology (Communism) as well as the armed conflict of the PKI Madiun incident in 1948 and the NII. This inability to cite proves that students' critical thinking skills are still at a superficial level, because comprehensive literary analysis requires astuteness in finding and presenting textual evidence precisely.

4.2.2. Representation of Fixed Mindset on Writing Anxiety in Writing Short Stories

The second crucial issue is the low self-confidence of tenth-grade students when assigned to write independent short stories. Psychological symptoms that appear at the

beginning of the learning activity are characterized by spontaneous rejection from students, who state they are unable or afraid to simply begin to express their imaginations in written narrative form. This affective barrier is known as writing anxiety.

When analyzed from an educational psychology perspective, this acute anxiety stems from a fixed mindset. Students perceive creative writing skills as a static ability possessed only by individuals born with "special talents." As a result, two major inhibiting factors emerge in the classroom:

Lack of Creative Writing Experience: Students feel unfamiliar with exploring ideas within a long narrative structure. Fear of Negative Evaluation: The fear of being wrong or being judged poorly by teachers or peer's triggers writer's block. This psychological barrier aligns with students' behavioral patterns, which tend to avoid tasks that require high intellectual effort. Students view writing errors not as a learning process, but as confirmation of their inability.

4.3. Pedagogical Solutions and Teacher Intervention Strategies

Although a fixed mindset and writing anxiety initially hindered learning, field data shows gradual positive changes. Through the appropriate approach of encouragement, reinforcement, and repeated motivation by the interns, some students began to develop the courage to try writing, even if their initial drafts were very rudimentary.

To optimize this self-confidence recovery, a model text such as the short story "*Hantu Aru-Aru*" by Sri Hastuti Nurman, S.Pd., can be used as an effective pedagogical bridge. The short story carries a relevant theme about the deconstruction of a child's behavior (Dandi) who is addicted to gadgets and unfamiliar with his environment, but successfully transforms into a normal child after interacting with traditional games and local myths in his village.

Through contextual process-based learning (Process Approach) using locally-contained stories like this, teachers can apply the following intervention strategies:

Table 1. Findings on Students' Perceptions of the MBG Program in Bima Regency

Problems Identified	Psychological/Pedagogical Roots of the Problem	Intervention Strategies Implemented	Output Target
Difficulty Finding Citation Evidence	Low culture of re-reading (close reading) and the tendency to avoid further effort.	Application of guided practice method using scaffolding analysis table in short story "Tukang Cukur".	Students are able to trace text and identify key sentences as valid analytical evidence.
Anxiety in Writing Short Stories (Writing Anxiety)	Fixed Mindset (the assumption that writing requires talent) and fear of being judged badly.	Providing regular motivation, implementing process assessment (Growth Mindset Feedback), and utilizing contextual story stimuli ("Hantu Aru-Aru").	Students' growing confidence to explore fictional ideas without fear of making mistakes.

Overall, the results of this discussion demonstrate that process-oriented teacher interventions, allowing students room to make mistakes, and selecting materials that are relevant to students' lives can significantly erode fixed mindsets and reduce writing anxiety in partner schools.

Based on data collected through direct observation and the work results of class X students during the Field Experience Practice (PPL) activities, the results of the study regarding the deconstruction of fixed mindset and students' writing anxiety are classified into three main findings as follows:

4.3.1. Indicators and Manifestations of Students' Fixed Mindset in the Classroom

Based on the observation process when the short story writing assignment was given, symptoms of a fixed mindset or rigid thinking pattern were clearly identified through students' attitudes and verbal responses from the initial stage of writing (creating a short story outline). Clinical manifestations of a rigid mindset found in the field include: Pessimistic Attitudes and Verbal Rejection: Before writing, students spontaneously made defensive statements such as not being able to write short stories, not having story ideas, having difficulty imagining, or feeling that they did not have an innate talent for writing.

Low Level of Resilience (Quick to Give Up): When faced with difficulty in determining ideas, students immediately claim they do not have interesting life experiences to be turned into stories. Paralysis of Text Production (Writer's Block): When asked to develop a plot, students experience acute confusion. Several cases were found where students only wrote one or two sentences, then completely stopped the activity because they felt unable to continue their writing. Tendency to Compare Self (Social Comparison): Anxious students were seen frequently comparing their writing drafts with the work of peers who were considered more intelligent, thus drastically reducing their self-confidence.

4.3.2. Factors Causing and Impacting Literature Learning Outcomes

Field data show that this fixed mindset is triggered by the dominance of rigid learning experiences in the past. Students are more accustomed to engaging with academic tasks that have definitive answers (objective/convergent tasks) than with creative tasks that require freedom of imagination and independent development of ideas. This unaddressed psychological condition has a significant negative impact on Indonesian language learning outcomes, including:

Learning Product Output is Not Optimal: The structure of the short story text produced by students has not developed fully and optimally because the writing process was unilaterally stopped by students before all ideas were finished being expressed. Reduction of Active Participation: Students become passive, reluctant to experiment with plots, and afraid to publish or show their work to teachers or classmates. Anxious Classroom Atmosphere: Students' mental focus is taken up by the fear of making structural or grammatical errors, rather than enjoying the creative and aesthetic process of learning literature.

4.3.2. Effectiveness of Teacher Intervention Actions (PPL Practice)

To break down the wall of fixed mindset, the PPL interns implemented interventions based on Growth Mindset and Scaffolding techniques. The results of the implementation of these actions showed the following positive changes: Internalization

of New Understanding: Through continuous motivation, students began to understand that writing is a process skill that can be developed through consistent practice, and realized that no first draft is immediately perfect. Mistakes were deconstructed as a natural part of the learning process. Utilization of Close Experiences (Contextual): When guided to explore ideas from simple events close to their lives (such as moments with family, friends, or events at school), students showed a more fluid psychological response and found it easier to start their first line. Application of Scaffolding Questions: The use of intervention techniques in the form of gradual trigger questions (for example: "What happened after that?", "How did the character feel when facing the event?") was proven to be effective in guiding students' cognitive stimulation to unravel plot jams and reconstruct the story sequence more completely.

CONCLUSION

Writing anxiety and reluctance to analyze literature in grade X students of SMA Negeri 9 Padang are rooted in a fixed mindset, namely the assumption that writing ability is a static innate talent. This condition triggers the phenomenon of writer's block, fear of negative assessment, procrastination, and a low culture of in-depth reading (close reading). To break through these obstacles, a growth mindset -based pedagogical intervention is implemented combined with scaffolding techniques, process-based feedback (growth mindset feedback), and the use of contextual model texts. This approach has proven effective in breaking down the myth of innate talent, reducing writing anxiety, triggering active involvement, and building students' confidence to explore ideas and complete independent short stories.

Declaration of Conflicting Interests
There is no conflict of interest regarding the article publication

Acknowledgments
Thank you to the PGRI University of West Sumatra for supporting this research.

REFERENCES

Al-Sawalha, A. M. S., & Chow, T. V. F. (2021). The effects of writing apprehension and self-efficacy on the writing performance of EFL learners. Journal of Language Teaching and Research, 12(3), 456–465. https://doi.org/10.17507/jltr.1203.14.

Afflerbach, P. (2021). Understanding and using reading assessment: K–12 and beyond. International Literacy Association.

Atmadja, P. (2021). Hambatan psikologis penulisan sastra: Kajian writer's block pada siswa sekolah menengah. Jurnal Pendidikan Bahasa dan Sastra, 21(1), 45–58.

Bai, B., & Wang, J. (2021). The role of growth mindset, self-efficacy and intrinsic value in students' writing achievement and writing anxiety. Thinking Skills and Creativity, 42, 100944. https://doi.org/10.1016/j.tsc.2021.100944.

Burnette, J. L., Knouse, L. E., Vavra, D. T., O'Boyle, E., & Brooks, M. A. (2022). Growth mindsets and psychological interventions: A meta-analysis. Psychological Bulletin, 148(3–4), 160–191. https://doi.org/10.1037/bul0000365.

Burnette, J. L., Billingsley, J., Banks, G. C., Knouse, L. E., Hoyt, C. L., Pollack, J. M., & Simon, S. (2023). A systematic review and meta-analysis of growth mindset interventions: For whom,

how, and why might such interventions work? Psychological Bulletin, 149(3–4), 174–205. https://doi.org/10.1037/bul0000368.

Creswell, J. W., & Poth, C. N. (2024). Qualitative inquiry and research design: Choosing among five approaches (5th ed.). SAGE Publications.

Culler, J. (2021). Deconstruction: Theory and practice (Updated ed.). Routledge. https://doi.org/10.4324/9781003160895.

Ghufron, M. A. (2024). Pre-service English teachers in the Teaching Internship Program (TIP). Jurnal Pendidikan Indonesia, 13(4). https://doi.org/10.23887/jpiundiksha.v13i4.83811.

Haimovitz, K., & Dweck, C. S. (2021). What predicts children's fixed and growth intelligence mindsets? Not their parents' views of intelligence but their parents' views of failure. Psychological Science, 32(9), 1441–1453. https://doi.org/10.1177/0956797621991017.

Hidayati, N., & Suryaman, M. (2022). The development of creative writing skills through literary learning in secondary education. International Journal of Instruction, 15(4), 101–116. https://doi.org/10.29333/iji.2022.1546a.

Kaufman, J. C., & Beghetto, R. A. (2021). Beyond big and little: The four-c model of creativity and its implications for creative writing education. Journal of Creative Behavior, 55(2), 334–346. https://doi.org/10.1002/jocb.460

Kirmizi, Ö. (2021). The interplay among writing anxiety, writing self-efficacy and writing performance in EFL learners. International Journal of Language Academy, 9(4), 1–15.

Lee, I. (2022). Teacher education on feedback in second language writing: A review of research and pedagogical implications. Language Teaching Research, 26(6), 1105–1125. https://doi.org/10.1177/13621688211045093.

Li, M., & Wang, Y. (2022). Growth mindset and academic emotions: The mediating role of self-efficacy and the moderating role of achievement goals. Frontiers in Psychology, 13, Article 1012712. https://doi.org/10.3389/fpsyg.2022.1012712.

Liang, F., & Turner, J. E. (2021). Writing anxiety among Chinese graduate students in an American educational setting. Journal of Ethnographic & Qualitative Research, 16(2), 139–158.

Limpo, T., & Alves, R. A. (2021). Writing is more than producing words: The role of planning, translating, and revising in writing development. Reading and Writing, 34, 1151–1175. https://doi.org/10.1007/s11145-020-10106-3.

Miles, M. B., Huberman, A. M., & Saldaña, J. (2020). Qualitative data analysis: A methods sourcebook (4th ed.). SAGE Publications.

Murtiningsih, S. R., Swastika, R. N., Puspitasari, E., & Putri, A. W. D. (2024). Being an effective English teacher through internship: Voices from the involved parties. Englisia: Journal of Language, Education, and Humanities, 11(2). https://doi.org/10.22373/ej.v11i2.20447

Pasaka, R. W., Emilia, E., & Amalia, L. L. (2023). The exploration of pre-service EFL teachers' challenges in field practicum. International Journal of Education, 7(2). https://doi.org/10.17509/ije.v7i2.5314.

Paul, N., Lin, T.-J., Ha, S. Y., Chen, J., & Newell, G. E. (2021). The role of achievement goal orientations in the relationships between high school students' anxiety, self-efficacy, and perceived use of revision strategies in argumentative writing. Journal of Writing Research, 12(3), 657–684. https://doi.org/10.17239/jowr-2021.12.03.05.

Prasetyaningrum, A., Nazri, A., & Asrobi, M. (2021). A study of learners' writing anxiety in EFL context. Jo-ELT (Journal of English Language Teaching), 8(1), 19–31. https://doi.org/10.33394/jo-elt.v8i1.3707.

Sari, D. P., & Prasetyo, Y. (2021). Students' difficulties in writing literary texts: A study of creative writing competence in secondary education. Journal of Language and Literature Education, 7(2), 85–96.

Sari, DP, & Syarif, I. (2023). Affective factors in language learning: Exploration of students' writing motivation and anxiety in Padang City. Journal of Language, Literature, and Learning ,

13(1), 89–102.
Scherer, R., & Campos, D. G. (2022). Measuring those who have their minds set: An item-level meta-analysis of the implicit theories of intelligence scale in education. Educational Research Review, 37, 100479. https://doi.org/10.1016/j.edurev.2022.100479.
Shanahan, T. (2022). The science of reading and evidence-based literacy instruction: Implications for classroom practice. The Reading Teacher, 75(5), 607–615. https://doi.org/10.1002/trtr.2075.
Teng, M. F., & Zhang, L. J. (2021). Affective variables and writing performance: The mediating role of writing self-efficacy and the moderating role of writing anxiety. System, 97, 102433. https://doi.org/10.1016/j.system.2020.102433
Teng, M. F., Zhang, L. J., & Sun, P. P. (2022). The associations between writing anxiety, self-regulated writing strategies, and writing performance among EFL learners. System, 105, 102724. https://doi.org/10.1016/j.system.2021.102724.
Yeager, D. S., Carroll, J. M., Buontempo, J., Cimpian, A., Woody, S., Crosnoe, R., … & Dweck, C. S. (2022). Teacher mindsets help explain where a growth-mindset intervention does and doesn't work. Psychological Science, 33(1), 18–32. https://doi.org/10.1177/09567976211028984
Yu, Y., & Zhou, D. (2022). Understanding Chinese EFL learners' anxiety in second language writing for the sustainable development of writing skills. Frontiers in Psychology, 13, Article 1010010. https://doi.org/10.3389/fpsyg.2022.1010010
Zain, M. (2022). Teacher strategies in improving short story writing competency through formative feedback. Journal of Literary Pedagogy , 10(3), 204–216.
Zhang, Z., & Hyland, K. (2023). Fostering growth mindset in second language writing: The roles of motivation, self-efficacy, and writing engagement. System, 117, 103091. https://doi.org/10.1016/j.system.2023.103091
Zhou, J., Wang, S., & Wang, J. (2022). Investigating high schoolers' L2 writing anxiety, L2 writing self-efficacy, L2 writing self-regulated strategies, and L2 writing engagement: Relationships and mediator. Frontiers in Psychology, 13, Article 1012407. https://doi.org/10.3389/fpsyg.2022.1012407