



The effectiveness of stress management psychoeducation to reduce work stress in employees

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ABSTRACT

Background: Environmental work stress has been recognized as a major contributor to reduced psychological well-being among employees. Increased workload, job pressure, and organizational changes may elevate stress responses that negatively affect mental health. This study aims to examine the effectiveness of stress management psychoeducation in reducing work stress among employees. Psychoeducation is designed to improve awareness, coping skills, and behavioral strategies for handling workplace stressors. **Methods:** This study used a pre-experimental approach with a One Group Pretest Posttest Design involving 20 employees as participants. Work stress was measured using the perceived stress scale (PSS) before and after the intervention. Data were analyzed using Wilcoxon Signed-Rank Test to evaluate differences in stress levels across time. **Findings:** The findings indicate a significant reduction in perceived work stress after the psychoeducation program ($p < 0.05$), supporting the premise that improved knowledge and coping strategies contribute to better mental health outcomes. The results also align with the stress and coping theory, confirming that effective cognitive appraisal and coping mechanisms can mitigate stress responses in workplace settings. **Conclusion:** The findings provide preliminary evidence that stress management psychoeducation may contribute to reducing perceived work stress among employees. However, the absence of a control group, the small sample size, and the short-term assessment period require cautious interpretation. Future studies should employ controlled and longitudinal designs to strengthen causal inference. **Novelty/Originality of this article:** This study contributes empirical evidence on the application of stress management psychoeducation as a practical intervention for reducing perceived work stress in an organizational setting, particularly by integrating psychoeducation with stress and coping principles to strengthen employees' coping strategies.

KEYWORDS: employees; mental health; psychoeducation; stress management; work stress.

1. Introduction

In today's fast-paced and competitive work environment, stress has become a big problem for people's mental health and how well companies perform. This is because work is getting more complicated, technology is moving quickly, and the line between work and personal life is getting blurrier. According to the World Health Organization (WHO, 2022), mental health problems, including stress-related issues, are a major reason for lower productivity, more time off work, and less engagement in the workplace. About one in seven working-age adults has a mental health disorder, with anxiety and depression being the most common.

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Job stress isn't just a personal issue it also affects how well companies run. It can lower job satisfaction, motivation, and the likelihood of people staying in their jobs. The American Psychological Association (APA, 2023) says that 77% of workers in the U.S. felt stressed at work in the last month, and more than half say job demands are the main cause of their stress. In Southeast Asia, quick economic changes and unstable jobs have led to higher stress levels in different industries (Chen et al., 2022). In Indonesia, data from the Central Statistics Agency (BPS, 2023) shows that job pressure is a big cause of emotional exhaustion, lower motivation, and poor performance, especially in the service and operational sectors.

From a psychological point of view, stress happens when people feel that the demands on them are too much compared to what they can handle (Lazarus & Folkman, 1984). The Transactional Model of Stress and Coping explains that people feel stressed when they think a challenge is bigger than their ability to cope. This model looks at two main ways people think: first, they decide if a situation is threatening or challenging; second, they think about what options they have to deal with it. This model helps understand workplace stress by showing how people's thoughts and coping strategies affect their stress levels. This idea is supported by the Job Demands-Control-Support (JDCS) Model, developed by Karasek (1979) and later expanded by Johnson & Hall (1988). This model says that people feel more stressed when they have high demands at work but low control and not enough support from others. Recent studies continue to support this model, showing that job stress is linked to mental exhaustion, emotional burnout, and the desire to quit (Giorgi et al., 2020; Yuniasanti et al., 2023).

1.1 Work stress in the Indonesian organizational context

In the Indonesian workplace, especially in service and operational industries, stress is commonly caused by high work demands, unclear job responsibilities, limited freedom in decision-making, and performance systems that focus more on measurable results than on the well-being of employees. Additionally, the cultural emphasis on maintaining harmony and avoiding conflict can prevent workers from openly discussing their mental health issues (Nikitara et al., 2024). This often leads them to keep stress inside, which can result in physical symptoms like headaches, tiredness, and trouble sleeping. Research has also found that Indonesian workers frequently face role overload and emotional labor, especially in companies that lack strong support systems for mental and social well-being (Badaruddin et al., 2025).

Despite these challenges, the collectivist values in Indonesian culture can also be a valuable asset for managing stress. Although people may not feel comfortable sharing their emotional struggles directly, they place a high value on social support, working together as a team, and relying on their community for help. These cultural traits can form a solid foundation for creating educational programs that focus on group learning, showing understanding, and using teamwork to deal with stress (Corbacho et al., 2021). Therefore, psychoeducation as a structured, culturally sensitive program can be an effective means to address workplace stress in Indonesia.

1.2 Psychoeducation as a stress management approach

Psychoeducation is a way of teaching people about mental health and ways to manage stress. It helps individuals understand their thoughts, feelings, and how they react to stress. It uses education, training, and emotional awareness to help people improve their ability to control their emotions and think clearly. According to Bana et al. (2023), psychoeducation can both prevent and promote mental health by helping people feel more confident and better able to handle difficult situations. When it comes to work stress, psychoeducation helps employees identify what causes their stress, understand how their body and emotions react, and learn strategies like relaxation, changing negative thoughts, and mindfulness to cope better.

Recent studies support the value of psychoeducation in dealing with work-related stress. Deviyeni et al. (2022) found that teaching employees about stress and coping strategies helped reduce anxiety and improve attention during the pandemic. Siswanti et al. (2024) showed that psychoeducation focused on coping strategies helped employees manage their emotions and stay more engaged at work. Miranti (2026) also found that group sessions on psychoeducation improved mental health for employees with heavy workloads. These studies show that psychoeducation is a cost-effective and flexible mental health tool that can be used in many workplaces.

The success of psychoeducation comes from its focus on learning through experience. It combines knowledge with practical skills like relaxation, improving communication, and managing time. These help employees better handle work challenges. This approach is part of the cognitive behavioral stress management (CBSM) model, which says changing negative thinking patterns can reduce stress and improve emotional balance (Antony et al., 2022). Also, psychoeducation helps people become more self-aware and kind to themselves, which is important for long-term mental health.

1.3 Empirical gap and research purpose

Even though there is a lot of writing about managing stress, there aren't many studies that actually test how well structured education programs work in companies in Indonesia. Most of the research so far has looked at people in clinical settings, students, or healthcare workers, not people working in private companies (Hanim et al., 2022; Suhermi & Ramli, 2022). Also, not many studies have used a clear before-and-after setup to check if stress levels go down after an intervention, using tools like the perceived stress scale (PSS-10). Because of these missing pieces, this study wants to see if teaching stress management through education really helps reduce work stress for employees at a service company in Jombang, East Java.

The program covers five main topics: understanding stress, learning to relax, changing your mindset, improving communication with others, and managing time better. This approach covers many areas and is meant to help people handle stress better at work, feel more in control of their emotions, and have better mental health overall. H1, stress management psychoeducation significantly reduces employees' perceived work stress as measured by the Perceived Stress Scale (PSS-10).

1.4 Transactional model of stress and coping

The Transactional Model of Stress and Coping, developed by Lazarus & Folkman (1984), is one of the most influential theoretical frameworks for understanding psychological stress. The model conceptualizes stress as a dynamic interaction between an individual and the environment, rather than as a stimulus or response alone. According to this perspective, stress occurs when individuals perceive that environmental demands exceed their available coping resources. The model emphasizes two cognitive appraisal processes. Primary appraisal involves evaluating whether a situation is irrelevant, benign-positive, or stressful, whereas secondary appraisal refers to an individual's assessment of available coping resources and response options (Lazarus & Folkman, 1984).

Contemporary research continues to support the relevance of this model in occupational settings. Employees who perceive greater control over workplace challenges and possess effective coping strategies tend to experience lower levels of psychological distress and burnout (Kriakous et al., 2021; Shirmohammadi et al., 2022). In workplace contexts characterized by high demands and uncertainty, cognitive appraisal processes play a critical role in determining whether employees perceive work situations as manageable challenges or overwhelming threats. Consequently, interventions aimed at strengthening coping skills and adaptive cognitive appraisal may contribute to reducing perceived stress and enhancing psychological well-being.

Stress management psychoeducation is closely aligned with the Transactional Model because it seeks to improve employees' understanding of stressors, promote adaptive coping strategies, and facilitate more constructive interpretations of workplace demands. Through cognitive restructuring, emotional regulation, and problem-solving techniques, psychoeducation may enhance employees' ability to appraise stressful situations more effectively and respond in a psychologically adaptive manner.

1.5 Job demands-control-support model

The Job Demands-Control-Support (JDCS) Model, originally proposed by Karasek (1979) and later expanded by Johnson & Hall (1988), provides another important framework for understanding occupational stress. The model suggests that psychological strain is most likely to occur when employees face high job demands while simultaneously experiencing low levels of decision-making authority and limited social support. High job demands may include excessive workload, time pressure, role ambiguity, and emotional labor, whereas job control refers to employees' ability to influence how and when work tasks are performed.

Johnson & Hall (1988) extended the model by incorporating social support as an additional protective factor. According to the JDCS framework, supportive relationships with supervisors and colleagues can buffer the negative effects of demanding work environments. Employees who experience high job demands but also possess sufficient autonomy and social support are generally better able to maintain psychological well-being and work performance.

Recent empirical studies continue to confirm the validity of the JDCS model. Huang et al. (2021) reported that high job demands are positively associated with stress, burnout, and turnover intentions, whereas job control and workplace support significantly mitigate these adverse outcomes. Similarly, Giorgi et al. (2020) found that psychosocial support and employee empowerment are essential mechanisms for protecting workers from occupational stress and mental health problems.

The JDCS model provides a strong theoretical foundation for psychoeducational interventions because many psychoeducation components directly target resources that increase perceived control and support. Training in time management, communication skills, emotional regulation, and problem-solving may enhance employees' sense of control over workplace demands, while group-based learning activities may strengthen social support networks within the organization.

1.6 Psychoeducation and stress reduction

Psychoeducation refers to a structured intervention designed to improve individuals' understanding of psychological conditions, emotional processes, and coping mechanisms through educational and skills-based approaches (Benavides-Gil et al., 2024). Within occupational settings, psychoeducation has increasingly been recognized as an accessible and cost-effective strategy for promoting mental health and preventing stress-related problems among employees.

Several recent studies have demonstrated the effectiveness of psychoeducational interventions in reducing stress and improving psychological well-being. Deviyeni et al. (2022) found that psychoeducation regarding stress awareness and coping strategies helped employees manage anxiety and maintain concentration during periods of organizational disruption caused by the COVID-19 pandemic. Beyond Indonesian studies, international evidence also supports the effectiveness of psychologically oriented educational interventions. Selič-Zupančič et al. (2023), through a systematic review of mindfulness-based psychological interventions, reported consistent improvements in well-being and reductions in burnout among healthcare professionals. These findings suggest that interventions emphasizing psychological awareness, coping skills, and emotional regulation may have broader applicability across occupational settings. Similarly, Miranti

(2026) reported that psychoeducational interventions significantly improved psychological well-being among employees experiencing high levels of occupational stress by enhancing coping skills and emotional self-regulation.

Evidence from Indonesia further supports the usefulness of psychoeducation in workplace settings. Siswanti et al. (2024) demonstrated that psychoeducation focusing on stress-coping strategies improved employees' ability to manage work-related pressure and maintain psychological functioning. Their findings suggest that psychoeducational programs can serve as practical interventions for strengthening employee resilience and mental health in organizational environments.

Although previous studies consistently report positive outcomes, several limitations remain evident in the existing literature. First, many studies have been conducted within educational, healthcare, community service, or state-owned organizational contexts rather than private-sector workplaces (Deviyeni et al., 2022; Siswanti et al., 2024). Second, most studies have focused on general psychological well-being rather than specifically examining perceived work stress among operational employees. Third, empirical evidence regarding psychoeducational interventions in Indonesian private-sector organizations remains relatively scarce, particularly among employees working under high operational demands and performance pressures.

Therefore, an important research gap exists concerning the effectiveness of culturally adapted stress management psychoeducation within Indonesian private-sector organizations. Given the unique characteristics of Indonesian collectivist workplaces, including strong interpersonal relationships, hierarchical organizational structures, and reliance on social support mechanisms, further investigation is needed to determine whether psychoeducational interventions can effectively reduce perceived work stress in this context. The present study addresses this gap by examining the effectiveness of a structured stress management psychoeducation program among employees in the Operations Division of a private service company in East Java.

2. Methods

2.1 Research design

This study used a quantitative approach with a One Group Pre-Test and Post-Test design. This design was chosen to test the effectiveness of stress management psychoeducation in reducing work stress levels in one group of participants without a comparison group. Although quasi-experimental designs with control groups offer higher internal validity, a pre-experimental design is suitable for exploratory interventions implemented in real organizational contexts where randomization is often impractical (Campbell & Stanley, 1963). The pretest–posttest comparison allows researchers to assess changes in stress perception over time, particularly in small-scale psychoeducational programs. In this design, the difference between pretest and posttest scores represents the effect of the psychoeducational intervention (Miranti, 2026).

2.2 Research location and time

The study took place among employees in the Operations Division of a private service company located in Jombang City, East Java, Indonesia. This location was chosen on purpose because there were reports of high work stress caused by strict operational goals, pressure from customers, and a lack of psychosocial support from the company. The whole research process lasted two months, from January to February 2025. It included making the tools needed, getting participants, delivering the intervention, and collecting data. The intervention sessions were held in a mixed format, with both in-person and online parts, so that employees could take part even with their busy work schedules and stay connected easily. The company's management officially agreed to the research after they were given a

clear explanation about the ethical issues and the purpose of the psychoeducational program.

2.3 Population and sample

The study included all employees from the company's Operations Division, which had 20 people in total. To choose participants, we used a purposive sampling method to pick people who fit the inclusion rules, making sure the group was relevant to the study's goals. The inclusion rules were: (1) active employee status, and (2) a minimum level of moderate work stress based on pretest results. All participants met these conditions and chose to take part in the study on their own. The size of the group matches what is suggested for small-group intervention studies that focus more on deep involvement rather than having a representative sample (Corbacho et al., 2021). Before starting the data collection, all participants were told about the study's purpose, what would happen, and how their information would be kept private. Each person also signed a written agreement showing they understood and agreed to take part.

2.4 Research variables and instruments

The independent variable in this study was stress management psychoeducation, which is a planned program meant to improve employees' ability to handle stress and their understanding of it. This program was based on the work of Hanim et al. (2022) and added elements from Antony et al. (2022) that focus on thinking and behavior. The program consisted of five main components. The first component, Understanding Stress, focused on identifying the sources of stress, understanding its effects on the body and mind, and distinguishing between positive and negative stress. The second component, Relaxation Techniques, involved practicing deep breathing, progressive muscle relaxation, and brief mindfulness exercises. The third component, Changing Mindset, focused on using techniques to challenge negative thoughts and develop more constructive ways of thinking about work-related challenges. The fourth component, Improving Interpersonal Skills, aimed to develop effective communication, empathy, and confidence in workplace relationships. Finally, the Time Management component introduced the Eisenhower Matrix to help participants organize their tasks and develop a personal stress management plan.

The dependent variable was work stress, which was measured by how much stress people felt in the past month. This was measured using the Perceived Stress Scale (PSS-10), which was created by Cohen et al. (1983) and translated into Bahasa Indonesia by Hanim et al. (2022). The tool had ten questions that were answered on a scale from 0 (never) to 4 (very often), giving a total score between 0 and 40. A higher score means more stress. The Indonesian version of the PSS-10 has been shown to be reliable (Cronbach's $\alpha = 0.84$) and valid for people in work environments (Nikitara et al., 2024).

2.5 Research procedure

The psychoeducational intervention was delivered in six structured sessions over two weeks and facilitated by a trained psychologist. Each session lasted between 30 and 60 minutes and incorporated lectures, discussions, experiential activities, and reflective exercises. In the first session, participants completed the PSS-10 as a baseline measurement, after which the facilitator introduced the program objectives, confidentiality principles, and group participation rules. The second session focused on understanding stress, including its definition, causes, and impact on work. Interactive slides, brief videos, and question-and-answer activities were used to encourage participants to reflect on their personal experiences of work-related stress. The third session provided relaxation techniques training through deep breathing, mindfulness meditation, and simple yoga stretches. Through these experiential activities, participants were encouraged to identify bodily sensations associated with tension and relaxation.

The fourth session focused on cognitive and mindset restructuring, particularly recognizing irrational beliefs and replacing them with more balanced thoughts. Cognitive reframing exercises were used to strengthen participants' adaptive responses to pressure. The fifth session addressed interpersonal communication skills through communication games, role plays, and group feedback activities designed to develop empathy, assertiveness, and emotional intelligence. In the sixth session, participants developed personalized weekly plans using the Eisenhower Matrix, which categorizes tasks according to their levels of importance and urgency. Participants also shared practical commitments for maintaining work-life balance. The session concluded with the administration of the posttest and a group reflection. Throughout the intervention, the facilitator maintained a supportive learning climate and encouraged voluntary sharing, while ensuring that the sessions respected cultural values of collectivity and mutual respect.

2.6 Data analysis

Quantitative data were analyzed using IBM SPSS Statistics 25 on a Windows computer. The Wilcoxon Signed-Rank Test was chosen because the sample size was small (20 participants) and the data did not follow a normal distribution, as confirmed by the Shapiro-Wilk Test. This test was used to compare scores from the pretest and posttest of the PSS-10 to check if there was a significant change in stress levels after the psychoeducation session. A p-value less than 0.05 was considered statistically significant. Descriptive statistics, including the mean, median, and standard deviation, were also used to show how the scores were spread out.

3. Results and Discussion

The psychoeducational program produced a clear and statistically significant reduction in employees' perceived stress levels. Based on the pretest and posttest data collected using the Perceived Stress Scale (PSS-10), the participants demonstrated consistent improvement in coping responses after completing the six-session intervention. Stress management psychoeducation impacted work stress levels. These results are illustrated in the Figure 1 below.

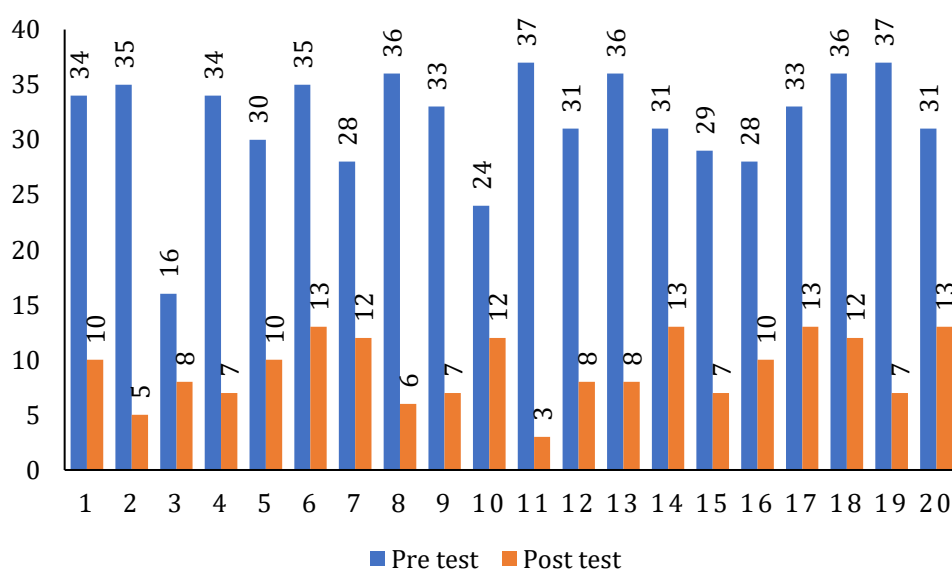


Fig. 1. Pre and post test diagram

Based on the results above, it can be concluded that the 20 subjects who took the pre-test and post-test achieved different results after the intervention. These results indicate that

almost all subjects experienced a reduction in work stress. The pre-test results for stress levels among employees showed that 19 subjects had scores of 27–40, indicating very high stress levels, and 1 subject had scores of 14–26, indicating moderate stress levels.

Table 1. Wilcoxon test of pre-test and post-test data

		N	Mean Rank	Sum of Ranks
POST TEST - PRE TEST	Negative Ranks	20 ^a	10.50	210.00
And another entry	Positive Ranks	0 ^b	<0.00	<0.00
And another entry	Ties	0 ^c		

Statistical data were processed using SPSS version 25 with non-parametric Wilcoxon analysis. The data were explained descriptively by comparing pre-test and post-test scores to determine the differences between psychoeducation. A higher post-test score indicates an impact of the psychoeducation. Based on the results above, it can be concluded that the 20 subjects who took the pre-test and post-test experienced different outcomes after participating in psychoeducation. These results indicate that all subjects experienced a reduction in work stress. Work stress refers to a state of tension that affects a person's thoughts, emotions, and physical condition, which in turn impacts an employee's ability to cope with their environment and work.

Table 2. Statistical tests

	POST TEST - PRE TEST
Z	-3.924 ^b
Asymp. Sig. (2-tailed)	0.000

a. Wilcoxon Signed Ranks Test

b. Based on positive ranks.

Based on the Table 2, the Wilcoxon statistical test results using SPSS version 25 yield an asymp. Sig. value with a p-value <0.05 ($p=0.000$). This result indicates a significance level of 0.000, which is less than the p-value, so H_a can be accepted, meaning that providing stress management psychoeducation has an effect on reducing work stress levels among employees. The goal of the psychoeducational intervention is to help employees learn how to manage work-related stress and manage their time. The findings of this study match the ideas from Lazarus and Folkman's Transactional Model of Stress and Coping (1984). This model says that good coping comes from correctly understanding a situation and responding in a helpful way. The psychoeducation program helped people look at stress in a more positive light and reframe their thinking, which made them feel less threatened and helpless. This study also agrees with the Job Demand–Control–Support (JDCS) Model (Karasek, 1979). The results show that giving employees more control through training in skills like time management, problem-solving, and communication, and helping them build support through group sessions, can greatly reduce the bad effects of high work demands. The improvements people had after the program show how control and support work together to protect people from job-related stress (Huang et al., 2021; Yuniasanti et al., 2023).

Stress management can reduce psychosomatic symptoms such as insomnia, fatigue, stomachaches, headaches, eating disorders, and immune disorders (Hanim et al., 2022). This is in line with the results of this study, where participants who implemented stress management techniques reported feeling more in control in facing work challenges. Psychoeducation plays an important role in increasing employee understanding and awareness of mental health and the importance of maintaining mental health from stress (Deviyeni et al., 2022). By providing the right information, psychoeducation not only increases knowledge but also helps them in preventing the negative impacts that can be caused by work stress.

From a brain and nervous system point of view, stress management training helps control the body's stress response system, which is the hypothalamic–pituitary–adrenal (HPA) axis. Previous studies have suggested that relaxation and mindfulness practices may

be associated with physiological stress regulation. However, because no physiological indicators were collected in the present study, these mechanisms should be interpreted as theoretical explanations rather than empirically verified outcomes. The results also support earlier research showing that psychoeducational programs work well in different person.

For example, Bana et al. (2023) found that stress management training for students helped them feel more emotionally strong and in control. Deviyeni et al. (2022) reported that workplace programs helped reduce anxiety and help people focus better when working from home. Siswanti et al. (2024) also showed that teaching stress coping strategies improved work motivation and mental health for employees at a state-owned company in Indonesia. Psychoeducation that focuses on relaxation techniques and time planning can significantly reduce stress levels in female workers (Bana et al., 2023). This study adds to that by showing that psychoeducation works well in private-sector jobs, where work is often busy and customer service is a big part. The collectivist culture in Indonesia may help these programs because group learning encourages people to understand each other better, work together, and offer support, which all help reduce stress (Corbacho et al., 2021; Nikitara et al., 2024).

The effectiveness of the psychoeducational program can be explained through several interrelated mechanisms. First, cognitive restructuring helped participants identify automatic negative thoughts, such as “I will never finish this task on time,” and replace them with more balanced and constructive thoughts, such as “I can plan my schedule and finish step by step.” This shift in cognitive appraisal may have reduced perceived stress and improved participants’ ability to approach work-related problems more effectively. Second, relaxation and mindfulness techniques, including deep breathing and mindfulness exercises, were intended to reduce physiological stress responses and improve emotional regulation. These techniques may have enabled participants to maintain greater focus and manage their emotions more effectively under pressure, consistent with findings reported by Kang et al. (2023).

Third, behavioral skills training through time management and interpersonal communication activities may have strengthened participants’ confidence in their ability to manage workplace demands. This mechanism is consistent with Bandura’s Social Cognitive Theory, which emphasizes self-efficacy as an important factor in individuals’ ability to cope with challenging situations and stress (Zhang et al., 2021). Finally, social learning and peer support were facilitated through group activities that allowed participants to share personal experiences and coping strategies. This interaction may have increased feelings of understanding and social support, thereby helping participants cope more effectively with stress. This finding is consistent with the Stress-Buffering Hypothesis proposed by Cohen & Wills (1985), which suggests that social support can mitigate the negative effects of stress on psychological well-being. Taken together, these mechanisms suggest that psychoeducation extends beyond the provision of information by combining cognitive, emotional, behavioral, and social learning processes that can strengthen individuals’ capacity to regulate emotions and adapt their behavior when facing workplace stress.

The study shows that using both cognitive-behavioral methods and social support can help manage work-related stress. The results show that how people think about stress (cognitive appraisal) and their ability to control their reactions (self-regulation) are key in lowering stress levels. This aligns with theories that explain how people deal with stress through interactions and their thoughts. The research also shows that stress management techniques, which were first developed in Western countries, can work well in Indonesian workplaces when adapted to fit the local culture.

This adaptation used ideas from collectivist learning, which encourages group work and shared experiences. This approach helped create a supportive environment where people felt open, understood each other, and learned together, which is important for feeling empowered in a culture that values group relationships (Nikitara et al., 2024; Corbacho et al., 2021).

Through a systematic and needs-based approach, psychoeducation can be an effective solution to psychosocial challenges across all levels of society. Psychoeducation focused on

stress management can be an integral part of training and mentoring programs for company employees in Indonesia. The government and relevant agencies can design training that not only teaches business skills but also focuses on employee mental health and well-being. In the long term, similar programs involving mental and emotional empowerment can improve employees' quality of life and enhance their well-being (Siswanti et al., 2024). Therefore, policies are needed that support the provision of management psychoeducation.

From a company point of view, the findings show that psychoeducation can be a great way to prevent and improve employee well-being. Organizations can integrate psychoeducational programs into Employee Assistance Programs (EAPs), routine mental health sessions, or workplace wellness training. Such integration offers several practical advantages. First, regular stress screening can support the early identification of employees who may be at risk of burnout and facilitate timely support or referral. Second, group-based psychoeducation can be more resource-efficient than individual therapy because one facilitator can reach multiple employees simultaneously. Third, the modular structure of the program allows its components to be implemented across different organizational settings with minor adaptations based on specific workplace needs. Finally, group-based activities may be particularly compatible with Indonesia's collectivist cultural context, as they encourage mutual support, shared experiences, and a sense of belonging among employees. These characteristics make psychoeducation a potentially practical and scalable approach for promoting employee well-being in organizational settings.

Companies that make these programs a regular part of their work can expect better job satisfaction, more productivity, and fewer employees leaving (Badaruddin et al., 2025; Chen et al., 2022). Although the study produced important findings, several limitations should be considered when interpreting the results. First, the pre-experimental design did not include a control group, making it difficult to determine whether the observed improvements were attributable to the intervention or to other external factors. Future studies should employ controlled or randomized designs to provide stronger evidence of causal effects. Second, the sample consisted of only 20 employees from a single organization, which limits the generalizability of the findings to other workplace settings. Future research should involve larger and more diverse samples across different types of organizations and occupational contexts. Third, the posttest was administered immediately after the intervention, preventing an assessment of whether the reduction in stress was sustained over time. Longitudinal follow-up assessments are therefore recommended to examine the durability of the intervention effects.

Another limitation concerns the reliance on self-reported PSS-10 scores, which may be influenced by individual differences in perception and response patterns. Future studies could complement self-report measures with physiological indicators, such as heart rate or stress-related biomarkers, to provide a more comprehensive assessment of stress. Finally, although the intervention was designed to accommodate the cultural context of the participants, its effectiveness may differ across cultural settings, particularly in more individualistic societies. Cross-cultural research could therefore provide further insight into the role of cultural factors in stress experiences and coping processes. Addressing these limitations would strengthen the evidence base for psychoeducation as an approach to promoting mental health and managing workplace stress.

4. Conclusions

This study provides preliminary evidence that stress management psychoeducation may contribute to reducing perceived work stress among employees in a private-sector organizational setting. Significant reductions in PSS-10 scores were observed following participation in a six-session psychoeducational intervention. These findings are consistent with the Transactional Model of Stress and Coping and the Job Demands-Control-Support Model, which emphasize the role of coping resources and perceived control in stress reduction.

Nevertheless, the findings should be interpreted cautiously due to several methodological limitations, including the absence of a control group, the small sample size, reliance on self-report measures, and the lack of longitudinal follow-up. Future studies should employ randomized controlled or quasi-experimental designs, include larger and more diverse samples, and incorporate objective indicators of stress to strengthen the evidence base for workplace psychoeducational interventions.

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Author Contribution

The author was solely responsible for the conceptualization, data collection, analysis, and writing of the manuscript.

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Not available.

Informed Consent Statement

Informed consent was obtained from all subjects involved in the study.

Data Availability Statement

Not available.

Conflicts of Interest

The authors declare no conflict of interest.

Declaration of Generative AI Use

During the preparation of this work, the author used Grammarly to assist in improving grammar, clarity, and academic tone of the manuscript. After using this tool, the author reviewed and edited the content as needed and took full responsibility for the content of the publication.

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