

e-ISSN: 2548-7159

p-ISSN: 2721-138X

ABDIMAS

JURNAL PENGABDIAN MASYARAKAT

UNIVERSITAS MERDEKA MALANG



Vol. 11

NO. 1

FEBRUARY

2026



<https://jurnal.unmer.ac.id/index.php/jpkm>

Editorial Team

Editor in Chief

- Sufiyanto Sufiyanto, Department of Mechanical Engineering, University of Merdeka Malang, Indonesia

Managing Editor

- Dr. Sari Yuniarti, [Scopus ID: 57200655150] Department of Finance and Banking, University of Merdeka Malang, Indonesia

Associate Editor

- Prof. Doddy Setiawan, [Scopus ID: 56028197800] Department of Accounting, Universitas Sebelas Maret, Indonesia
- Prof. Mehmet Hüseyin Bilgin, [Scopus Author ID: 25421551900] Department of International Relations, Faculty of Political Sciences, Istanbul Medeniyet University, Turkey
- Prof. Pindo Tutuko, PhD., [Scopus ID: 57191835086] Department of Architecture, University of Merdeka Malang, Indonesia
- Prof. Respati Wikantiyoso, [Scopus ID: 57191840875] Department of Architecture, University of Merdeka Malang, Indonesia
- Dr. Gaguk Apriyanto, [Scopus Author ID: 57214590593] Department of Accounting, Faculty of Economics and Business, University of Merdeka Malang, Indonesia
- Dr. Manuel Castelo Branco, [Scopus ID: 57194672796] Department of Accounting and Administration, University of Porto, Portugal
- Dr. Muhammad Ikhsan Setiawan, [Scopus ID: 57202307496] Department of Civil Engineering, Narotama University Surabaya, Indonesia
- Dr. Eng. Rachmad Firdaus, [Scopus ID: 57218094689] Department of Mechanical Engineering, Universitas Muhammadiyah Sidoarjo, Indonesia
- Dr. Rayenda Khresna Brahmana, [Scopus ID: 36815675800] College of Business Administration, University of Bahrain, Bahrain
- Sri Ratna Rahayu, Ph.D., [Scopus ID: 57194191881] Department of Public Health, Universitas Negeri Semarang, Indonesia
- Dr. Syarif Hidayatullah, Department of Management, Faculty of Economics and Business, University of Merdeka Malang, Indonesia
- Taskirawati Taskirawati, Ph.D., [Scopus ID: 57209641644] Department of Forestry, Universitas Hasanuddin, Indonesia

- Dr. Yan Ma, [Scopus ID: 56127944200] Department of Architecture, Fuzhou University, China

Assistant Editor

- Muzayyanah Muzayyanah, Institute for Research and Community Services, University of Merdeka Malang, Indonesia
- Dinda Nur Atikah, Institute for Research and Community Services, University of Merdeka Malang, Indonesia
- Vio Antah Kusuma Jaya Pranata, Institute for Research and Community Services, University of Merdeka Malang, Indonesia

Revitalization of museum collections through augmented reality to improve interactive educational services

Fortia Magfira, Marisha Pertiwi, Nolan Efranda, Feri Irawan, Rifaldi Herikson, Berta Erwin Slam, Sepli Yandri, Euis Ammelia, Basyaruddin Ismail

Environmental education and community empowerment for local fish conservation in Pasuruan, Indonesia

Hamdani Dwi Prasetyo, Husain Latuconsina, Nour Athiroh Abdoes Sjaokoer, Gatra Ervi Jayanti

Farmer empowerment through training on palm sugar standardization in Eastern Coastal Region of North Sumatera

Dolly Sojuangan Siregar, Rosmayati, Rahmat Suryanto Pirngadi, Anggreiny

Dissemination of fermented technology and diet formulation to provide economical feed in Sikka District

I Kadek Yoga Kertiyasa, Dewi Elfrida Sihombing, Ni Nengah Suryani

Strengthening the competence of junior high school social studies teachers in Klaten Regency in the implementation of deep learning

Anik Widiastuti, Raras Gistha Rosardi, Hapri Novriza Setya Dhewantoro, Ahmad Muzakkil Anam

Digital storyline and QR Code implementation to enhance the tourism appeal of the Kecak Dance

Putu Tika Virginiya, I Putu Bakti Utama, Cinta Rani Ananta, Ni Kadek Dwi Dharmayanti, Ni Putu Wiwik Andika, Ari Karunia Dewi, Muhammad Asrul

Optimizing mompreneurs' role in promoting family economic independence through bakery businesses

Basyiruddin Nur, Yeni Elfiza Abbas, Indra Pradana Singawinata, Gustofan Mahmud, Nur Asmila, Rina Pratiwi

Green entrepreneurship through melon product diversification for economic independence of KWT Lestari, Gunung Kidul

Sulasmi, Andik Asmara, Titin Hera Widi Handayani, Ngadiyono

Empowering local communities in Ngrambe Village through service learning and entrepreneurship

Deatri Arumsari Agung, Gesti Memarista, Eric Sulindra, Aldo Hardi Sancoko, Rianmahardhika Sahid Budiharseno

Strengthening the instructional leadership capacity of school principals to improve the quality of learning

Nurkolis, Harjito, Soedjono, Kusdiyanto Eko Prabowo, Afina Sulistyahati, Hana Tristiandari

Enhancing tourism awareness and digital promotion skills of Lok Baintan Floating Market Vendors

Dewi Rachmawati, Ayu Rakhmi Tiara Hamdani, Latifa Ramonita, Jati Paras Ayu, Yesi Pandu Pratama Wibowo

Fostering cultural identity and self-expression through narrative poetry training at the Palangka Raya Youth Detention Center

Maida Norahmi, Susanty, Alifiah Nurachmana, Lesly Martha Cecylia Meka, Sulamit Syeba, Pujono, Olga Dona Retsi

Workplace stress management psychoeducation program to enhance employee resilience in the service industry

Kurnianingrum Ayu Miranti, Zamralita



Workplace stress management psychoeducation program to enhance employee resilience in the service industry

Kurnianingrum Ayu Miranti¹, Zamralita²

¹Master's Program in Psychology, ²Faculty of Psychology, Tarumanagara University
Jl. Letjen S. Parman, Palmerah, Jakarta Barat, Special Capital Region of Jakarta, 11410, Indonesia

ARTICLE INFO:

Received: 2025-11-26
Revised: 2025-12-12
Accepted: 2026-01-23
Published: 2026-02-27

Keywords:

Generation Z,
Psychoeducation,
Service industry,
Workplace stress,
Workplace wellbeing

ABSTRACT

Generation Z is increasingly entering the workforce and is known to be technologically adaptive; however, they are also vulnerable to workplace stress due to rapid organizational changes and high-performance demands, particularly in the service industry that requires intensive customer interaction and emotional labour. This community service program aimed to provide psychoeducation on workplace stress management for Generation Z employees at PT X, a professional organizing service company. The program was conducted through a 90-minute interactive webinar integrating psychoeducation, reflective discussion, and gamified learning activities. Program evaluation was conducted using pre-test and post-test assessments and participant satisfaction surveys. A total of 53 participants attended the webinar. The results showed an increase in knowledge scores from a pre-test mean of 40.00 to a post-test mean of 63.33, indicating a 58.3 percent improvement, while 91 percent of participants rated the program as relevant, useful, and easy to understand. Participants also reported increased awareness of emotional regulation and the application of adaptive coping strategies in the workplace. The findings indicate that webinar-based psychoeducation can effectively improve workplace stress management literacy and support workplace wellbeing among young employees in the service industry.

©2026 Abdimas: Jurnal Pengabdian Masyarakat Universitas Merdeka Malang
This is an open access article distributed under the CC BY-SA 4.0 license
(<https://creativecommons.org/licenses/by-sa/4.0/>)

How to cite: **How to cite:** Miranti, K. A., Zamralita. (2026). Workplace stress management psychoeducation program to enhance employee resilience in the service industry. *Abdimas: Jurnal Pengabdian Masyarakat Universitas Merdeka Malang*, 11(1), xxx-xxx. <https://doi.org/10.26905/abdimas.v11i1.16456>

1. INTRODUCTION

The increasing demands of modern workplaces require employees to adapt quickly to dynamic job expectations, particularly in the service industry where employees must interact intensively with clients and maintain high emotional control. Generation Z are increasingly entering the workforce and often experience difficulties in managing workplace stress due to limited work experience and inadequate coping skills. Previous studies have shown that insufficient stress management literacy among early-career employees can lead to emotional exhaustion, decreased work engagement, and reduced job performance (Fitriani et al., 2023; Yusriani et al., 2024).

A worker experiences job stress when there is an imbalance between work and the ability to cope with stress. Work-related stress can occur due to organizational, individual and other factors (Pasaribu & Hardayati, 2025). Workplace stress has become one of the most common psychological challenges among employees in service-oriented occupations because the job requires flexibility, time pressure, and

continuous interaction with customers. Without proper education on stress management, employees may rely on maladaptive coping strategies that negatively affect both individual wellbeing and organizational performance. Educational programs focusing on stress awareness, emotional regulation, and coping strategies are considered effective preventive approaches to improve workplace wellbeing and resilience, especially for young employees who are still in the adaptation stage of their careers (Goh et al., 2016; Putra & Nuradina, 2023).

PT X, a professional organizing service company, reported several challenges related to workplace stress among its young employees. The problems were identified through a preliminary needs assessment conducted in September 2025, which involved informal interviews with five employees and one supervisor, as well as brief observations of daily work activities. The assessment indicated that employees frequently experienced high workload demands, irregular work schedules, communication difficulties within the team, and emotionally demanding interactions with clients. Several employees reported feeling easily tired, losing focus during work, and having difficulty managing emotions when facing customer complaints. These findings showed that employees had limited knowledge of stress management strategies and needed practical education that could help them regulate emotions and cope with workplace pressure more effectively.

Unlike previous stress management activities that are commonly delivered through long-term training or clinical programs, the partner organization required a short, practical, and easily accessible intervention that could be implemented without interrupting work activities. Stress management psychoeducation, can help reduce stress levels among workers (Suratmini et al., 2024). At the time of the program, PT X had never conducted a structured stress management education program for its employees, even though most of them were young workers with limited experience in managing workplace pressure.

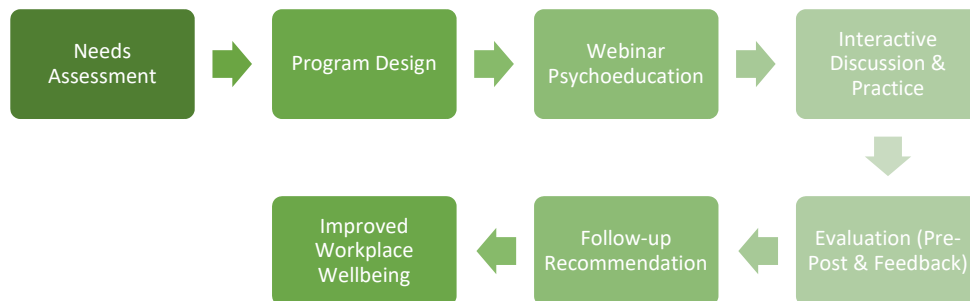


Figure 1. Workplace stress management intervention framework

Results have been found in previous community service programs on stress management psychoeducation for employees. Psychoeducation on workplace stress management has been shown to improve employees' understanding of stress management and help reduce the risk of decreased work productivity. This suggests that simple and applicable techniques can support employees in managing work pressure more effectively (Pradiptya et al., 2025). Others also have shown that psychoeducation can improve employees' understanding about stress and coping strategies that helps employees recognize early signs of stress and respond more adaptively when facing work pressure. This improved awareness can support better emotional control, help employees perform their tasks more effectively, and reduce the risk of decreased work performance (Deviyeni et al., 2022). Therefore, this community service program introduced a webinar-based psychoeducation model combined with interactive discussion and gamified learning to increase participant engagement. The novelty of this program lies in the

integration of psychoeducation, participatory learning, and practical coping exercises within a single-session intervention specifically designed for Generation Z employees in the service industry to improve workplace wellbeing and employee resilience.

The community service activity was developed using a practical intervention framework to address the partner's needs in managing workplace stress. The framework includes needs assessment, preparation of educational materials, webinar implementation, participant evaluation, and follow-up recommendations. This model was designed to ensure that the program provided practical solutions that could be directly applied in the workplace. The stages of the intervention are presented in Figure 1. Aligned with this context, the present program initiative aims to provide educational support related to workplace stress management for young Generation Z employees working in the service industry. Through a participatory approach involving webinars, this program seeks to enhance participants' awareness of the importance of psychological balance at work while also equipping them with practical skills to manage workplace pressures effectively.

2. METHODS

The main partner of this community service program was PT X, a professional organizing service company. The program was primarily designed for employees of PT X as the target group based on the needs assessment conducted with the partner. In addition, several public participants who worked in similar service-related fields were allowed to attend the webinar to expand the dissemination of the educational material. Nevertheless, the planning, implementation, and evaluation of the program were based on the problems identified at PT X as the primary partner.

The preliminary needs assessment was conducted in September 2025 through informal interviews and brief observations at PT X. Interviews were carried out with five employees and one supervisor to identify common problems experienced during daily work activities. The results showed that employees frequently faced high workload demands, irregular schedules, communication difficulties, and emotionally demanding interactions with clients. Several employees reported feeling easily fatigued, losing concentration, and having difficulty managing emotions when facing customer complaints. These findings indicated the need for practical education on workplace stress management that could help employees develop adaptive coping strategies in the workplace.

The implementation team, together with the management of PT X, agreed to conduct the program in the form of an interactive webinar. Administrative documents, including assignment letters, a collaboration agreement (Implementation Agreement/IA), and official activity approval, were prepared to ensure the smooth execution of the program and compliance with academic standards. The webinar materials were developed based on the findings from the preliminary assessment as well as current scientific literature on workplace stress among Generation Z employees in the service industry.

The effectiveness of the program was evaluated using pre-test and post-test results to observe changes in participants' knowledge before and after the webinar. The evaluation was conducted descriptively to identify improvements in understanding and to assess participant responses to the activity. This evaluation approach was used to measure the usefulness of the program as part of the community service implementation rather than as a formal experimental study.

Activity Design

The activity was designed as an online psychoeducation program aimed at improving participants' understanding of workplace stress and helping them develop practical coping strategies that could be

applied in daily work situations. The program was conducted in the form of a 90-minute interactive webinar attended by employees of PT X as the main partner, along with several additional participants from similar service-related occupations. The activity consisted of several stages, including introduction, material delivery, interactive learning, discussion, and evaluation. The facilitator was responsible for delivering the material, guiding discussion, and encouraging participants to share their experiences related to workplace stress. Interactive methods such as quizzes and reflective discussion were used to increase participant engagement and make the learning process more practical and applicable. To make the implementation clearer, the stages of the activity are presented in Table 1.

Table 1. Activity implementation stages

Session	Activity	Duration	Facilitator Role	Purpose
1	Opening and introduction	10 minutes	Introduce program and objectives	Build participant readiness
2	Initial quiz (Kahoot)	10 minutes	Guide quiz and interaction	Identify participant stress experience
3	Psychoeducation on workplace stress	20 minutes	Deliver material	Increase knowledge about stress
4	Coping strategy training	20 minutes	Explain and give examples	Teach adaptive coping
5	Discussion session	20 minutes	Facilitate sharing	Reflect participant experience
6	Post-test and evaluation	10 minutes	Guide evaluation	Measure program usefulness

3. RESULTS AND DISCUSSION

Program Implementation

The activity was conducted on November 7, 2025. A total of 53 participants attended the webinar, and all participants completed the demographic form. Therefore, the total number of responses presented in Table 2 is consistent with the total number of participants in the program. Based on the demographic data, 79.3 percent of participants were Generation Z employees aged 18–27 years, while the remaining participants were above 27 years old. This composition reflects the predominance of young workers who constitute the primary target of the workplace stress management education program. Most participants were early-career employees with less than three years of work experience (47.2 percent), followed by those with less than one year of tenure (28.3 percent), and employees with more than three years of experience (24.5 percent). These figures indicate that most participants had relatively limited work experience and were therefore more vulnerable to workplace stress due to the ongoing adaptation process to organizational culture and job demands.

Table 2. Demographics

Characteristic	Category	Frequency	Percentage (%)
Age	18–20 years	7	13.2
	21–23 years	18	34.0
	24–27 years	17	32.1
	>27 years	11	20.7
Length of Employment	<1 year	15	28.3
	1–3 years	25	47.2
	>3 years	13	24.5

The implementation of the program was conducted over a 90-minute session consisting of four main components: (1) **Session 1:** An interactive Kahoot! to introduce the topic and to identify participants' experiences related to workplace stress; (2) **Session 2:** A psychoeducation delivered by the facilitator, covering the definition of workplace stress, common stressors in the service industry, and adaptive coping strategies; (3) **Session 3:** A second Kahoot! quiz serving as an evaluation and reinforcement of the material; (4) **Session 4:** A reflective discussion on workplace challenges and the application of relevant coping strategies.

During the first session, the interactive quiz revealed that most participants identified a toxic work environment as the primary source of their workplace stress. The results of the initial quiz are presented in Figure 2. Most participants identified toxic work environment as the main source of workplace stress, followed by workload pressure and customer-related demands. This finding supports the need for stress management education that focuses on emotional regulation and coping strategies that can be applied in daily work situations.



Figure 2. Participants' self-identified sources of workplace stress

The material presentation delivered in the second session is illustrated in Figure 3. The figure shows the delivery of psychoeducation material during the webinar session, where the facilitator explained the concept of workplace stress, common stressors in the service industry, and adaptive coping strategies. The material was presented using interactive explanations and practical examples to help participants understand how stress develops in daily work situations. This session was intended to improve participants' awareness of workplace stress and to introduce coping strategies that could be directly applied in their professional activities.

A question-and-answer segment was conducted to address participants' concerns regarding workplace challenges and to clarify the application of coping strategies. Participants' enthusiasm was evident from their active engagement during the discussion and Q&A sessions. Many participants openly shared personal experiences regarding how they cope with workplace stress and the challenges they face in maintaining balance between their professional responsibilities and personal lives. Furthermore, an overview of several webinar participants is presented in Figure 4, illustrating the level of engagement throughout the activity.

The Figure 4 illustrates active participation during the session, where participants followed the material, joined the discussion, and responded to the interactive activities provided by the facilitator. The high level of participation indicates that the webinar-based format was effective in maintaining engagement throughout the program. The interactive methods used in the activity encouraged participants to share their experiences and helped them understand the material more easily, which supports the objective of the community service program to provide practical and applicable knowledge.

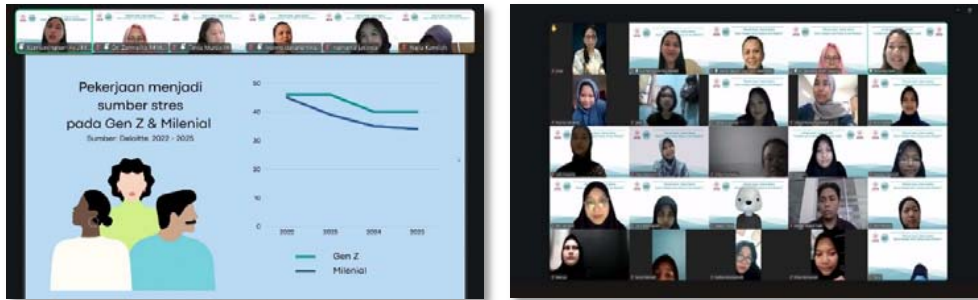


Figure 3. Presentation session on workplace stress among Generation Z
Figure 4. Webinar attendance snapshot

Program Evaluation and Assessment

To assess the effectiveness of the program, participants were administered a pre-test and post-test consisting of five items measuring knowledge and strategies related to managing workplace stress. Evaluation data were collected from 30 participants, as only these individuals completed both the pre-test and post-test. Although the webinar was attended by 53 participants, several attendees did not submit either the pre-test, the post-test, or both, resulting in incomplete data that could not be included in the statistical analysis. Therefore, the final sample for the paired samples t-test consisted of 30 participants with complete response sets.

The findings showed a significant improvement in participants' knowledge after attending the webinar. Overall, the mean pre-test score of 40.00 increased to 63.33 on the post-test, indicating a gain of 23.33 points. The statistical results presented in Table 2 demonstrated a highly significant difference between the two scores, $t = -5.887, p < .001$, with a large effect size ($d = -1.075$). These results indicate that the webinar had a strong impact on enhancing participants' overall understanding of workplace stress management, as further supported by the descriptive data and the graphical comparison illustrating a consistent increase between pre-test and post-test scores.

Table 3. Overall pre-test and post-test results

Variable	N	Pre-Test M (SD)	Post-Test M (SD)	Mean Difference	t	p	Cohen's d
Overall Score	30	40.00 (19.65)	63.33 (23.54)	23.33	-5.887	< .001	-1.075

Further analysis of the pre-test and post-test results revealed that all aspects of knowledge assessed during the webinar showed meaningful improvement, as presented in Table 4. For the component on understanding workplace stress, participants demonstrated a significant increase in scores from pre-test to post-test, $t = -3.247, p = .003$, with a medium effect size ($d = -0.593$). This indicates that participants developed a clearer comprehension of the basic concepts of workplace stress, including how stress emerges and how the body responds to pressure in the workplace.

Similarly, the component measuring knowledge of workplace stressors also showed a statistically significant, though smaller, improvement, $t = -2.262, p = .031, d = -0.413$. These results suggest that participants gained a better understanding of the factors that may trigger stress at work, although the increase was not as substantial as other domains.

The strongest improvement was observed in the component assessing coping strategies for workplace stress. This domain showed highly significant results, $t = -5.461$, $p < .001$, with a large effect size ($d = -0.997$). These findings confirm that the content related to stress management, such as relaxation techniques, emotional regulation, and identifying sources of social support, had the greatest impact in enhancing participants applied coping skills. Overall, these results demonstrate that participants not only improved their theoretical understanding of workplace stress but also became better equipped to apply adaptive coping strategies in their work lives.

Table 4. Analysis of pre-test and post-test results

Webinar Material	N	Pre-Test M (SD)	Post-Test M (SD)	Mean Difference	t	p	Cohen's d
Understanding Workplace Stress	30	2.67 (6.92)	8.00 (9.96)	5.33	-3.247	.003	-0.593
Causes of Workplace Stress	30	14.00 (9.32)	18.00 (6.10)	4.00	-2.262	.031	-0.413
Coping Strategies for Workplace Stress	30	6.00 (9.32)	17.33 (6.92)	11.33	-5.461	< .001	-0.997

In addition to the evaluation results, participant satisfaction evaluations showed that, on average, 91 percent of participants rated the program as highly interactive, useful, and relevant to their work conditions. Several participants expressed positive feedback, noting that the webinar was engaging and enjoyable, particularly because of the interactive games. One participant commented, *"I hope I can join the next webinar because the facilitator was very engaging,"* while another stated, *"The topic was relevant and the delivery was relaxed, which made the session comfortable."* These responses indicate that the activity not only improved knowledge but also had practical effects on emotional regulation and workplace behavior. A summary of the evaluation results is presented in Table 5.

Table 5. Participant evaluation results

Evaluated Aspect	Avg. Score (%)	Interpretation
Material	96	Very good; material was clear, easy to understand, and relevant.
Topic Relevance	94.7	Highly relevant to participants' experiences and job context.
Presenter Delivery Quality	92	Very good; presenters were communicative, clear, and engaging.
Practical Benefits	92	Highly useful; participants gained knowledge they could immediately apply.
Level of Interaction	81.3	Good; some participants suggested extending the session time.
Overall Average	91	Very good; participants found the program beneficial, relevant, clear, and professionally delivered.

Discussion

Previous community service programs have shown that webinar-based education can help employees better understand workplace stress and develop more effective coping strategies. Participants reported that the material was relevant to their work situation and improved their awareness of how communication and behavior can influence stress at work. These findings suggest that psychoeducational

webinars can be an effective approach to support stress management in the workplace (Rahmat et al., 2025).

The findings of this community program are consistent with existing literature demonstrating that young workers are particularly susceptible to elevated levels of workplace stress (Deloitte, 2024). The results of this program indicated that the main source of stress reported by participants was a toxic work environment, followed by workload pressure and customer-related demands. High workload is one of the factors that can increase workplace stress and lead to burnout when it is not well managed. Psychoeducation can help employees understand stress, develop adaptive coping strategies, and maintain psychological wellbeing. Improved awareness after the intervention shows that stress management education can support employees in dealing with work pressure more effectively (Putri et al., 2023). In service-related jobs, frequent interaction with clients and team members can increase emotional demands, particularly when the work environment is perceived as unsupportive. Such conditions may lead to emotional exhaustion, decreased work engagement, and difficulty managing stress. These are consistent with previous studies which state that workplace stress in the service industry is influenced not only by workload but also by organizational and interpersonal factors (Cheng & Kao, 2022; Yusriani et al., 2024).

Evaluation results using pre-test and post-test indicate that psychoeducation can significantly improve employees' knowledge of stress management and help employees' maintain work performance despite experiencing work pressure (Pratiwi et al., 2024). The evaluation results showed a clear improvement in participants' knowledge after the program, as reflected in the increase between pre-test and post-test scores from 40.00 to 63.33. The greatest improvement was found in the coping strategies component, indicating that participants benefited from the practical techniques introduced during the webinar. This result suggests that interactive psychoeducation can help participants better understand workplace stress and apply adaptive coping strategies in their daily work. The improvement in knowledge and coping skills supports the objective of the program to enhance workplace wellbeing and strengthen employee resilience.

These findings also indicate that a short-duration community service activity can provide meaningful impact when the material is delivered using participatory and practical methods. Consistent with previous studies, psychoeducation on stress triggers and coping strategies can improve self-regulation and help employees manage workplace strain more effectively (Goh et al., 2016; Putra & Nuradina, 2023). Young employees tend to respond positively to practical psychological tools such as mindfulness, breathing techniques, and problem-solving strategies (Deloitte, 2025).

The effectiveness of this program was also supported by the use of interactive learning methods, including quizzes, discussion, and real-life examples, which helped participants relate the material to their own work experiences (Francis & Hoefel, 2018). Overall, the combination of psychoeducation, interactive learning, and reflective discussion can improve employees' ability to manage workplace stress and can be applied as a practical model for organizations to support employee wellbeing in the service industry.

4. CONCLUSION AND RECOMMENDATIONS

The program implemented in collaboration with PT X successfully fulfilled its primary objective of strengthening the knowledge and practical competencies of young employees in managing workplace stress within the service industry. Through an integrative psychoeducational design that combined explanatory materials, interactive activities, and reflective discussions, participants developed a more

comprehensive understanding of workplace stress, including its underlying mechanisms, contributing factors, and effective coping strategies applicable to their daily professional contexts. The evaluation results provide strong empirical support for the program's effectiveness. The significant increase in post-test scores compared to pre-test scores indicates a measurable enhancement in participants' cognitive understanding of workplace stress. Further analysis revealed substantial improvements across all learning components, with the most pronounced gains observed in the domain of stress coping strategies. These findings underscore the value of experiential and participatory learning approaches, particularly for young workers, who tend to respond favorably to interactive, technology-assisted, and practice-oriented formats.

Psychologically, the improvement in stress awareness and coping capability suggests a positive shift in participants' resilience and self-regulation. As resilience is closely associated with sustained motivation, emotional stability, and long-term productivity, these outcomes hold important implications for employee well-being in fast-paced service environments. By equipping workers with adaptive coping skills, the program contributes not only to individual psychological health but also to the broader organizational climate, potentially reducing burnout risk, turnover intention, and performance inconsistencies often observed among early-career employees. Beyond individual benefits, the program yielded meaningful organizational outcomes. PT X began integrating mental health considerations into several aspects of its human resource management practices. Recommendations provided by the implementation team, including promoting open communication systems, establishing clearer reporting mechanisms, fostering supportive leadership behaviors, improving performance feedback processes, and strengthening psychological well-being policies, offer a strategic foundation for developing a healthier and more sustainable workplace culture. These organizational adjustments reflect a growing recognition of the intrinsic relationship between employee well-being and service quality in client-facing industries.

For long-term impact, it is recommended that similar initiatives be institutionalized through continuous and structured programs. As workplace stress is dynamic and may fluctuate with changes in job demands, periodic reinforcement through workshops, mentoring sessions, and digital monitoring tools, such as stress-tracking applications, could enhance the sustainability of the program's outcomes. Future community engagement activities may also adopt a blended-learning format, which would enable deeper skill internalization while accommodating diverse work schedules. Overall, the program demonstrates that targeted psychoeducational interventions can serve as practical, scalable, and replicable models for enhancing mental health literacy, coping competence, and workplace resilience among Generation Z employees in the service sector. With consistent implementation and organizational commitment, such initiatives have the potential to contribute significantly to the development of a mentally healthy, productive, and adaptive workforce.

ACKNOWLEDGEMENTS

The authors would like to express their sincere gratitude to the Kementerian Pendidikan, Sains, dan Teknologi (Kemdiktisaintek) through Direktorat Penelitian dan Pengabdian Kepada Masyarakat, Direktorat, Jenderal Riset dan Pengembangan, for the support and facilitation provided throughout the implementation of this study with the contract number 1011/LL3/AL.04/2025, 0576/Int-KLPPM/UNTAR/VI/2025. The authors also extend their appreciation to all participants from PT X who generously dedicated their time to take part in this program, as well as for their cooperation and support, which greatly contributed to the successful completion of this activity. Special thanks are also conveyed to the academic community of the Faculty of Psychology, Universitas Tarumanagara, and fellow graduate students for their assistance, encouragement, and continuous support during the process.

REFERENCES

- Cheng, S. C., & Kao, Y. H. (2022). The impact of the COVID-19 pandemic on job satisfaction: A mediated moderation model using job stress and organizational resilience in the hotel industry of Taiwan. *Heliyon*, 8(3). <https://doi.org/10.1016/j.heliyon.2022.e09134>
- Deloitte. (2024). *Mental health today: A deep dive based on the 2024 Gen Z and Millennial survey*. Deloitte. Retrieved from: https://www.deloitte.com/content/dam/assets-zone2/fr/no-index/docs/services/consulting/2024/deloitte_genz-millennial-survey_mental-health-deep-dive.pdf
- Deloitte. (2025). *2025 Gen Z Millennial survey*. Deloitte. Retrieved from: <https://www.deloitte.com/content/dam/assets-shared/docs/campaigns/2025/2025-genz-millennial-survey.pdf>
- Deviyeni, P., Zamralita, & Venesia. (2022). Psikoedukasi mengenai stres dan cara mengatasi stres selama pandemi bagi karyawan PT X. In *Prosiding SERINA IV UNTAR*, 2(1), 1631–1638.
- Fitriani, R. A. (2023). Effect of job demand on turnover intention with workplace well-being as moderator of doctor and nurse at PT. X. *Psikoislamedia: Jurnal Psikologi*, 8(1), 95-106. <https://doi.org/10.22373/psikoislamedia.v8i1.15593>
- Francis, T., & Hoefel, F. (2018). True Gen': Generation Z and its implications for companies. *McKinsey & Company*, 12(2), 1-10. Retrieved from: <https://www.mckinsey.com/industries/consumer-packaged-goods/our-insights/true-gen-generation-z-and-its-implications-for-companies>
- Goh, J., Pfeffer, J., & Zenios, S. A. (2016). The relationship between workplace stressors and mortality and health costs in the United States. *Management Science*, 62(2), 608-628. <https://doi.org/10.1287/mnsc.2014.2115>
- Pasaribu, J., & Hardayati, Y. A. (2025). Masyarakat menjaga kesehatan mental ditempat kerja. *AMMA: Jurnal Pengabdian Masyarakat*, 3(12), 1207–1211.
- Pradiptya, A., Simamora, E. R., & Ariefiantoro, T. (2025). Peningkatan pengetahuan dan manajemen stress bagi karyawan untuk mencegah penurunan produktivitas kerja. *Cakrawala: Jurnal Pengabdian Masyarakat Global*, 4(3), 150-158. <https://doi.org/10.30640/cakrawala.v4i3.5003>
- Pratiwi, N. Y., Yunus, N. F., Puteri, I. A., & Jafar, E. S. (2024). Psikoedukasi stress management pada karyawan Kalla Group PT. Bumi Karsa. *Jurnal Kebajikan: Pengabdian kepada Masyarakat*, 2(3), 61–67. <https://doi.org/10.26858/jk.v2i3.58850>
- Putra, D. A., & Nuradina, K. (2023). Strategi coping dan upaya resiliensi karyawan di masa pandemi COVID-19. *Inaba Journal of Psychology*, 1(01), 33-40. <https://doi.org/10.56956/ijop.v1i01.189>
- Putri, H., Hasya, E., Raodatul, G., & Alwi, M. A. (2023). Psikoedukasi cara menjaga kesehatan mental di tempat kerja bagi karyawan di Perusahaan X. *Jurnal Kebajikan: Jurnal Pengabdian Masyarakat*, 1(2), 36-40. <https://doi.org/10.26858/jk.v1i2.44873>
- Rahmat, A., Amin, K. N., & Nurkhaeriyah, S. L. (2025). Webinar sebagai inovasi edukasi: Mendorong budaya komunikasi sehat dalam mengelola stres kerja. *GJPM: Gudang Jurnal Pengabdian Masyarakat*, 3(2), 254–258. <https://doi.org/10.59435/gjpm.v3i2.1578>
- Suratmini, D., Jansen, S., Darmareja, R., Togatorop, L. B., Faradillah, K. R., & Sirada, A. (2024). Optimalisasi Kemampuan Manajemen Stres Kerja Karyawan Melalui Edukasi dan Latihan. *JMM (Jurnal Masyarakat Mandiri)*, 8(1), 224-233. <https://doi.org/10.31764/jmm.v8i1.19870>
- Yusriani, S., Nurbaeti, N., & Patiro, S. P. S. (2024). Understanding and managing job stress in the service sector: A literature review. *International Journal of Business, Management and Economics*, 5(2), 187-196. <https://doi.org/10.47747/ijbme.v5i2.1774>
-