

Mindfulness Psychoeducation to Strengthen Burnout and Emotion-Regulation Literacy among University Lecturers

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Abstract

University lecturers face overlapping academic, administrative, research, and community-service demands that may contribute to work-related stress and increase the need for burnout-prevention literacy. This community service program aimed to strengthen lecturers' knowledge of burnout, emotion regulation, mindfulness, and simple mindfulness practices. A one-group pretest-posttest design was used with active lecturers at Campus B, Universitas Sunan Gresik. The intervention combined psychoeducation, interactive discussion, the STOP Technique (Stop, Take a Breath, Observe, Proceed), and approximately three minutes of mindful breathing. The same evaluation instrument was administered immediately before and after the session, and mean scores were summarized descriptively. Posttest means were higher than pretest means across all six reported knowledge indicators: 4.63 to 4.84, 4.05 to 4.79, 4.18 to 4.68, 3.89 to 4.74, 3.47 to 4.79, and 3.47 to 4.63, corresponding to descriptive gains of 0.21–1.32 points. Facilitators also observed active participation during discussion and guided practice. These findings suggest immediate gains in measured knowledge following the program; however, they do not demonstrate improved emotion-regulation ability or reduced burnout because those psychological outcomes were not assessed directly. The absence of a control group, participant-level statistical analysis, and longer-term follow-up further limits causal interpretation. Workplace-based mindfulness psychoeducation may therefore serve as an initial promotive learning activity, while future programs should incorporate validated outcome measures and stronger evaluation designs.

Keywords: burnout literacy; emotion regulation; mindfulness; psychoeducation; university lecturers

Abstrak

Dosen menghadapi tuntutan akademik, administrasi, penelitian, dan pengabdian kepada masyarakat yang dapat berkontribusi terhadap stres kerja sehingga literasi mengenai pencegahan burnout menjadi penting. Kegiatan pengabdian kepada masyarakat ini bertujuan memperkuat pengetahuan dosen mengenai burnout, regulasi emosi, mindfulness, dan praktik mindfulness sederhana. Evaluasi menggunakan desain satu kelompok pretest-posttest pada dosen aktif Kampus B Universitas Sunan Gresik. Intervensi memadukan psikoedukasi, diskusi interaktif, praktik STOP Technique (Stop, Take a Breath, Observe, Proceed), dan mindful breathing selama kurang lebih tiga menit. Instrumen evaluasi yang sama diberikan sebelum dan segera setelah kegiatan, kemudian skor rata-rata dianalisis secara deskriptif. Skor posttest lebih tinggi dibandingkan pretest pada keenam indikator pengetahuan yang dilaporkan, yaitu

4,63 menjadi 4,84; 4,05 menjadi 4,79; 4,18 menjadi 4,68; 3,89 menjadi 4,74; 3,47 menjadi 4,79; dan 3,47 menjadi 4,63, dengan peningkatan deskriptif sebesar 0,21–1,32 poin. Fasilitator juga mengamati partisipasi aktif selama diskusi dan praktik. Hasil mendukung adanya peningkatan pengetahuan segera setelah program, tetapi tidak membuktikan peningkatan kemampuan regulasi emosi atau penurunan burnout karena kedua outcome psikologis tersebut tidak diukur secara langsung. Ketidadaan kelompok kontrol, analisis statistik berbasis data individu, dan tindak lanjut jangka panjang juga membatasi interpretasi kausal. Psikoedukasi mindfulness di tempat kerja dapat digunakan sebagai kegiatan promotif awal, dengan evaluasi mendatang menggunakan instrumen tervalidasi dan desain yang lebih kuat.

Kata kunci: burnout; dosen; literasi kesehatan mental; mindfulness; regulasi emosi

INTRODUCTION

University lecturers work in a professional environment characterized by simultaneous demands in teaching, research, community service, student supervision, institutional administration, and performance reporting. These responsibilities are central to the Tri Dharma of Higher Education, yet their accumulation may generate sustained work pressure when job demands exceed available time, resources, or coping capacity. Work-related stress can affect not only lecturers' well-being but also professional functioning and institutional performance. Kusnadi (2014) reported an association between workload, self-efficacy, and work stress among university lecturers, illustrating the relevance of both psychological resources and job demands in academic work. For universities, early promotive initiatives that strengthen lecturers' understanding of occupational stress and adaptive self-management are therefore relevant to human-resource development.

When chronic workplace stress is not managed effectively, it may contribute to burnout. Maslach and Jackson (1981) conceptualized burnout in terms of emotional exhaustion, depersonalization, and reduced personal accomplishment, while the World Health Organization (2019) recognizes burnout as an occupational phenomenon resulting from chronic workplace stress that has not been successfully managed. Burnout should therefore not be reduced to low motivation or temporary fatigue. For lecturers, persistent emotional and cognitive demands may be particularly relevant because academic work involves repeated interpersonal contact, deadline pressure, evaluation, and multiple role expectations. The present community-service program did not diagnose burnout or estimate its prevalence among lecturers at Campus B; rather, burnout was addressed as an educational topic within a promotive and preventive psychoeducation program.

Emotion regulation provides a useful framework for understanding how individuals respond to demanding situations. Gross et al. (1998) described emotion regulation as the processes through which individuals influence which emotions they experience, when they experience them, and how those emotions are expressed. A stronger conceptual understanding of emotion regulation may help lecturers recognize emotional reactions and consider more deliberate responses when facing academic or interpersonal stressors. Mindfulness is commonly associated with present-moment awareness and reduced automatic

responding. Kabat-Zinn (2003) described mindfulness as intentionally paying attention to present-moment experience in a nonjudgmental manner, while Bishop et al. (2004) proposed an operational framework emphasizing self-regulation of attention and an open orientation toward experience.

Recent evidence provides a rationale for introducing mindfulness in occupational settings. In a systematic review of standardized mindfulness programs and burnout outcomes, Shoker et al. (2024) reported that mindfulness-based interventions may reduce burnout-related outcomes under appropriate intervention conditions. However, the intensity, duration, and measurement procedures used in formal mindfulness interventions differ substantially from those of a brief community-service psychoeducation session. A short activity of this kind should therefore not be expected to produce the same psychological effects as a structured clinical or workplace mindfulness program. Its more defensible immediate purpose is to improve knowledge, introduce simple techniques, and help participants recognize when and how mindfulness-based strategies can be practiced.

The program was implemented for lecturers at Campus B, Universitas Sunan Gresik, through psychoeducation, participatory discussion, and guided practice. The intervention integrated burnout literacy, emotion-regulation concepts, mindfulness education, the STOP Technique (Stop, Take a Breath, Observe, Proceed), and brief mindful breathing within a single workplace-based activity. The STOP Technique and mindful breathing were selected because they can be demonstrated in a short session and practiced without specialized equipment. This combination extended the activity beyond lecture-based socialization by providing participants with both conceptual information and an initial experiential exercise. Formal baseline needs-assessment data on burnout prevalence or emotion-regulation difficulties at Campus B were not available, which limits the extent to which the local problem can be quantified.

Against this background, the program aimed to strengthen lecturers' knowledge of burnout, emotion regulation, mindfulness, the STOP Technique, and the application of simple mindfulness practices in daily work. The primary measurable outcome was the immediate change in mean scores across six knowledge indicators from pretest to posttest. Participant engagement during discussion and guided practice was treated as a supporting process observation. Because the program used a one-group pretest-posttest design without a control group and did not directly measure burnout severity or emotion-regulation ability, the findings are interpreted as short-term educational changes rather than evidence of reduced burnout or improved emotion regulation.

METHOD

This community-service activity used a one-group pretest-posttest design. Participants completed the same knowledge assessment immediately before and after the psychoeducational intervention. No control or comparison group was included. The design

therefore allowed descriptive assessment of immediate within-group change but did not permit causal attribution of the observed differences to the intervention alone.

The program was conducted at Campus B, Universitas Sunan Gresik, Gresik, East Java, Indonesia. The available program records did not specify the exact implementation date or total program duration; these details were therefore not included in the present report.

Campus B, Universitas Sunan Gresik, served as the institutional partner. The beneficiaries were active lecturers responsible for teaching, research, community service, and institutional duties. The available program records did not document the exact number of participants, the number of valid paired pretest-posttest responses, recruitment procedures, age, sex, faculty distribution, or years of service. Consequently, these characteristics could not be reported quantitatively.

Preparation involved institutional coordination, development of psychoeducational materials and presentation media, and preparation of the pretest-posttest instrument. The activity began with the pretest, followed by educational content on the concept, signs, and consequences of burnout; distinctions between burnout and work-related stress; emotion-regulation concepts; mindfulness; and the application of mindfulness in daily work. Interactive discussion encouraged participants to relate the material to academic and interpersonal demands. Guided practice then introduced the STOP Technique (Stop, Take a Breath, Observe, Proceed) and approximately three minutes of mindful breathing. The same evaluation instrument was administered immediately after the session as the posttest.

The primary outcome was the immediate change in mean knowledge scores from pretest to posttest across six indicators in the evaluation instrument. The indicators addressed burnout, emotion regulation, mindfulness, the STOP Technique, and the workplace application of mindfulness; however, the exact wording and mapping of the six indicators were not available in the program records. Participant engagement during discussion and guided practice was treated as a secondary process observation rather than as a psychological outcome.

The same evaluation instrument was administered before and after the program. Documentation did not include the number of items underlying each indicator, the response-scale range, scoring instructions, instrument-development procedures, content-validity assessment, construct validity, or reliability coefficients. These omissions limit full appraisal of the instrument's measurement properties. Burnout severity and emotion-regulation ability were not assessed using dedicated validated psychological scales.

Mean pretest and posttest scores were summarized descriptively for each of the six knowledge indicators. Absolute change was calculated as the posttest mean minus the pretest mean. Because participant-level paired scores, standard deviations, and the exact sample size were unavailable, paired t-tests, Wilcoxon signed-rank tests, effect-size estimates, confidence intervals, and other inferential analyses were not performed. The available program documentation did not include an ethics-approval number, a formal institutional-permission statement, details of the informed-consent procedure, privacy-protection procedures, or

consent for publication of participant photographs. These aspects should be documented in future program reporting in accordance with institutional and journal requirements.

Sustainability can be supported through periodic mindfulness-literacy sessions and more intensive guided practice facilitated by the Psychology Study Program in collaboration with Campus B. Future monitoring should assess continued use of the techniques and directly measure relevant outcomes such as burnout, emotion-regulation ability, work-related stress, or psychological well-being using validated instruments. Follow-up plans should also specify the responsible unit, implementation schedule, monitoring frequency, and required resources.

RESULTS

The program was delivered to active lecturers at Campus B, Universitas Sunan Gresik. Participants completed the pretest, received psychoeducation, joined an interactive discussion, practiced the STOP Technique and mindful breathing, and then completed the posttest. Facilitators observed active participation during discussion and guided practice. Because the program records did not include the exact participant number or demographic characteristics, these data could not be presented quantitatively.

Table 1. Pretest-posttest knowledge indicator scores / Skor indikator pengetahuan pretest-posttest

Knowledge indicator	Pretest mean	Posttest mean	Change (Δ)
Indicator 1*	4.63	4.84	+0.21
Indicator 2*	4.05	4.79	+0.74
Indicator 3*	4.18	4.68	+0.50
Indicator 4*	3.89	4.74	+0.85
Indicator 5*	3.47	4.79	+1.32
Indicator 6*	3.47	4.63	+1.16

Posttest means were descriptively higher than pretest means across all six reported indicators. The increases were +0.21 for Indicator 1, +0.74 for Indicator 2, +0.50 for Indicator 3, +0.85 for Indicator 4, +1.32 for Indicator 5, and +1.16 for Indicator 6. The largest descriptive gains occurred for Indicators 5 and 6, whereas Indicator 1 showed the smallest change. Because the response-scale range, exact indicator wording, sample size, standard deviations, and participant-level paired data were unavailable, neither the statistical significance nor the practical magnitude of these differences could be determined.

Program records also noted positive participant responses to the STOP Technique and mindful breathing, together with active participation during discussion. These observations support the feasibility and acceptability of the activity as a workplace-based psychoeducational session. They should not be interpreted as direct evidence of improved emotion-regulation ability or reduced burnout, because neither outcome was assessed with a dedicated validated psychological measure.

DISCUSSION

The principal finding was that posttest mean scores exceeded pretest means across all six knowledge indicators, with descriptive gains ranging from 0.21 to 1.32 points. Indicators 5 and 6 showed the largest numerical increases, whereas Indicator 1 changed only slightly. Interpretation of this pattern remains limited because the exact construct represented by each indicator and the response-scale range were not available. If Indicator 1 began close to the upper limit of the scale, the smaller increase may partly reflect limited room for improvement; however, this possibility cannot be evaluated without complete instrument information.

The findings are best interpreted as changes in knowledge or understanding rather than changes in psychological functioning. The program provided information on burnout, emotion regulation, mindfulness, the STOP Technique, and the workplace application of mindfulness. Higher posttest means therefore suggest greater immediate understanding of the material presented. This distinction is important because knowledge of emotion regulation is not equivalent to actual emotion-regulation ability, and knowledge of burnout prevention does not demonstrate a reduction in burnout symptoms. Accordingly, the results support an educational interpretation rather than a claim of psychological improvement.

Burnout literacy is a relevant component of workplace mental-health promotion because lecturers face overlapping academic, administrative, research, and service demands. Maslach and Jackson (1981) conceptualized burnout through emotional exhaustion, depersonalization, and reduced personal accomplishment, while the World Health Organization (2019) identifies burnout as an occupational phenomenon associated with chronic workplace stress that has not been successfully managed. In this program, these concepts served as educational content rather than diagnostic outcomes. The activity may therefore help lecturers recognize burnout-related concepts and distinguish them from ordinary tiredness or temporary work dissatisfaction, but it cannot determine whether participants were experiencing burnout or whether their burnout risk changed.

The emotion-regulation component provided a conceptual link between work demands and deliberate responses to emotional experiences. Gross et al. (1998) emphasized that emotion regulation involves processes that influence the experience and expression of emotion. For lecturers, understanding these processes may be useful when responding to student interactions, deadlines, evaluation demands, or competing institutional responsibilities. However, the evaluation did not use a validated emotion-regulation scale. The observed pretest-posttest differences should therefore be interpreted as changes in understanding of emotion-regulation concepts rather than evidence that participants became more effective at regulating their emotions.

The mindfulness component added an experiential dimension to the psychoeducation. Kabat-Zinn (2003) and Bishop et al. (2004) describe mindfulness in terms of present-moment attention, awareness, and a less automatic orientation toward internal experience. The STOP Technique and mindful breathing translated these concepts into brief practices that participants could experience during the session. Facilitators reported positive responses and

active engagement during the exercises. These observations support the acceptability of brief mindfulness practices in a lecturer workplace setting; however, acceptability should not be equated with psychological effectiveness, particularly because the practice was brief and longer-term adherence was not assessed.

The findings are broadly consistent with the rationale underlying more intensive mindfulness interventions, but direct comparison should be made cautiously. Shoker et al. (2024) reviewed standardized mindfulness programs and reported beneficial effects on burnout-related outcomes in controlled studies. Such programs typically involve more structured intervention doses and more rigorous outcome measurement than a single psychoeducational session. The present activity is therefore more appropriately positioned as an introductory program that may encourage continued practice, rather than as an intervention proven to reduce burnout. This conservative interpretation is consistent with the design and the outcomes that were actually measured.

The descriptive pattern also suggests directions for future educational design. The relatively small change in one indicator, compared with the larger gains in Indicators 5 and 6, suggests that learning gains may have varied across content domains. Once the exact indicator labels are documented, future analyses should examine why particular topics show larger or smaller changes. Content that is already familiar at baseline may show limited improvement, whereas practical material introduced through guided exercises may yield larger immediate gains. Such domain-specific interpretation would be more informative than treating all knowledge indicators as equally responsive.

Several methodological limitations constrain interpretation. First, the exact participant number and the number of valid paired responses were not available, limiting assessment of sample size and attrition. Second, the instrument was incompletely described: the wording of the six indicators, number of items, response scale, scoring procedure, validity, and reliability were not documented. Third, only mean scores were available; participant-level paired data, standard deviations, and distributional information were absent, preventing inferential testing, confidence-interval estimation, and effect-size calculation. Fourth, the one-group pretest-posttest design lacked a control group and remained vulnerable to testing effects and other alternative explanations. Finally, measurement occurred immediately after the session, so knowledge retention and behavioral transfer remain unknown.

Future evaluations should retain individual paired responses and use a clearly described instrument with documented content validity and reliability. If knowledge remains the primary outcome, the choice of paired statistical analysis should reflect the scale and distribution of the data. If the program aims to evaluate burnout or emotion regulation directly, validated psychological measures should also be included. A non-equivalent comparison group or delayed-intervention design would strengthen causal interpretation, while follow-up assessments could examine knowledge retention, frequency of mindfulness practice, and psychological outcomes over time.

From a community-development perspective, the program offers practical value as a feasible workplace-based learning model that combines mental-health literacy with simple experiential practice. Its contribution lies in presenting psychological concepts in an accessible format within lecturers' institutional environment. Sustainability, however, requires continuation beyond a single psychoeducational session. The Psychology Study Program and Campus B could establish periodic reinforcement sessions, designate facilitators, provide protected time for practice, and monitor participation. Future program reports should document partner ownership, implementation frequency, resource requirements, and measurable follow-up outcomes to support replication and more rigorous evaluation.

CONCLUSION

The workplace-based mindfulness psychoeducation program was followed by higher immediate posttest knowledge scores across all six reported indicators among participating lecturers at Campus B, Universitas Sunan Gresik. Descriptive increases ranged from 0.21 to 1.32 points, indicating short-term gains in measured understanding of the program content. Guided practice of the STOP Technique and mindful breathing was feasible within the session and accompanied by active participant engagement. However, the program did not directly assess burnout severity or emotion-regulation ability, and the absence of a control group, complete instrument information, participant-level analysis, and follow-up limits causal and psychological-outcome conclusions. The program is therefore best regarded as an initial promotive psychoeducational activity rather than evidence that burnout was reduced or emotion regulation improved.

RECOMMENDATIONS

The Psychology Study Program and Campus B should conduct periodic follow-up mindfulness sessions and retain paired participant-level evaluation data. Future evaluations should report complete instrument properties, use validated measures when burnout or emotion-regulation outcomes are assessed, include a comparison or delayed-intervention group where feasible, and conduct follow-up assessments to examine knowledge retention, practice adherence, and psychological outcomes.

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