

PSYCHOEDUCATION USING PAMPHLET MEDIA TO MANAGE WORK STRESS OF MINING EMPLOYEES

Irham Habibi Fanindra¹, Djudiyah²

Master of Psychology, University of Muhammadiyah Malang, Indonesia

Email: irhamhabibfanindra@webmail.umm.ac.id, djudiyah@umm.ac.id

Abstrak

Keywords:

Work Stress,
Psychoeducation,
Pamphlet Media,
Mining Employees

Work stress is a common psychological issue among mining employees due to demanding workloads, long shifts, remote work locations, and high-risk environments. If not managed properly, stress can reduce concentration, decrease productivity, and increase the likelihood of workplace accidents. Therefore, effective and practical interventions are needed to help employees recognize and manage work-related stress. This study discusses the implementation of psychoeducation using pamphlet media as a preventive strategy to improve employees' knowledge and coping abilities in managing work stress. Psychoeducation aims to provide individuals with an understanding of stress, its causes, symptoms, and appropriate coping techniques. Pamphlets were selected as the main educational medium because they deliver information in a concise, accessible, and visually engaging format, making them suitable for employees with limited time and varied educational backgrounds. The psychoeducational content included definitions of work stress, common stress triggers in mining settings, signs and symptoms of stress, and practical coping strategies such as relaxation techniques, time management, and healthy lifestyle habits. The results indicate that pamphlet-based psychoeducation can enhance employees' awareness of work stress and encourage healthier coping responses. In addition, this approach is cost-effective, easy to distribute, and can be read repeatedly, supporting long-term learning.

This is an open access article under the [CC BY-NC-SA 4.0](https://creativecommons.org/licenses/by-nc-sa/4.0/) license



INTRODUCTION

A company that has a good human resource management (HRM) system will be able to face organizational challenges while also responding to various employee needs. Dessler (2020) emphasizes that effective HR management includes planning, development, and maintenance of employees so that balance is achieved between

individual interests and organizational goals. This is in line with Mathis and Jackson (2011), who state that strategic employee management can increase job satisfaction, reduce labor issues, and encourage sustainable company growth. Therefore, large and advanced companies generally have strong, adaptive HR systems that are responsive to employee needs and changes in the business environment.

Mining companies have work environment characteristics that differ from other sectors. Most mining operational activities take place in remote areas, far from social life centers. This condition requires companies not only to provide work facilities, but also to accommodate employees' mental health needs, because they are vulnerable to psychological pressure. According to Cooper and Quick (2017), work in remote locations with long hours increases the risk of work stress due to limited social access, minimal entertainment facilities, and high workload pressure. In mining contexts, camp work systems that commonly use rotation patterns such as 12 weeks of work and 2 weeks of leave create additional challenges for employees because they must be separated from their families for long periods.

Separation from family may increase feelings of loneliness, homesickness, and psychosocial stress. This aligns with Parker et al. (2018), who state that mining employees are at risk of mental pressure due to remote work systems (fly-in fly-out / FIFO) and limited social interaction. If work stress is not handled seriously, it can negatively affect both physical and psychological health, ultimately reducing productivity and work effectiveness. Therefore, mining companies are required to develop HR management policies oriented toward employees' psychological well-being, including implementation of mental health interventions and comprehensive stress management programs, so employees can remain productive and adaptive despite working under high-pressure environments.

PT Kita Tambang Mineral, as a mining contractor company, faces similar challenges regarding employee work stress. The work system applied, namely a roster system with a maximum of 12 weeks of work and 2 weeks of leave, requires employees to work in remote locations such as forests far from settlements, public facilities, and social life. This condition is worsened by long working hours, monotonous work routines, and limited access to entertainment and recreation. These factors increase the likelihood of work stress, which if not managed properly may reduce motivation and performance and increase the risk of emotional exhaustion (burnout). Parker et al. (2018) explains that remote work systems with long rotations in mining can trigger psychological pressure due to social isolation, limited work environments, and high work intensity. This is consistent with Cooper and Quick (2017), who emphasize that work stress in remote jobs is often higher because workers face not only physical demands but also mental burdens caused by separation from family and limited social support.

An initial assessment was conducted among employees of PT Kita Tambang Mineral as a preliminary stage before implementing work pressure psychoeducation through pamphlet media. This assessment used the Work Stress Knowledge Questionnaire (developed by the researcher), structured in true–false statements to measure employees' understanding of work stress, including definition of work stress, sources of work pressure in mining areas, signs and symptoms of stress, impacts of work stress, and simple ways to manage stress. Initial findings showed that some employees had understanding levels in the low to moderate categories. Several employees could not distinguish between adaptive work stress (positive stress) and work stress with negative

impacts, and they lacked awareness of early signs of work stress and simple strategies to manage stress in mining contexts.

These findings indicate a gap in psychological literacy regarding work stress among employees, particularly in understanding the relationship between work demands, psychological responses, and impacts on safety and productivity. This condition may increase the risk of psychological pressure being poorly managed, especially given mining work characteristics with high workload, long roster-based working hours, and high-risk environments. Therefore, systematic and easily understood psychoeducation is needed through pamphlet media as a preventive effort to increase employees' knowledge and awareness of work stress. This increased understanding is expected to help employees recognize stress early and apply more adaptive stress management strategies in performing their work responsibilities.

Work stress is one of the main issues in modern workplaces with broad impacts on both individuals and organizations. Individually, work stress affects physical aspects such as chronic fatigue, headaches, immune system disorders, and psychological aspects such as anxiety, depression, and decreased work motivation. Robbins and Judge (2019) state that work stress arises when there is an imbalance between job demands and an individual's ability, resources, and capacity to cope. This condition creates emotional and physical pressure that may disrupt employee well-being. Luthans (2011) adds that unmanaged work stress may lead to serious consequences including reduced productivity, increased absenteeism, and burnout extreme emotional exhaustion accompanied by cynicism toward work.

Furthermore, work stress impacts not only individuals but also causes major organizational losses. High employee stress levels may hinder team performance, reduce service quality, and increase turnover intention. Cooper and Quick (2017) emphasize that work stress has become one of the most significant occupational health issues in the 21st century due to increasingly dynamic work environments, high workloads, and global competition pressures. Therefore, understanding and managing work stress becomes an urgent need for modern organizations to maintain performance sustainability and workforce well-being.

The phenomenon of work stress among mining employees aligns with empirical findings in extractive industry research. Sari (2020) found that miners tend to experience high stress levels due to workload accumulation, production demands, and physical and mental pressures from hazardous environments. Herlina and Prabowo (2022) found that minimal psychological support and lack of stress management education make miners struggle to understand stress symptoms, especially under long roster systems and limited social conditions. These findings strengthen the importance of preventive interventions that provide psychological understanding to workers.

One applicable intervention is psychoeducation providing psychology-based information and knowledge to increase employee awareness of mental conditions, stress sources, and effective coping strategies. Ramadhan & Utami (2021) state that psychoeducation helps workers recognize early signs of mental fatigue and gives practical skills for independent stress management. In mining environments with limited access to information and formal learning, visual media such as posters or pamphlets are effective tools because they are easy to understand, concise, can be placed in workplaces, and can be accessed anytime (Wulandari & Setyawan, 2020). Therefore, visual-media-based

psychoeducation is a relevant preventive approach to support mining employees' psychological well-being.

Based on field conditions showing high work pressure, social isolation, and heavy physical and mental demands on mining workers, this psychoeducation program was designed as a preventive effort to help employees understand and manage stress. Psychoeducation is delivered through a pamphlet titled **“Recognize Work Stress, Protect Mental Health in Mining Areas”**, prepared to be easy to read and relevant to site conditions. The main objective is to increase employee literacy about work stress, introduce simple but applicable stress management strategies, and encourage a more supportive work environment for mental health issues, especially under long roster systems.

This intervention is expected to provide benefits not only at the individual level such as increased self-understanding, emotional management ability, and preparedness to face work pressures but also at the organizational level. With improved employee knowledge, the company can support more humane operational decisions, strengthen communication across lines, and maintain productivity and work safety. Scientifically, pamphlet-based psychoeducation also has potential as a light intervention model replicable in other mining companies with similar characteristics, especially in remote and high-stress-risk environments.

In designing psychoeducation for mining employees, relevant theoretical approaches were used. The Job Demands–Resources (JD-R) model (Bakker & Demerouti, 2017) explains that miner stress often emerges when heavy demands extreme work conditions, long hours, safety pressures are not balanced with sufficient support, tools, or recovery space. The Effort–Reward Imbalance (ERI) theory (Siegrist & Li, 2018) is also relevant, especially when high effort and risks are not matched with rewards or recognition. Meanwhile, Conservation of Resources (COR) theory (Hobfoll et al., 2018) emphasizes that reduced energy, rest time, or psychological safety can trigger prolonged stress, which is common in demanding mining operations. Under these conditions, pamphlet psychoeducation becomes a practical and efficient strategy to provide direct information about stress and coping. It is easily accessible for field and operational workers, supporting awareness and resilience in high-pressure mining environments.

Several studies show that visual media is more effective in helping workers understand and retain information compared to verbal or ordinary written methods (Kim & Lee, 2023; Rosenstock, 2022). Similar findings appear in heavy industry research. For example, Sari & Utami (2021) found that visual-based safety education improved miners' understanding of risk management and reduced operational errors. Hassan et al. (2020) also found that visual materials facilitated stress and safety information delivery in coal mining workers, especially in fast-paced and physically challenging environments.

With this basis, providing pamphlet-based psychoeducation in mining environments is expected to become an early step in building a work culture more aware of mental health. This simple intervention can also improve company capacity to identify and manage increasingly complex work stress arising from operational demands, safety risks, and shift dynamics typical in the mining industry.

LITERATURE REVIEW

1. *Work Stress*

Work stress refers to an individual's psychological and physiological response when job demands exceed personal resources, abilities, or coping capacity. Robbins and Judge (2019) explain that work stress occurs when individuals face pressure from the environment that they perceive as threatening or overwhelming. Stress may be functional (eustress) when it stimulates productivity and motivation, but it becomes harmful (distress) when it causes prolonged tension that negatively affects health and work performance. Work stress can influence emotions, thinking patterns, and physical well-being, leading to fatigue, reduced concentration, irritability, anxiety, and even burnout. Luthans (2011) emphasizes that unmanaged work stress may result in decreased productivity, increased absenteeism, high turnover intention, and emotional exhaustion. From an organizational perspective, work stress is not only an individual issue but also a major factor influencing performance, safety, and workplace climate. Therefore, work stress management becomes essential, especially in industries with high workload intensity and high-risk environments. Understanding work stress comprehensively is the first step toward designing effective preventive interventions that support employee well-being and sustain organizational performance.

2. *Work Stress Among Mining Employees*

Mining employees face unique work conditions that contribute significantly to stress levels, including remote work locations, high production targets, long working hours, and hazardous environments. Cooper and Quick (2017) highlight that working in isolated areas and under extended shift systems increases the risk of stress due to limited social support, restricted access to recreational resources, and continuous physical and mental demands. Many mining companies apply roster systems, such as several weeks of work followed by short leave periods, which often requires employees to be separated from their families for long durations. Parker et al. (2018) state that remote work systems, including fly-in fly-out (FIFO), can trigger psychological issues such as loneliness, homesickness, and emotional strain due to social isolation and monotonous routines. Additionally, mining employees must consistently maintain high alertness because operational errors may lead to serious accidents. When stress is unmanaged, employees may experience reduced attention, impaired decision-making, and emotional exhaustion, which may increase workplace accidents. Consequently, work stress in mining settings is not only a personal health concern but also a major factor affecting safety performance, productivity, and organizational sustainability. This highlights the urgency of implementing stress prevention and management strategies specifically designed for mining environments.

3. *Psychoeducation as a Strategy for Managing Work Stress*

Psychoeducation is a psychological intervention aimed at providing individuals with knowledge, awareness, and practical skills to understand and manage psychological challenges effectively. According to Ramadhan and Utami (2021), psychoeducation supports individuals in recognizing causes, symptoms, and coping strategies, allowing them to manage stress more adaptively. In the context of work stress, psychoeducation serves as a preventive approach by improving employees' psychological literacy, enabling early detection of stress symptoms and encouraging healthier coping methods. Psychoeducation can also help reduce stigma surrounding mental health in the workplace, particularly in industries where psychological topics are rarely discussed. For mining

employees, psychoeducation is especially beneficial due to limited access to mental health services in remote working areas. Increased understanding can empower employees to apply coping strategies such as relaxation techniques, time management, and cognitive restructuring to reduce pressure. Furthermore, psychoeducation contributes to developing positive attitudes toward mental health awareness, promoting a supportive work climate where workers feel more comfortable discussing stress-related issues. Thus, psychoeducation functions not only as an educational tool but also as a foundation for healthier behavioral patterns that strengthen employee resilience and overall organizational safety and performance.

4. Pamphlet Media in Psychoeducational Interventions

Pamphlets are visual-based educational materials designed to deliver concise information in a simple and accessible format. Wulandari and Setyawan (2020) argue that printed media such as pamphlets are effective in health education because they can be read repeatedly, easily distributed, and placed in strategic areas for quick access. In psychoeducational interventions for work stress, pamphlets are particularly suitable for mining employees who often have limited time due to demanding operational schedules. Pamphlets allow employees to engage with educational content during breaks without disrupting productivity. Kim and Lee (2023) note that visual communication enhances comprehension and retention compared to lengthy verbal or text-heavy methods, making pamphlets highly practical for workers with varied literacy levels. In mining environments, pamphlet-based psychoeducation can also function as a non-intrusive approach, enabling the discussion of mental health topics in a way that feels less formal and more acceptable within a work culture that typically prioritizes physical endurance and operational performance. Moreover, pamphlets are cost-effective, easy to replicate, and can be adapted to site-specific stress factors. Therefore, pamphlet media represent an effective and practical tool for delivering preventive psychoeducation aimed at improving employee understanding and strengthening stress management capacity in high-pressure mining workplaces.

RESEARCH METHOD

This program was designed as a psychoeducation intervention based on the mining work community, using a participatory descriptive approach combined with research-based practice. The main focus is the development of an educational pamphlet titled “Self-Aware, Resilient Under Mining Work Pressure” as a light intervention relevant to the psychological conditions of field workers and shift employees. The intervention process consisted of seven stages:

1. Planning and Needs Identification

This initial stage mapped workers’ psychosocial conditions by conducting:

- Desk review of safety SOPs, workload, and shift schedules to assess the heaviest job demands.
- Rapid interviews with supervisors and field overseers to identify key pressures such as production targets, accident risks, and work fatigue.
- Field observation in rest areas to note stress indicators such as physical fatigue, hidden anger, or withdrawal.

2. Development of Psychoeducation Material

Materials were developed based on Cognitive Behavioral Psychoeducation (CBPE) principles and the Safety Wellbeing Model commonly used in mining industries. Content

included:

- basic understanding of work stress in mining environments,
 - recognition of physical and emotional symptoms due to long shifts and exposure to risk,
 - simple coping exercises (mindful breathing, grounding 5-4-3-2-1, and safe self-instruction),
 - strengthening the benefits of self-regulation for safety and productivity.
- All sections were designed practically to suit workers' busy schedules.

3. Design, Validation, and Pamphlet Production

The material was packaged into an A5 two-sided pamphlet with bright, simple design and easy readability. Safety illustrations and visual icons were used to strengthen messages. The pamphlet was pilot-tested among employees from three divisions to evaluate readability and relevance before mass printing and distribution in both physical and digital formats.

4. Internal Socialization and Permission

To ensure support, the team coordinated with:

- Operational Responsible Person (PJO) and HSE department,
- shift supervisors to align schedules without disrupting operations,
- distribution of simple consent forms to maintain participant confidentiality.

5. Field Implementation Strategy

Intervention was conducted briefly and individually (one-to-one) in mining office areas or mess. A 10-minute format was used to explain the pamphlet and discuss workers' stress experiences. This approach was chosen to avoid disrupting work rhythm and to allow more personal communication.

6. Monitoring and Evaluation

Evaluation included:

- nonverbal observation checklists,
 - pre- and post-intervention understanding questionnaires,
 - brief reflective interviews on recognized symptoms and coping strategies to apply.
- Data were analyzed descriptively to observe increased awareness.

7. Ethics and Sustainability

All activities followed professional psychology ethics, including data confidentiality and voluntary participation. As follow-up, the team suggested monthly follow-up clinic hours as light psychological support integrated into company safety programs.

RESULT AND DISCUSSION

The psychoeducation activity on work pressure for managing work stress at PT Kita Tambang Mineral employees was implemented according to the planned research stages. Activities were carried out within one effective week, targeting all employees selected as research subjects based on the initial assessment. Psychoeducation was implemented through pamphlet media distributed directly in the work area, using a communicative and applicable approach, adjusted to mining employees' limited time and dense work rhythm. This approach aimed to ensure that the material was easy to understand, relevant to daily work experiences, and capable of improving employee understanding of work stress and simple ways to manage it, as proven by research by Oktaviana & Mardhiyah (2025) showing positive results.

The pamphlet was designed concisely, visually, and contextually for mining

conditions at PT Kita Tambang Mineral. It contained core material including definition of work stress, sources of pressure in mining areas, signs and symptoms, impacts, and simple self-management strategies. Pamphlets were chosen because they are accessible, can be read flexibly during work breaks, and match employees' shift-based and production-target workload conditions. Initial employee responses showed positive enthusiasm and engagement, indicated by interest in reading, emerging questions about experienced stress, and recognition that the material was relevant to daily work. Overall, employees stated the pamphlet helped improve understanding of work stress and raised awareness of psychological health as part of safety and performance.

Pamphlet psychoeducation not only served as information delivery but also indirectly opened reflection and emotional communication space among employees. During implementation, several employees began openly sharing personal experiences regarding work pressure, time management difficulties, and feelings of fatigue and boredom previously considered normal. This shows that simple psychoeducation, contextual to field realities, and delivered empathetically can facilitate awareness and courage to discuss psychological issues previously rarely expressed.

This is meaningful because mining work culture generally emphasizes physical resilience, production targets, and operational safety, leaving psychological topics less discussed. By using visual pamphlets with light and contextual language, work stress issues can be delivered without resistance or a patronizing impression. This indicates pamphlet-based psychoeducation may effectively bridge mental health communication in mining environments that tend to be formal and high-pressure.

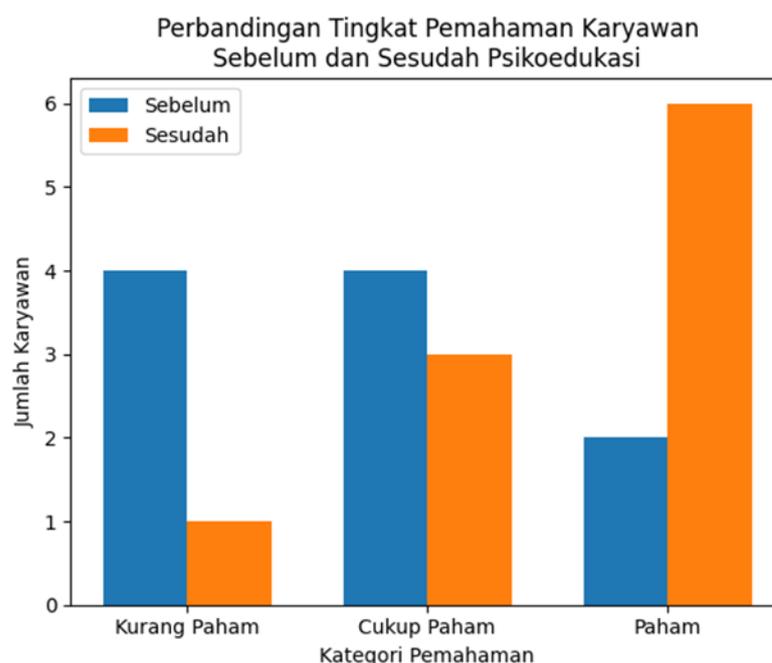


FIGURE 1.
IMPLEMENTATION OF PSYCHOEDUCATION AT PT KITA TAMBANG MINERAL

Several days after implementation, the team observed early changes in employee attitudes and behaviors indicating internalization. Some employees began applying recommended strategies such as light stretching, prioritizing daily tasks, and using brief breaks to reduce fatigue. This indicates information was not only cognitively understood but also practically applied. In addition to individual behavior changes, social interaction dynamics became more open regarding stress. Employees discussed pamphlet contents such as breathing techniques and fatigue signs, sharing pressure experiences. Such informal conversations indicate psychoeducation material entered daily employee talk, signaling early shifts in communication patterns where stress and mental health became relevant topics to discuss openly.

Effectiveness evaluation was conducted quantitatively and qualitatively. Quantitatively, stress knowledge was measured before and after distribution. Results

showed clear improvement: initially most employees had low understanding, but after intervention most moved to moderate to high categories, indicating the pamphlet effectively increased literacy. Qualitative interviews supported these findings: employees reported the pamphlet was simple, easy to understand, and aligned with mining realities. Visual and practical messages made information feel close and not patronizing. Employees also hoped similar psychoeducation would continue through further materials, small group discussions, or internal light preventive psychological support.



Psychoeducation not only impacted individuals but also began to influence organizational dynamics. Employees showed more openness discussing psychological conditions and work pressures, both informally and with supervisors. Management also started realizing employee mental health is not merely personal, but part of safety, productivity, and operational sustainability in high-risk mining environments. HR units showed interest in expanding pamphlet distribution across divisions or sites, indicating practical and replicable intervention potential.

Despite success, several challenges were noted: limited time due to operational tasks and shift targets, differing psychological literacy levels requiring very simple and flexible delivery, and lack of formal ongoing mental health support systems, causing short-term impact requiring follow-up to sustain benefits.

This psychoeducation activity shows that simple visual interventions like pamphlets can meaningfully increase awareness and positive attitudes toward work stress and mental health in mining environments. Psychoeducation opened communication spaces, encouraged shared concern, and sparked internal initiative. Pamphlets are effective in high-demand environments because they are practical, accessible, and do not disrupt work activities. Personal, contextual approaches build stronger emotional engagement than formal mass approaches. Psychoeducation can become an early step toward mental-health-conscious culture when adjusted to mining work rhythms and challenges. Therefore, sustainability requires management support, such as mental health policy strengthening, internal support systems, or regular

psychological consultation spaces.

CONCLUSION

Work pressure psychoeducation through pamphlet media proved effective in improving PT Kita Tambang Mineral employees' understanding of work stress, pressure sources, signs and symptoms, impacts, and simple management strategies. Pretest and posttest evaluation showed significant improvement in understanding levels, particularly in the "Understand" category, indicating increased psychological literacy after intervention. Pamphlets designed visually, concisely, and contextually, supported by personal and empathetic communication, became an easily accepted educational tool without disrupting core work activity in mining environments. Beyond cognitive improvement, psychoeducation also produced early impacts on attitudes and behaviors, such as increased awareness of early stress symptoms and application of simple strategies in daily work. These findings suggest that light psychoeducation interventions using visual media have preventive potential in supporting employee mental health. Thus, pamphlet-based psychoeducation can serve as a practical, efficient, and relevant intervention to support employee psychological well-being and create a healthier, safer, and more productive work environment at PT Kita Tambang Mineral.

BIBLIOGRAPHY

- Amalia, R., Handayani, W., & Komalasari, R. (2025). Efektivitas praktik mindfulness dalam menurunkan tingkat stres dan meningkatkan kesejahteraan psikologis pada karyawan di lingkungan kerja modern. *PSIKIS: Jurnal Ilmu Psikiatri dan Psikologi*, 1(1), 28–38.
- Bakker, A. B., & Demerouti, E. (2017). Job demands–resources theory: Taking stock and looking forward. *Journal of Occupational Health Psychology*, 22(3), 273–285.
- Brown, K. W., Ryan, R. M., & Creswell, J. D. (2007). Mindfulness: Theoretical foundations and evidence for its salutary effects. *Psychological Inquiry*, 18(4), 211–237.
- Cooper, C. L., & Quick, J. C. (2017). *The handbook of stress and health: A guide to research and practice*. Wiley-Blackwell.
- Dane, E. (2011). Paying attention to mindfulness and its role in psychological well-being. *Journal of Management*, 37(4), 997–1018.
- Dessler, G. (2020). *Human resource management* (16th ed.). Pearson.
- Eby, L. T., Allen, T. D., Conley, K. M., Williamson, R., & Henderson, T. G. (2019). Mindfulness-based training interventions for employees: A qualitative review of the literature. *Human Resource Management Review*, 29(2), 156–178.
- Good, D. J., Lyddy, C. J., Glomb, T. M., Bono, J. E., Brown, K. W., Duffy, M. K., Baer, R. A., Brewer, J. A., & Lazar, S. W. (2016). Contemplating mindfulness at work: An integrative review. *Journal of Management*, 42(1), 114–142.
- Glomb, T. M., Duffy, M. K., Bono, J. E., & Yang, T. (2011). Mindfulness at work. *Research in Personnel and Human Resources Management*, 30, 115–157.
- Hassan, R., Abdullah, N. H., & Omar, M. K. (2020). The effectiveness of visual-based safety education on awareness and stress management among coal mining workers. *Journal of Industrial Safety & Ergonomics*, 26(4), 512–520.
- Herlina, S., & Prabowo, A. (2022). Work stress among mining workers: The role of social support and roster system. *Indonesian Journal of Occupational Psychology*, 8(2),

- 101–115.
- Hobfoll, S. E., Halbesleben, J., Neveu, J. P., & Westman, M. (2018). Conservation of resources in the organizational context: The reality of resources and their consequences. *Annual Review of Organizational Psychology and Organizational Behavior*, 5, 103–128.
- Hutapea, I. L. M. (2024). Pengaruh mindfulness terhadap mental wellbeing melalui mediasi perceived stress pada karyawan (studi kasus pada PT Sumber Alfaria Trijaya, Tbk) (*Tesis*, [Fakultas Psikologi, Universitas Medan Area]).
- Hülsheger, U. R., Alberts, H. J., Feinholdt, A., & Lang, J. W. (2013). Benefits of mindfulness at work: The role of mindfulness in emotion regulation, emotional exhaustion, and job satisfaction. *Journal of Applied Psychology*, 98(2), 310–325.
- Kabat-Zinn, J. (1994). *Wherever you go, there you are: Mindfulness meditation in everyday life*. Hyperion
- Kim, H., & Lee, J. (2023). Visual communication effectiveness in high-risk industries: Enhancing retention and safety behavior. *Safety Science*, 159, 106038.
- Luthans, F. (2011). *Organizational behavior: An evidence-based approach* (12th ed.). McGraw-Hill.
- Mathis, R. L., & Jackson, J. H. (2011). *Human resource management* (13th ed.). South-Western Cengage Learning.
- Parker, D. F., & DeCotiis, T. A. (1983). Organizational determinants of job stress. *Organizational Behavior and Human Performance*, 32(2), 160–177.
- Parker, S. K., Jorritsma, K., & Gupta, K. (2018). Remote and isolated work in mining: Impacts on mental health and well-being. *Journal of Applied Psychology*, 103(7), 755–771.
- Putri, N. M. W. W. A., & Yudianto, A. (2021). Efektivitas intervensi berbasis mindfulness dalam meningkatkan resiliensi di tempat kerja: Studi meta analisis. *MEDIAPSI*, 7(1), 27–36
- Ramadhan, F., & Utami, C. T. (2021). Psikoedukasi sebagai strategi manajemen stres di tempat kerja. *Jurnal Psikologi Terapan*, 9(1), 45–56
- Robbins, S. P., & Judge, T. A. (2019). *Organizational behavior* (18th ed.). Pearson Education.
- Rosenstock, T. (2022). Visual modality and cognitive retention in occupational training. *International Journal of Occupational Education*, 14(2), 89–102.
- Sari, M. (2020). Workload, production demand, and stress levels among mining workers. *Jurnal Kesehatan Kerja*, 12(1), 33–42.*
- Sari, M., & Utami, D. (2021). The impact of visual-based safety training on risk awareness among mining workers. *Journal of Mining Safety & Performance*, 7(3), 211–223.*
- Shapiro, S. L., Carlson, L. E., Astin, J. A., & Freedman, B. (2006). Mechanisms of mindfulness. *Journal of Clinical Psychology*, 62(3), 373–386.
- Siegrist, J., & Li, J. (2018). Effort–reward imbalance and occupational stress: A systematic review. *International Journal of Environmental Research and Public Health*, 15(2), 272–285.
- Wulandari, S., & Setyawan, H. (2020). Efektivitas media visual dalam psikoedukasi tempat kerja. *Jurnal Psikologi Industri dan Organisasi*, 5(2), 120–130