



RESEARCH ARTICLE

Development of an Experiential Learning-Based Psychological Capital (PsyCap) Intervention Module for Honorary Teachers

Muhammad Nur Ramadhan, Djudiyah
University of Muhammadiyah Malang

ARTICLE INFO

Received: July 2026

Accepted: July, 2026

Keywords:

Psychological Capital,
Psychological Well-being,
Contract Teachers, Work-Life
Balance, Psychological
Intervention.

***Corresponding Author:**

ramadhan.mnr2112@gmail.com
djudiyah@umm.ac.id

ABSTRACT

Abstract: The high dependence of the Indonesian education system on contract teachers often clashes with the reality of minimal objective welfare, triggering acute work stress, emotional exhaustion, and declining psychological well-being (PWB). Unmanaged stress negatively impacts performance and often spills over into the family sphere, disrupting Work-Life Balance (WLB). This article describes the design of a micro-level psychological intervention using a Positive Organizational Behavior (POB) approach, specifically Psychological Capital (PsyCap), integrated with interpersonal communication psychoeducation. Through an experiential learning approach, the "Tough Teacher" module is designed in 6 systematic sessions to develop the 4 dimensions of HERO (Hope, Efficacy, Resilience, Optimism). This study uses a literature analysis approach and a quasi-experimental design with a One Group Pretest-Posttest Design. This module is expected not only to restructure educators' cognition to be more optimistic and resilient, but also to equip them with boundary management skills to achieve optimal performance in the school environment and harmony at home. The resulting design is a "Tough Teacher" module consisting of six structured sessions based on experiential learning, which is proposed to be tested for its effectiveness through a quasi-experimental design on a population of honorary teachers in Indonesia.

INTRODUCTION

The development of high-quality human resources is a fundamental pillar in realizing the strategic vision of Golden Indonesia 2045. In this development ecosystem, the education sector plays a central role as an agent of social transformation. However, one of the biggest paradoxes in the Indonesian education system is the high dependence of educational institutions on teaching staff who are not civil servants (non-ASN) or contract teachers.

Statistical data show that of the total workforce in government agencies, 731,524 people (representing around 31.06%) are educators with non-ASN status (Afrizalni et al., 2024). This strong dependence shows that the pulse of education at the primary and secondary school levels relies heavily on the dedication of this group of professionals. The dedication of contract teachers collides directly with the reality of their dire living conditions. Low income is the main obstacle preventing many contract teachers from meeting their daily needs, forcing them to seek additional work and ultimately diverting their attention from their teaching duties (Nur & Alwi, 2023). This economic limitation negatively affects their psychological well-being.

Research reports confirm that contract teachers are vulnerable to the degradation of Psychological Well-Being (PWB), which manifests as acute work stress, depersonalization, and decreased achievement (Prihatin et al., 2025). Low psychological well-being among educational staff has been shown to significantly affect teaching effectiveness (Kamal et al., 2025).

The impact of work stress doesn't stop at the school gate. There is a spillover-crossover effect phenomenon where professional tensions seep into the family domain, triggering role conflicts between work and personal life (Ratnaningsih, 2023). Research on public sector workers confirms that Work-Life Balance (WLB) serves as a significant mediator between work stress and performance, whereby good WLB can mitigate the destructive effects of stress and maintain performance (Soebekti & Kurniawati, 2025). Failure to manage WLB leads to rigid parenting patterns. Therefore, effective communication approaches and emotion coaching in parenting are essential for reducing conflict (Asni et al., 2024). Additionally, weak teamwork and coordination have been shown to reduce employee motivation and productivity (Arif et al., 2023).

To comprehensively understand the dynamics of work stress and performance decline, this study is grounded in several key theoretical foundations. First, the Job Demands-Resources (JD-R) model, developed by Bakker & Demerouti, explains that individual well-being and performance are determined by the balance between job demands, such as administrative workload and economic uncertainty, and available resources (Bakker & Demerouti, 2007). When job demands are too high and not balanced by adequate resources, educators will experience strain, which can trigger burnout. Second, Hobfoll's Conservation of Resources (COR) Theory emphasizes that individuals naturally strive to obtain, maintain, and protect their resources (Hobfoll, 1989). Acute stress arises when educators feel threatened by the loss or depletion of psychological resources due to excessive work pressure, thereby making the strengthening of personal capital crucial (Kaltenegger et al., 2024). Third, Bandura's Social Cognitive Theory emphasizes the central role of self-efficacy, namely an individual's belief in their capacity to organize and carry out the necessary actions; teachers with high levels of self-efficacy will demonstrate greater flexibility and involvement when dealing with curriculum or student demands (Bandura, 2010; Tschannen-Moran & Hoy, 2001). This theoretical strengthening at the individual level is in line with the justification of urgency at the macro-national level; facilitating the welfare and mental capacity of teachers directly supports the 4th pillar of the Sustainable Development Goals (SDGs), namely ensuring access to inclusive quality education to welcome a golden Indonesia 2045 (Gumilang et al., 2022).

In response to this complexity, micro-interventions at the psychological level are urgently

needed. The Positive Organizational Behavior (POB) approach offers a solution through the development of Psychological Capital (PsyCap), which includes Self-Efficacy, Hope, Optimism, and Resilience (Luthans, 2002b). PsyCap has been shown to play an important role in increasing work engagement among educators (Pratiwi, 2024). However, existing PsyCap studies are generally aimed at private-sector employees or educators in general, and tend to stand alone, without integration with interpersonal communication skills or role boundary management, which are relevant to the dual burden of contract teachers as educators and supplementary income earners. This gap underscores the need to design intervention modules that specifically combine PsyCap strengthening with experiential-learning-based communication psychoeducation for contract teachers. This study aims to design a "Firm Teacher" intervention module that integrates PsyCap training and experiential learning-based communication psychoeducation to restore PWB, optimize WLB, and boost the performance of contract teachers.

RESEARCH METHODS

This research uses a Research and Development (R&D) approach to design modules and proposes to be evaluated through a quasi-experimental design using a One Group Pretest-Posttest Design (Sugiyono, 2019). It should be emphasized that this article is at the conceptual design stage within a broader R&D umbrella, so expert validation, limited trials, and pretest-posttest data collection have not yet been conducted and are proposed as part of a follow-up research agenda. Overall, the R&D procedures that form this research umbrella include:

1. needs analysis through literature review and identification of contract teachers problems has been carried out and is the basis for preparing the module in this article.
2. module design based on PsyCap theory and experiential learning, which is the main focus of this article.
3. content validation by psychology and education experts; and limited trials before full implementation, with stages and plans for further research.

The target participants for this module trial are contract teachers who actively teach at the primary and secondary school levels in Indonesia, with an estimated sample size of at least 30, in accordance with quasi-experimental design principles. The proposed evaluation design will involve participants from a group of contract teachers who receive a psychometric assessment before training (pre-test), undergo treatment by implementing the PsyCap Module for a specified period, and complete a final assessment (post-test) to measure the change in performance.

Psychometric measurement instruments used in the evaluation of this module include:

1. Positive PsyCap Questionnaire (PPQ) / PCQ-24: A reliable instrument that measures the four dimensions of HERO (Hope, Efficacy, Resilience, Optimism) (Zhang et al., 2010).
2. Ryff's Scales of Psychological Well-Being (RPWB): To measure dimensions of psychological well-being (Prihatin et al., 2025).
3. Utrecht Work Engagement Scale (UWES): To measure the level of work engagement, such as vigor, dedication, and absorption (Pratiwi, 2024).
4. Work-Life Balance and Employee Performance Questionnaire (Soebekti & Kurniawati, 2025).

Empirical data analysis is proposed using the Paired Sample t-test to see the significance of the increase before and after the intervention, as well as the Structural Equation Modeling - Partial Least Squares (SEM-PLS) approach to test the mediating effect of WLB on the

relationship between work stress and performance (Soebekti & Kurniawati, 2025).

DESIGN AND PRACTICAL IMPLICATIONS OF THE INTERVENTION MODULE

Intervention Module Design "Guru Tangguh"

Based on a needs review, this module was designed adopting the principles of Psychological Capital Intervention (PCI) (Luthans et al., 2006). PsyCap does not just focus on mental dysfunction, but rather helps ordinary individuals to achieve productive and meaningful lives through the synergistic development of HERO components (Luthans & Broad, 2022). This module is delivered in 6 sub-modules (sessions), each lasting 120-150 minutes, using an experiential learning approach.

Session 1: Psychological Foundations and Self-Awareness (120 Minutes)

This session aims to build psychological safety and provide psychoeducation regarding the anatomy of work stress. Pre-test administration is carried out at this stage. The facilitator opened with sincere appreciation for the honorary teacher's dedication and ice-breaking activities aimed at fostering positive affect.

Session 2: Self-Efficacy - Mastery and Modeling (150 Minutes)

Self-efficacy is formed through mastery experiences (success experiences) and vicarious learning (observational learning) (Luthans & Broad, 2022). Participants map the "mountain top" (past success). Then, a practical simulation (role-play) is conducted to address challenging students or bureaucratic rigidity. The use of role-play has proven to be very effective in facilitating mastery experiences and reducing anxiety in the context of developing teacher self-efficacy (Tschannen-Moran & Hoy, 2001; Bandura, 2010).

Session 3: Hope - Willpower and Way Power (120 Minutes)

Hope (Hope) includes the ability to set goals (willpower) and to design alternative routes to achieve them (waypower) (Luthans & Broad, 2022). Participants are trained to break down seemingly impossible problems into micro-goals using the SMART principles. A sudden obstacle simulation is presented, in which participants have to think on their feet to create Plan B and Plan C to train metacognitive agility.

Session 4: Realistic Optimism - Cognitive Restructuring (120 Minutes)

This module trains cognitive objectivity. Students believe that bad events are generally temporary and specific rather than permanent (Luthans et al., 2006). The ABCDE Protocol (Adversity, Beliefs, Consequences, Disputation, Energization) is used to restructure how teachers explain failure (explanatory style), thereby preventing them from falling into apathy (Prihatin et al., 2025).

Session 5: Resilience and Effective Communication (120 Minutes)

Resilience is the capacity to bounce back from adversity (Luthans & Broad, 2022). Adopting team-building principles (Arif et al., 2023) and family communication studies (Asni et al., 2024), this session teaches I-Message communication techniques and active listening. This

assertive communication serves a dual function: building a climate of teamwork in schools and protecting teachers from the exploitative delegation of tasks.

Session 6: Evaluation, Work-Life Balance, and Good Lives Plan (120 Minutes)

The final session focused on boundary management to stop negative spillover effects on the home (Ratnaningsih, 2023). Considering that WLB is an important mediator of performance (Soebekti & Kurniawati, 2025), participants prepared a Good Life Blueprint (Good Life Blueprint) in the form of a real action resolution for 30 days, closed with a post-test.

Practical Implications of Intervention

At the individual level, this intervention changes the cognitive architecture from a victim mentality to a proactive one. Increasing PsyCap (Efficacy, Hope, Optimism, Resilience) directly fosters work engagement among lecturers and teachers, even in the face of difficult economic realities (Pratiwi, 2024).

At a relational level, the emotion coaching and assertive communication skills taught (Asni et al., 2024) enable teachers to navigate boardroom intrigue and family conflict. This is consistent with the finding that effective collaboration and communication reduce stress and maintain organizational productivity (Arif et al., 2023). Of course, the effectiveness of this module must be supported by Perceived Organizational Support from the school, through affirmation, clarity of information, and a psychologically safe work environment.

CONCLUSION

The welfare issue affecting more than 731,000 contract teachers in Indonesia is a time bomb to achieving quality national education. As structural policy reforms progress, micro-level psychological interventions become an important tactical step. The "Tough Teacher" module design combines Psychological Capital training (Hope, Efficacy, Resilience, Optimism) and communication psychoeducation to restore Psychological Well-Being (PWB). This experiential learning-based intervention not only equips educators with a mental shield to reduce work stress but is also empirically targeted to improve Work-Life Balance (WLB) abilities. By breaking the chain of stress spillover from school to home, teachers can maintain superior pedagogical performance while maintaining family harmony, ensuring the wheels of education turn sustainably. Considering that this article is a conceptual design, further research is highly recommended to conduct empirical trials of the "Tough Teacher" module involving a larger and more representative sample from various regions in Indonesia. Additionally, further studies could explore the moderating effects of demographic factors such as tenure, education level, and school location on the effectiveness of PsyCap interventions. The development of an online version of this module could also be considered to expand the intervention's reach to contract teachers in remote areas.

BIBLIOGRAPHY

- Afrizalni, A., et al. (2024). Analisis Jumlah Tenaga Honorer dan Dampaknya terhadap Sistem Pendidikan Indonesia. *Jurnal Ilmu Manajemen, Bisnis dan Ekonomi | JIMBE*, 2(1), 23-29.
- Bakker, A. B., & Demerouti, E. (2007). The job demands-resources model: State of the art. *Journal of Managerial Psychology*, 22(3), 309-328.
- Bandura, A. (2010). Self-efficacy. In I. B. Weiner & W. E. Craighead (Eds.), *The Corsini Encyclopedia of Psychology* (4th ed., pp. 1-3). John Wiley & Sons.
- Arif, A., Salju, S., & Tahier, I. (2023). Pengaruh Kerja Sama Tim dan Motivasi Kerja Terhadap Produktivitas Karyawan. *Jurnal Ekonomi Efektif*, 5(4), 735-742. <https://doi.org/10.32493/jee.v5i4.31454>
- Asni, A., Muliana, A., Aziz, M., Marhamah, A., & Herman, H. (2024). Gaya Komunikasi Orang Tua dan Dampaknya bagi Perkembangan Anak. *Jurnal Ilmiah Wahana Pendidikan*, 11(4C), 250-258.
- Kamal, S. A. R., Kristiyana, Y. I., Zulaikha, S., & Takdir, M. (2025). Pengaruh Kesejahteraan Psikologis terhadap Kinerja Guru dalam Konteks Tenaga Kependidikan di Sekolah: Penelitian. *Jurnal Pengabdian Masyarakat Dan Riset Pendidikan*, 4(1), 766-781.
- Luthans, F. (2002b). Positive organizational behavior: Developing and managing psychological strengths. *Academy of Management Executive*, 16(1), 57-72.
- Luthans, F., Avolio, B. J., Avey, J. B., & Norman, S. M. (2006). Psychological capital: Measurement and relationship with performance and satisfaction. *Personnel Psychology*, 60(3), 541-572.
- Luthans, F., & Broad, J. D. (2022). Psychological capital. American Psychological Association (APA) Healthy Workplaces.
- Nur, M., & Alwi, A. (2023). Tantangan dan Pemenuhan Kebutuhan Psikologis Guru Honorer. *Jurnal Psikoneo*, 1(1).
- Pratiwi, E. A. (2024). The role of psychological capital in work engagement among lecturers. *Al-Ishlah, Jurnal Pendidikan*.
- Prihatin, D. M., Riza, W. L., & Tyas, D. M. (2025). Menjaga Kesejahteraan Psikologis Guru Honorer: Peran Harga Diri dan Optimisme di Kabupaten Karawang. *Jurnal Psikologi dan Konseling West Science*, 3(02), 193-202.
- Ratnaningsih, I. Z. (2023). Testing spillover-crossover effects of work-family conflict and family-work conflict on Indonesian spouses. *Cross Cultural and Strategic Management*.
- Soebekti, M., & Kurniawati, D. T. (2025). Improving Employee Performance through Stress

Management and Work-Life Balance Strategies. *Jurnal Kewirausahaan Dan Inovasi*, 4(1), 157-168.

Sugiyono. (2019). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Alfabeta.

Zhang, K., et al. (2010). Positive PsyCap Questionnaire (PPQ) measurement validation. *Frontiers in Psychology*.

Gumilang, G. S., Muslihati, M., & Hidayah, N. (2022). Peran pendidikan berkualitas dalam mewujudkan SDGs: Tinjauan terhadap kompetensi dan kesejahteraan guru di Indonesia. *Jurnal Pendidikan dan Kebudayaan*, 7(2), 112-128.

Hobfoll, S. E. (1989). Conservation of resources: A new attempt at conceptualizing stress. *American Psychologist*, 44(3), 513-524.

Kaltenegger, H. C., Becker, A., Roling, G., Hasselhorn, H. M., & Kersten, M. (2024). The role of personal resources in buffering job demands among teachers: A longitudinal analysis. *International Journal of Stress Management*, 31(1), 45-59.

Tschannen-Moran, M., & Hoy, A. W. (2001). Teacher efficacy: Capturing an elusive construct. *Teaching and Teacher Education*, 17(7), 783-805.