



## Psychoeducation on Psychological Well-Being in Enhancing Academic Motivation among University Students

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### ABSTRACT

Psychological well-being and academic motivation are two psychological constructs that are interrelated and play an important role in the academic success of students. This research aims to test the effectiveness of psychological well-being-based psychoeducation interventions in increasing the academic motivation of students. The research uses a quasi-experimental design with a one-group pretest-posttest approach. The research participants consisted of 24 students who attended one psychoeducation session lasting 1 hour and 50 minutes. The instruments used are a psychological well-being scale based on the Ryff model and an academic motivation scale based on Self-Determination Theory. Data analysis is carried out descriptively and inferentially. The research results show that there is no significant difference between pre-test and post-test scores both in psychological well-being and academic motivation. These findings show that short psychoeducation interventions with lecture methods have not been effective enough to produce significant changes in complex psychological constructs. The results of this study reinforce the findings of previous studies that changes in psychological well-being and academic motivation require sustainable, participatory, and experience-based interventions.

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## **INTRODUCTION**

Academic motivation is a key indicator of student engagement, persistence, and academic success in higher education. According to Ryan & Deci (2017), students with high academic motivation tend to be more engaged in learning, demonstrate better academic results, and are psychologically more resilient and adaptive when faced with academic pressure. Academic motivation is closely related to a person's psychological well-being and the educational environment in which learning takes place.

Psychological well-being refers to an individual's optimal psychological well-being and positive assessment of life experiences. Ryff (1989) defined psychological well-being as a diverse construct encompassing self-acceptance, positive relations with others, autonomy, environmental mastery, purpose of life, and personal growth. Several studies have shown that high levels of psychological well-being are associated with strong intrinsic motivation, adaptive coping mechanisms, and participation in ongoing learning in college students (Disabato et al., 2020; Huppert & So, 2013).

In this regard, self-determination theory asserts that academic motivation is strongly influenced by three basic psychological needs: autonomy, competence, and relatedness (Deci & Ryan, 2000; Ryan & Deci, 2017). Extrinsic motivation plays a significant role when students are in a highly controlling environment that limits individual freedom. Cross-cultural research suggests that unmet psychological needs are associated with academic indifference, emotional exhaustion, and decreased psychological well-being in students (Benabou & Tirole, 2020; Vansteenkiste et al., 2020).

Students in educational environments with strict rules often face additional challenges, such as limited personal autonomy, busy schedules, and high expectations. While this environment can foster individual discipline, it can also increase the risk of psychological exhaustion, decrease self-determination, and weaken academic motivation (Levecque et al., 2017). Therefore, interventions aimed at strengthening students' psychological well-being are considered essential for improving academic motivation.

## **LITERATURE REVIEW**

Psychoeducation is often used as a promotive and preventive measure in the context of mental health in educational settings. By increasing self-awareness, the ability to regulate emotions, and gaining meaning in life, psychoeducational interventions have the potential to strengthen psychological well-being and support adaptive learning motivation (Donker et al., 2021). However, several studies related to the effectiveness of psychoeducational programs over a short period of time have shown mixed results, particularly when interventions focus more on lecture methods than on participatory and experience-based approaches.

Based on this explanation, this study aims to assess the effectiveness of psychological well-being-based psychoeducational interventions in improving academic motivation in students in a structured educational environment. By combining Ryff's concept of psychological well-being with self-determination

theory, this study is expected to contribute to the literature on student mental health interventions and serve as an empirical basis for developing more effective psychoeducational programs in higher education.

## **METHODOLOGY**

### *Research Design*

The independent variable of this study was psychoeducation on psychological well-being, while the dependent variable was increasing academic motivation. This study used a quasi-experimental design with a one-group pretest-posttest design.

### *Research Subjects*

The subjects in this study were college students living in a structured educational environment in Lamongan Regency. There were 24 participants, 14 female and 10 males. All participated in the psychoeducational program from start to finish.

### *Research Instruments*

This research instrument uses two scales, namely the psychological well-being scale (PWB-SS) from Ryff and the academic motivation scale from Deci & Ryan. The psychological well-being scale has been adapted by Humaidah & Mulyono (2025), this scale contains 18 items based on 6 aspects of psychological well-being theory, namely self-acceptance, positive relations with others, autonomy, environmental mastery, purpose in life, and personal growth. Meanwhile, the academic motivation scale has been adapted by Kusumadewi & Supriyadi (2018), this scale contains 15 items based on the self-determination theory of Deci & Ryan. This scale covers three aspects of self-determination, namely autonomy, competence, and relatedness.

### *Method of Collecting Data*

Data collection was conducted using a questionnaire from a journal that had been adapted from the original questionnaire. This psychoeducation program used two questionnaires, psychological well-being and self-determination. The psychological well-being questionnaire consisted of 18 items, covering six dimensions of psychological well-being according to Ryff: self-acceptance, autonomy, environmental mastery, positive relations with others, and purpose of life. The self-determination questionnaire contained 15 items covering autonomy, competence, and relatedness. Participants were asked to fill in the possible answers that suited them, with four options: "Strongly Disagree," "Disagree," "Agree," and "Strongly Agree."

### *Procedures and Data Analysis*

Researchers conducted a psychoeducational program as an intervention for students. The psychoeducational program was conducted in one session lasting 1 hour and 50 minutes. The psychoeducational program began with an introduction and the administration of a pretest questionnaire, followed by material on psychological well-being and self-determination or academic motivation, followed by a discussion and question-and-answer session. Details of the activities can be seen in Table 1.

Table 1. Rundown of Psychoeducation Implementation

Duration	Activity	Method
10 minutes	Introduction and opening	Ice breaking, introduction of participants and facilitators
15 minutes	Pre-test	Questionnaire
30 minutes	Providing psychological well-being material	Interactive lecture
30 minutes	Providing self-determination material	Interactive lecture
20 minutes	Question and answer session and reflective discussion	Open discussion
10 minutes	Post-test and evaluation of activities	Questionnaire
5 minutes	Closing, prayer, and documentation	Prayer and group photo

The psychoeducation program began at 2:00 PM WIB and lasted until 4:20 PM WIB. The initial phase of the psychoeducation program included an opening and introduction session. The purpose of this phase was to build rapport with the participants. Furthermore, the presenters also explained the goals and benefits of the psychoeducation program, helping participants prepare for the material in the next phase.

Pre-test questionnaire on psychological well-being and self-determination, or academic motivation. This questionnaire was designed to measure their initial knowledge of psychological well-being and academic motivation before the speaker delivered the psychoeducational material. While participants completed the questionnaire, the speaker prepared supporting materials, such as PowerPoint presentations, to be used to present the main material, namely psychological well-being and academic motivation.

The next stage was the delivery of material on psychological well-being and academic motivation. Before the main material, the presenter asked the participants questions regarding their understanding of the concept of psychological well-being. Judging from the participants' responses, most participants were not familiar with the term psychological well-being. Next, the presenter delivered psychoeducational material using a responsive lecture method that covered the concept of psychological well-being, influencing factors, and dimensions of psychological well-being based on the theory proposed by Ryff. The material was also correlated with the role of psychological well-being in shaping and enhancing participants' academic motivation.

After the core phase of the psychoeducational program, the next phase is the question-and-answer phase. This phase aims to encourage more active participant participation and provides an opportunity for participants to ask questions and share personal experiences related to the material presented. Based on observations during the session, participant participation in this session was relatively low, and some questions were outside the context of the psychoeducational material. The presenter continued to strive to elicit participants' understanding by asking reflective questions, although responses were limited.

The next stage is the post-test. At this stage, participants are asked to complete the same questionnaire as the pre-test. The post-test aims to determine the extent of participants' understanding of psychological well-being and academic motivation after participating in a series of psychoeducational activities. The post-test results are then used to evaluate the effectiveness of the activities.

The psychoeducational activity concluded with a closing session and documentation at 4:20 PM WIB. In the closing session, the speaker delivered a motivational message and thanked all participants for their participation and involvement. As a token of appreciation, the speaker provided refreshments to the participants, and the event concluded with a group photo.

## RESULTS AND DISCUSSION

A psychoeducational activity on Psychological Well-Being to improve academic motivation among college students living in a structured educational environment in Lamongan Regency was conducted on Tuesday, November 25, 2025, and was attended by 24 students. To determine the effectiveness of the psychoeducational activity, measurements were conducted using pre-test and post- test questionnaires on understanding psychological well-being and academic motivation. The results of the descriptive analysis of both measurements are presented in Table 2 and 3.

Table 2. Results of the Psychological Well-Being T-Test

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	<u>Pre_PWB</u>	52.58	24	3.855	.787
	<u>Post_PWB</u>	52.08	24	6.467	1.320

The results of the pre-test analysis of psychological well-being showed an average score of 52.58, while the average post-test score decreased to 52.08. The difference of 0.50 between the pre-test and post-test scores did not have a significant impact. The standard deviation score on the post-test showed a larger number than the pre-test, this indicates that after the psychoeducation program was held, the participants' answers actually became wider and more diverse. This means that the participants' perceptions and understanding of aspects of

psychological well-being such as self-acceptance, positive relations with others, purpose in life, autonomy, and environmental mastery did not change.

Table 3. Results of the Self-Determination T-Test (SDT)

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	<u>Pre SDT</u>	46.83	24	5.156	1.052
	<u>Post SDT</u>	46.83	24	5.746	1.173

The analysis of self-determination or academic motivation scores showed a similarity between the pre-test and post-test scores, namely 46.83. Based on the T-Test results, there was no significant increase between the pre-test and post-test results regarding psychological well-being, as well as the results of the pre-test and post-test for self-determination or academic motivation. This indicates that psychoeducational activities were not statistically effective in improving the understanding of psychological well-being and academic motivation in Islamic boarding school students.

This study found no significant differences between pretest and posttest scores on psychological well-being and academic motivation, a reasonable finding in the context of short-term psychological interventions. Several previous studies have shown that psychological well-being is a variable with multiple interpretations, tends to be stable and not easily changed through a single short intervention session (Ryff, 1989; Disabato et al., 2020). Donker (2021) reported in his findings that psychoeducational interventions using a single lecture method have limited effectiveness in producing significant changes in psychological well-being and motivation. Significant changes tend to occur with interventions that are repeated, based on experience, and involve active self-reflection.

Although many relevant studies have found a positive relationship between psychological well-being and academic motivation, this relationship does not necessarily indicate that improvements in either construct can be achieved immediately through brief interventions. Relevant research conducted by Salmela-Aro Upadhyaya (2014) identified that psychological well-being is positively related to academic contribution and intrinsic motivation, and negatively related to academic burnout. Similar findings were also presented by Tuominen-Soini, Salmela-Aro, and Niemivirta (2012), who showed that students with higher levels of well-being tend to have more flexible learning goals and stronger academic motivation.

On the other hand, a cross-cultural study conducted by King et al. (2015) identified that psychological well-being correlated significantly with learning motivation and academic persistence, but this effect was more pronounced when using observational research methods rather than interventional research methods. This further clarifies that the relationship between psychological well-being and academic motivation is relational, not directly causal.

The difference between correlational findings and intervention results in this study can be understood from a methodological perspective. Correlational

findings describe the natural relationships between constructs over a specific period of time, whereas intervention research requires psychological change within a relatively short period of time. Research indicates that psychological well-being variables are quite stable and require long-term intervention and multiple experiences (Disabato et al., Ryff, 1989). Therefore, the lack of significant change in this study is a reasonable finding. Given the relatively short duration of the intervention, the lecture method was dominant.

## **CONCLUSIONS AND RECOMMENDATIONS**

This study examines the effectiveness of a psychoeducational intervention based on psychological well-being on students' academic motivation using a pretest-posttest design. The results indicate that the brief psychoeducational intervention provided has not produced significant changes in either psychological well-being or academic motivation. This study indicates that changes in complex and relatively stable psychological variables are not easily achieved through a single-session lecture-based intervention. Nevertheless, the results of this study provide a reasonable empirical perspective on the limitations of short-term psychoeducation in a higher education setting.

The results of this study have theoretical and practical implications for the development of psychological interventions in higher education settings. Theoretically, these findings support the view that psychological well-being and academic motivation are relatively stable constructs that require long-term processes to experience meaningful change, in line with the Self-Determination Theory framework that emphasizes the ongoing fulfillment of basic psychological needs. Practically, this study suggests that psychoeducational programs need to be designed with a more participatory and experience-based approach, such as structured reflective discussions and ongoing mentoring, and implemented at a time that considers participants' psychological readiness to optimize engagement.

The limitations of this study lie in its single-group design with no control group, the short intervention duration, and the lecture-dominated delivery method. The timing of the implementation, which coincided with an exam period, also potentially affected participants' focus and engagement. Therefore, future research is recommended to employ a more robust experimental design involving a comparison group, extend the intervention duration, and integrate more interactive methods to more comprehensively evaluate the effectiveness of psychoeducation on psychological well-being and academic motivation.

## **FURTHER STUDY**

This research still has limitations so further research on this topic is still needed "Psychological Well-Being Psychoeducation in Improving Academic Motivation in Students".

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