

# A HOLISTIC APPROACH OF TRANSPERSONAL COUNSELING IN EDUCATIONAL SETTINGS TO IMPROVE ADOLESCENTS' PSYCHOLOGICAL WELL-BEING

Wayan Eka Paramartha<sup>1\*</sup>, I Ketut Dharsana<sup>2</sup>

<sup>1</sup> Universitas Pendidikan Ganesha, Indonesia

<sup>2</sup> Universitas Pendidikan Ganesha, Indonesia

\*Corresponding Author: [eka.paramartha@undiksha.ac.id](mailto:eka.paramartha@undiksha.ac.id)

Received 14 February 2025; Received in revised form 28 March 2025; Accepted 23 April 2025

## ABSTRACT

Psychological well-being enables adolescents to feel happy, have a sense of purpose, and manage emotional and social pressures effectively. However, many adolescents face stress due to academic demands, social expectations, and emotional disturbances, disrupting their psychological balance. Existing interventions often lack a holistic approach and fail to effectively integrate psychological, emotional, and spiritual aspects to enhance psychological well-being. This study aims to evaluate the effectiveness of transpersonal counseling as an intervention to improve adolescents' psychological well-being. The method employed was a quasi-experimental design with pre-test and post-test, involving 20 adolescents aged 15-18 years selected through purposive sampling. The results indicated that the average psychological well-being score significantly increased from 62.5 in the pre-test (low category) to 81.7 in the post-test (higher category). Statistical analysis using a related sample t-test yielded a t-value of 5.32 with a p-value < 0.05, signifying a significant difference before and after the intervention. These findings suggest that transpersonal counseling can be an effective approach to improving adolescents' psychological well-being through a holistic integration of psychological, emotional, and spiritual dimensions.

**Keywords:** adolescent mental health; holistic educational approach; psychological well-being; quasi-experimental design; transpersonal counseling

## INTRODUCTION

Psychological well-being is a condition where individuals feel satisfied, have life goals, and can face challenges both emotionally and socially (Kapoor et al., 2021; Kim et al., 2021; Pedhu, 2022; Seprianto et al., 2024; Timmer et al., 2024). Indicators of psychological well-being include self-acceptance, positive relationships, autonomy, environmental mastery, life goals, and personal growth (Buratta et al., 2023; Hungund & Kamble, 2022; Riansyah, 2024). Good psychological well-being impacts an individual's ability to manage stress, build healthy relationships, and achieve success in various aspects of life (Rohmatillah, 2024; Sabouripour et al., 2021). Conversely, low psychological well-being can disrupt emotional stability, reduce motivation, and trigger various psychosocial problems (Juniarti & Regina, 2021; Moeller et al., 2022; Suwandi et al., 2024). This research aims to explore ways to enhance the psychological well-being of adolescents as one of the groups vulnerable to various developmental pressures.

Psychological well-being has become a significant area of research due to its role in supporting the healthy and productive development of individuals (Aqillah et al., 2024; Rohmatillah, 2024). However, many teenagers face significant challenges, such as academic pressure, social demands, and emotional disturbances, which often hinder their psychological balance (Hidayatullah & Indana, 2024; Högberg, 2021; Manery et al., 2024). This condition is exacerbated by the situation where efforts to improve psychological well-being often do not receive adequate attention (Søvold et al., 2021; Suryanti & Incen, 2023). Guidance and counseling teachers at schools often face limitations in providing holistic and effective

interventions to address these issues (Iqbal et al., 2024). Therefore, a more innovative and integrated approach is needed to optimally enhance the psychological well-being of adolescents.

The high expectations from the surrounding environment, intense academic pressure, struggles in identity search, and challenges in building healthy social relationships often become the main causes of declining psychological well-being among adolescents (Burkett-McKee et al., 2021; Maghfiroh et al., 2024; Sona et al., 2024). The common solution offered for this problem usually focuses on strengthening character education in schools. However, relying solely on character education without any other interventions can increase pressure and stress on adolescents. Such an approach is less capable of addressing the holistic needs of adolescents, especially in managing their psychological, emotional, and spiritual aspects (Currie, 2023). Therefore, intervention services that integrate these three aspects are needed to effectively enhance the psychological well-being of adolescents.

The transpersonal approach has shown potential in supporting individuals' psychological well-being (E. Rimban et al., 2024; Sari & Prabowo, 2024). This approach emphasizes the importance of integrating spiritual and psychological aspects in the development of psychological well-being (Al-Asyhar & Gazali, 2024; Haryanto & Muslih, 2025; Raković, 2021). Previous research has demonstrated the effectiveness of transpersonal counseling in helping individuals overcome psychological distress, foster self-awareness, and achieve emotional balance (Beiranvand & Bayat, 2024; Turner, 2021). Studies have shown that transpersonal therapy contributes to the improvement of mental health by facilitating personal transformation, mindfulness, and self-acceptance (E. L. Rimban et al., 2024; Webb, 2023). However, while there is growing evidence supporting the effectiveness of transpersonal approaches in adult populations, research on its application specifically to adolescents remains limited (Butzer, 2021; Martinez et al., 2024). Most studies focus on general well-being or adult therapy, leaving a gap in understanding how transpersonal counseling can be effectively implemented to address adolescent psychological well-being.

Other research highlights that the psychological well-being of adolescents is closely related to the quality of their social relationships (Arslan & Coşkun, 2023). Teenagers who feel happy tend to have better social relationships (von Soest et al., 2022). This applies to both relationships with peers and family members (N. Butler et al., 2022). Previous research also confirmed that the quality of social relationships plays an important role in shaping the psychological well-being of adolescents (Eriksen & Bru, 2023). However, previous studies have not sufficiently explored how integrating social, psychological, and spiritual aspects in counseling interventions can holistically improve adolescent well-being.

This phenomenon indicates that research on the psychological well-being of adolescents is highly significant. This study is not only relevant in the academic sphere but also as a social and humanitarian effort. Psychologically prosperous teenagers have the potential to become happier and more productive individuals. Therefore, further research on transpersonal counseling as an intervention strategy is necessary. This study aims to address the research gap by examining the impact of transpersonal counseling, specifically using a psychospiritual synthesis approach, to improve adolescent psychological well-being.

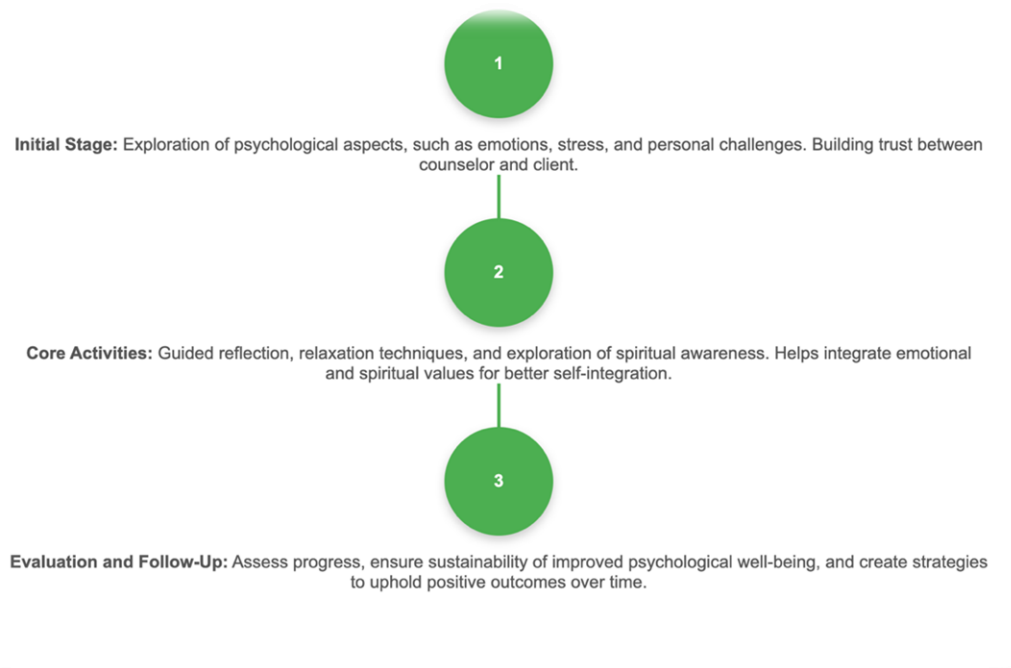
## METHOD

This study employs a quasi-experimental method with a pre-test and post-test design to measure the effectiveness of transpersonal counseling in improving the psychological well-being of adolescents. The research population consists of adolescents in Singaraja City, Bali. A total of 20 adolescents with low psychological well-being were purposively selected based on specific criteria that had been determined, such as the results of the initial questionnaire and recommendations from guidance teachers, professional counselors, and peer tutors. Sample identification was carried out in collaboration with the BK teacher at SMA Negeri 1 Singaraja, Jiwanta Konsultan Counselor, CV Profesional Psiko Konsultan Counselor, and Peer Tutors at the Academic Support Unit BK Undiksha. However, it is acknowledged that reliance on recommendations from school personnel and counselors may introduce selection bias, as students who are

more open to counseling or have existing relationships with these professionals may be more likely to be included.

The transpersonal counseling intervention was conducted in eight sessions over four weeks, with two sessions per week. Each session lasted approximately 60–90 minutes and was held in a neutral and comfortable location, such as the Counseling Laboratory of the Academic Support Unit BK Undiksha. The sessions were structured as follows:

**Figure 1. Stages of transpersonal counseling**



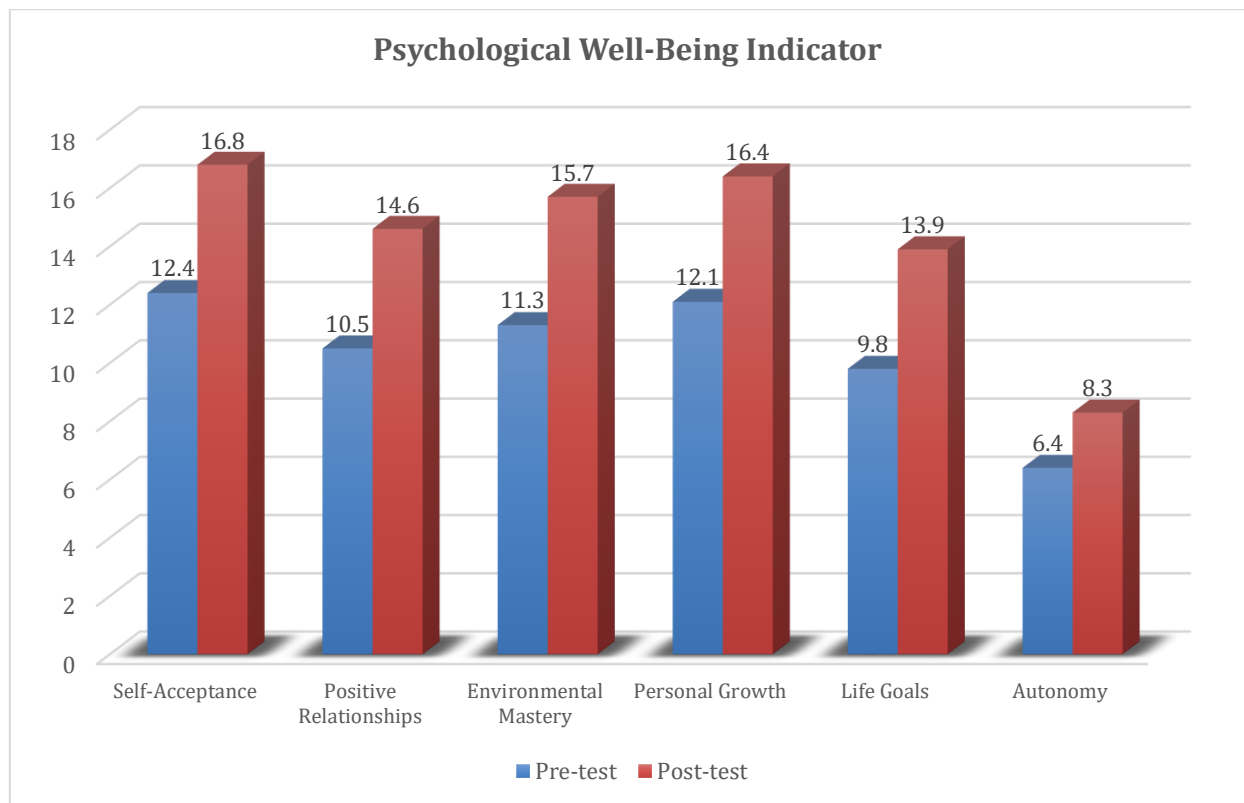
Initial Stage (Sessions 1–2): Establishing rapport and trust between the counselor and adolescents, exploring emotional stressors, psychological concerns, and initial levels of spiritual awareness. Core Stage (Sessions 3–6): Engaging in self-reflection activities, implementing relaxation techniques (e.g., guided meditation and breathing exercises), and fostering spiritual awareness through introspective dialogue and meaning-making exercises. Evaluation and Follow-up Stage (Sessions 7–8): Reviewing progress, reinforcing psychological well-being strategies, and designing personalized strategies for maintaining positive mental health outcomes in daily life. Each session was guided by researchers and trained team members specializing in the transpersonal approach. The primary goal of the counseling process was to enhance psychological well-being by integrating emotional, psychological, and spiritual dimensions.

Research data were collected through observations, interviews, and structured questionnaires designed to measure indicators of adolescent psychological well-being. Observations were conducted to monitor participants' behavior and responses during the intervention sessions, while interviews were used to delve into their experiences and perspectives. Questionnaires were employed to obtain quantitative data on psychological well-being before and after the intervention. Data analysis was conducted using a related sample t-test to assess significant differences between pre-test and post-test results, ensuring a valid and reliable evaluation of the intervention's effectiveness.

## RESULTS AND DISCUSSION

The research results show a significant increase in the psychological well-being scores of adolescents after participating in transpersonal counseling interventions, measured through the psychological well-being questionnaire at the pre-test and post-test stages. The average psychological well-being score at the pre-test stage was 62.5, indicating a low level of psychological well-being, while after the intervention, the average score at the post-test stage increased to 81.7, indicating a significant improvement. This improvement is particularly evident in several key indicators, such as self-acceptance, environmental mastery, and positive relationships with others. Here are the results of the average score improvement for each indicator of adolescent psychological well-being presented in chart form:

**Figure 2. Increase in the average score of each psychological well-being indicator**



In the graph presented in Figure 2, it shows that the scores on each indicator of psychological well-being increased after the intervention through the transpersonal approach. Self-acceptance increased by 4.4 points, followed by positive relationships with others, which increased by 4.1 points. The environmental mastery indicator also showed an increase of 4.4 points, while personal growth experienced a rise of 4.3 points. In addition, the life goals indicator increased by 4.1 points. Although the autonomy indicator showed a smaller increase of 1.9 points, this still reflects an improvement in that aspect. Overall, the average total psychological well-being score increased from 62.5 on the pre-test to 81.7 on the post-test, with a total increase of 19.2 points. Next, a parametric statistical analysis using the related sample t-test was conducted, showing a significant difference between the pre-test and post-test scores, with a *t-value* of 5.32 and a *p-value*  $0.000 < 0.05$ . These results indicate that the transpersonal psychosynthesis approach is effective in improving the psychological well-being of the adolescents who participated in this study. Here is presented the table of the related sample t-test calculations based on the SPSS output:

**Table 1. The results of the related sample t-test calculations**

Paired Samples Test	Mean	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)
Pre-test - Post-test	-19.2	5.8	3.61	5.32	19	0.000 (< 0.05)

In addition to quantitative data, the results of observations and interviews conducted with the teenagers also provide an in-depth picture of the changes experienced after attending transpersonal counseling sessions. The indicator of self-acceptance, most teenagers reported an improvement in their ability to accept their strengths and weaknesses more positively. A participant stated, *"Previously, I often felt inferior and dissatisfied with myself. Now, I am starting to learn to appreciate myself as I am and focus on the things I can improve"*. This shows a positive shift in their attitude towards themselves. The indicator of positive relationships with others also showed improvement, where participants reported better quality interactions and communication with friends, family, and their surroundings. One participant expressed, *"In the past, I found it hard to open up and often kept my problems to myself. After attending this session, I feel more comfortable talking and interacting with others"*. Observations during the intervention sessions also showed that the teenagers became more cooperative and enthusiastic in participating in group activities. Environmental mastery indicators, several participants admitted to becoming more proactive and better able to handle difficult situations. One of the interesting statements from the interview was, *"I can now manage my daily schedule better and don't panic easily when facing problems. The relaxation techniques taught helped me to stay calm"*. This reflects an improvement in the ability to manage and overcome environmental challenges effectively. Next, indicators of personal growth also show significant development. The participants feel more motivated to develop their potential and pursue their personal goals. A teenager said, *"I have become more confident that I can develop. I have a goal to be better and not give up easily like before"*. This indicates that the intervention helps them recognize their potential and continue striving for better personal development. Life goals indicators, participants reported an increase in clarity in understanding the direction and meaning of their lives. One participant stated, *"Now I have a clear purpose, I want to be successful in the future and make my parents proud. Previously, I felt like my life was just going on without purpose"*. This statement shows that teenagers have a better vision of their life goals and future direction. Although the improvement in the autonomy indicator is not as strong as the other indicators, some participants expressed a change in their ability to make more independent decisions. One participant mentioned, *"I have started to dare to make small decisions on my own without relying too much on the opinions of others."* This shows early development in the aspect of autonomy, although it still requires further process. Overall, the results of the interviews and observations provide strong support for the quantitative findings. The teenagers who were the sample of this study reported a significant increase in self-confidence, the ability to manage negative emotions, and a better understanding of their own potential. Furthermore, transpersonal counseling helps create positive changes in various aspects of psychological well-being, including self-acceptance, interpersonal relationships, environmental mastery, personal growth, and life goals.

The results of this study indicate that the transpersonal approach is effective in enhancing the psychological well-being of adolescents, as evidenced by the increase in scores across all indicators of psychological well-being, namely self-acceptance, positive relationships with others, environmental mastery, personal growth, life goals, and autonomy. The average total increase in psychological well-being scores indicates that this intervention successfully helped adolescents understand themselves, manage their emotions, and develop their potential more effectively. Specifically, the significant increase in self-acceptance suggests that adolescents who previously had a negative perception of themselves are now more able to appreciate their potential and strengths. This result aligns with the principles of transpersonal

psychosynthesis, which emphasizes self-integration, understanding the meaning of life, and the development of positive aspects of the individual to achieve healthy psychological growth (J. A. Butler et al., 2023). This finding is supported by research indicating that transpersonal-based interventions, such as meditation, visualization, and self-reflection, can enhance self-acceptance among adolescents and young adults experiencing identity crises (Haryanto & Muslih, 2025). Meditation techniques help individuals recognize their negative thoughts and emotions, while visualization supports the process of reflecting on their potential, thereby encouraging individuals to better accept their current situation (Puri et al., 2023). From the perspective of psychosynthesis theory developed by Roberto Assagioli, humans possess the potential to grow and develop through the process of soul integration (Audate, 2022). Transpersonal psychosynthesis aids individuals in recognizing their deeper selves, managing internal conflicts, and finding broader meaning in life (Parfitt, 2024). In this study, the application of self-hypnosis allowed adolescents to build awareness of their potential and overcome psychological barriers. Self-hypnosis has been used to help adolescents reprogram negative thought patterns and strengthen self-acceptance and self-confidence (Sahni & Fakhr, 2022). Other studies have also revealed that self-hypnosis can be an effective tool in improving self-acceptance and reducing stress levels in adolescents (Pellegrini et al., 2021).

The improvement in positive relationships with others is consistent with the principles of Relational-Cultural Theory proposed by Jean Baker Miller, which emphasizes the importance of healthy and meaningful interpersonal relationships in individual development (Nordell, 2022). This theory posits that individuals grow and develop through their connections with others (Chan et al., 2022). In this study, group counseling sessions incorporating internal dialogue and experience sharing allowed adolescents to build empathy, understand others' perspectives, and strengthen social bonds, which ultimately enhanced their psychological well-being. These results reflect that the connections fostered during counseling sessions helped reduce feelings of isolation and increased their sense of acceptance in their social environment. The significant improvements observed in environmental mastery and personal growth align with the principles of Positive Psychology proposed by Seligman (Valiente et al., 2022). Positive Psychology emphasizes the development of individual potential through the empowerment of positive strengths such as optimism, resilience, and self-control (Veesar et al., 2024). During transpersonal counseling sessions, meditation and visualization techniques were used to help adolescents focus on solutions rather than problems, identify their inner potential, and build resilience in managing environmental challenges. These interventions provided adolescents with the tools to recognize their capacity to navigate life situations effectively and foster personal growth. Consequently, adolescents became more confident and adaptable in facing life's challenges and uncertainties. Although the improvement in autonomy was relatively smaller compared to other indicators, the positive trend observed remains significant. According to Self-Determination Theory, autonomy is one of the fundamental psychological needs that drive an individual's intrinsic motivation (Ryan et al., 2021). Autonomy involves the ability to make decisions independently based on personal values and aspirations (Steckermeier, 2021). In transpersonal counseling sessions, adolescents were introduced to self-reflection techniques and internal dialogue to help them recognize their inner voice and make decisions that align with their true selves. This process, however, takes time, as autonomy development is often influenced by external environments and early-life parenting patterns (Dong et al., 2022). Nonetheless, the foundation established through this intervention provides adolescents with a framework for cultivating independent decision-making skills in the future.

Despite the promising findings of this study, several limitations must be acknowledged. First, the relatively small sample size limits the generalizability of the results. Future research with larger and more diverse samples is recommended to strengthen the validity of the findings. Additionally, the participant selection process, which relied on recommendations from school counselors and peer tutors, may introduce selection bias, as those identified for the intervention might have had pre-existing openness to counseling. Further studies should consider randomized sampling techniques to minimize bias and enhance the

representativeness of the sample. Overall, the improvement in various indicators of psychological well-being demonstrates that the transpersonal approach is not only effective in helping adolescents understand themselves but also in fostering positive relationships, enhancing environmental mastery, and facilitating personal growth. The integration of Relational-Cultural Theory, Positive Psychology, and Self-Determination Theory in this intervention supports the argument that psychological well-being is shaped not only by internal psychological factors but also by interpersonal relationships, positive strengths, and autonomy in decision-making. Future research should explore the long-term effects of transpersonal counseling on adolescent psychological well-being and investigate its applicability in different cultural contexts to provide a more comprehensive understanding of its effectiveness.

## CONCLUSION

The research findings confirm that the transpersonal psychosynthesis approach effectively enhances adolescent psychological well-being, as indicated by significant improvements in self-acceptance, environmental mastery, personal growth, purpose in life, and positive relationships. By integrating psychological, emotional, and spiritual aspects, transpersonal counseling offers a holistic intervention strategy to support adolescent mental health. Future studies should examine its long-term effects through longitudinal research, expand sample diversity, and compare its effectiveness with other counseling approaches. Practically, school counselors and psychologists can incorporate transpersonal techniques like guided visualization, meditation, and self-reflection to enhance students' self-awareness and resilience. Institutions and policymakers are encouraged to integrate transpersonal elements into adolescent mental health programs for a more comprehensive approach. This study highlights transpersonal counseling as an innovative method for fostering resilience and overall psychological well-being in adolescents.

## REFERENCES

- Al-Asyhar, T., & Gazali. (2024). Dimensi Holistik Psikologi Sufi: Studi Perbandingan Psikologi Mainstream. *Jurnal Bimas Islam*, 17(2), 247–278. <https://doi.org/10.37302/jbi.v17i2.1386>
- Aqillah, H. N., Suryani, S., Fahrurrozi, F., Sukirno, A., & Furqonuddin, A. (2024). Peran Konselor dalam Meningkatkan Kesejahteraan Psikologis Karyawan di Lingkungan Kerja. *Ikhtisar: Jurnal Pengetahuan Islam*, 4(2), 405. <https://doi.org/10.55062/IJPI.2024.v4i2/495/5>
- Arslan, G., & Coşkun, M. (2023). School belongingness in academically at-risk adolescents: Addressing psychosocial functioning and psychological well-being. *Journal of Happiness and Health*, 3(1), 1–13.
- Audate, T. S. (2022). Psychosynthesis as a spiritual practice in clinical social work. *Journal of Religion & Spirituality in Social Work: Social Thought*, 41(4), 369–383.
- Beiranvand, A. D., & Bayat, A. (2024). Prediction of psychological well-being based on fundamental values and self-transcendence: The mediating role of the attitude to time. *Journal of Fundamentals of Mental Health*, 26(2).
- Buratta, L., Delvecchio, E., & Mazzeschi, C. (2023). Environmental Mastery and Self-Acceptance during Emerging Adulthood: A Study of the Determinant Factors in College Students. *Journal of Positive Psychology and Wellbeing*, 7(4), 407–418.
- Burkett-McKee, S., Knight, B. A., & Vanderburg, M. A. (2021). Psychological well-being of students with high abilities and their school's ecology: Is there a relationship? *Roeper Review*, 43(3), 197–211.
- Butler, J. A., Herzberg, G., & Miller, R. L. (2023). *Integral Psychedelic Therapy: The Non-ordinary Art of Psychospiritual Healing*. Taylor & Francis.
- Butler, N., Quigg, Z., Bates, R., Jones, L., Ashworth, E., Gowland, S., & Jones, M. (2022). The contributing role of family, school, and peer supportive relationships in protecting the mental wellbeing of children and adolescents. *School Mental Health*, 14(3), 776–788.

- Butzer, B. (2021). A Consideration of Transpersonal Research Methods for Studying Yoga and Mindfulness in Schools. *International Journal of Transpersonal Studies*, 40(2), 4.
- Chan, C. D., Hammer, T. R., Richardson, L., & Hughes, C. L. (2022). Through the relational looking glass: Applications of relational-cultural theory to career development and mental health. *Journal of Employment Counseling*, 59(4), 168–178.
- Currie, C. (2023). Creating enabling spaces for adolescents through the development of spiritual intelligence. In *African Schools as Enabling Spaces* (pp. 110–123). Routledge.
- Dong, Y., Lin, J., Li, H., Cheng, L., Niu, W., & Tong, Z. (2022). How parenting styles affect children's creativity: Through the lens of self. *Thinking Skills and Creativity*, 45, 101045.
- Eriksen, E. V., & Bru, E. (2023). Investigating the links of social-emotional competencies: emotional well-being and academic engagement among adolescents. *Scandinavian Journal of Educational Research*, 67(3), 391–405.
- Haryanto, S., & Muslih, M. (2025). The Contribution of Transpersonal Psychology to The Emotional, Mental, and Spiritual Well-Being of Individuals. *Islamic Guidance and Counseling Journal*, 8(1). <https://doi.org/10.25217/0020258549000>
- Hidayatullah, R. M., & Indana, F. N. (2024). Terapi spiritual emotional freedom technique (SEFT) untuk penanganan gangguan neurotik. *PSYCOMEDIA: Jurnal Psikologi*, 4(1), 19–31.
- Högberg, B. (2021). Educational stressors and secular trends in school stress and mental health problems in adolescents. *Social Science & Medicine*, 270, 113616.
- Hungund, D. L., & Kamble, S. V. (2022). Psychological well-being of adolescents: Association with personality. *Journal of Positive School Psychology*, 6040–6044.
- Iqbal, M., Margolang, A. I., Alamsyahdana, A., Nst, M. R. S., & Pras, J. (2024). Implementasi Program Evaluasi Pendidikan (Bimbingan Konseling) di Sekolah Dasar. *Socius: Jurnal Penelitian Ilmu-Ilmu Sosial*, 1(12).
- Juniarti, F., & Regina, A. (2021). Manajemen waktu dan kesejahteraan psikologis pada siswa di masa pembelajaran dari rumah covid-19. *Jurnal Psikodidaktika*, 6(2), 2546–6500.
- Kapoor, V., Yadav, J., Bajpai, L., & Srivastava, S. (2021). Perceived stress and psychological well-being of working mothers during COVID-19: A mediated moderated roles of teleworking and resilience. *Employee Relations: The International Journal*, 43(6), 1290–1309.
- Kim, E. S., Tkatch, R., Martin, D., MacLeod, S., Sandy, L., & Yeh, C. (2021). Resilient aging: Psychological well-being and social well-being as targets for the promotion of healthy aging. *Gerontology and Geriatric Medicine*, 7, 23337214211002950.
- Maghfiroh, H., Sahara, E., & Wahyuni, E. S. (2024). Transformasi Kesehatan Mental Remaja Melalui Pendidikan Agama Islam di Era Global. *Social Science Academic*, 2(2), 129–142.
- Manery, D. E., Zuneldi, T., Embisa, Y. A., Ukratalo, A. M., & Pattimura, N. (2024). Gambaran tingkat stres akademik pada mahasiswa keperawatan STIKes Pasapua Ambon tahun 2024. *Jurnal Anestesi*, 2(3), 193–206.
- Martinez, L. A., Opalinski, A. S., & Butcher, H. K. (2024). A Unitary Caring Theory Perspective of Adolescent and Young Adult Experiences of Resilience. *Nursing Science Quarterly*, 37(4), 353–364.
- Moeller, J., von Keyserlingk, L., Spengler, M., Gaspard, H., Lee, H. R., Yamaguchi-Pedroza, K., Yu, R., Fischer, C., & Arum, R. (2022). Risk and protective factors of college students' psychological well-being during the COVID-19 pandemic: emotional stability, mental health, and household resources. *Aera Open*, 8, 23328584211065724.
- Nordell, B. (2022). Relational-Cultural Theory. *The Heartbeat of the Youth Development Field: Professional Journeys of Growth, Connection, and Transformation*, 1.
- Parfitt, W. (2024). *The Journey of Psychosynthesis: Lessons in Self Awareness and Making Your Best Choices*. Aeon Books.



- Pedhu, Y. (2022). Kesejahteraan psikologis dalam hidup membiara. *Jurnal Konseling Dan Pendidikan*, 10(1), 65–78.
- Pellegrini, M., Carletto, S., Scumaci, E., Ponzo, V., Ostacoli, L., & Bo, S. (2021). The use of self-help strategies in obesity treatment. A narrative review focused on hypnosis and mindfulness. *Current Obesity Reports*, 10(3), 351–364.
- Puri, A., Bamel, P., & Sindhu, B. (2023). Recent advances in psychotherapy in the Indian scenario-subconscious energy healing therapy: SEHT for infertility counselling. *J Psychol Clin Psychiatry*, 14(6), 182–194.
- Raković, D. (2021). Quantum-holistic framework of transpersonal psychosomatics: Complete healing and spiritual integration. *Int. J. Supervision in Psychotherapy*, 3, 55–69.
- Riansyah, I. R. (2024). Pengaruh Dukungan Sosial Terhadap Kesejahteraan Psikologi Pada Mahasiswa. *IJBITH Indonesian Journal of Business Innovation, Technology and Humanities*, 1(1), 403–418.
- Rimban, E., Coloma, M. A., Camaeg, J., & Payaket, M. (2024). Unifying Perspectives Through Transpersonal Psychology. Available at SSRN.
- Rimban, E. L., Coloma, M. A. P., Camaeg, J. P., & Payaket, M. M. (2024). Mindfulness Meditation and Transpersonal Psychology: Developing Soft Skills for Tough Times. *IUP Journal of Soft Skills*, 18(1), 34–46.
- Rohmatillah, N. (2024). Peningkatan Kemandirian dan Kesejahteraan Psikologis Siswa melalui Layanan Bimbingan dan Konseling di MTs. Assa'adah I. *Jurnal Ilmu Pendidikan Islam*, 23(02), 500–509.
- Ryan, R. M., Deci, E. L., Vansteenkiste, M., & Soenens, B. (2021). Building a science of motivated persons: Self-determination theory's empirical approach to human experience and the regulation of behavior. *Motivation Science*, 7(2), 97.
- Sabouripour, F., Roslan, S., Ghiami, Z., & Memon, M. A. (2021). Mediating role of self-efficacy in the relationship between optimism, psychological well-being, and resilience among Iranian students. *Frontiers in Psychology*, 12, 675645.
- Sahni, P., & Fakhr, R. (2022). Self-Hypnosis Boosts Self-Concept: A Review. *Journal of Positive School Psychology*, 2679–2685.
- Sari, A., & Prabowo, H. (2024). Psikoterapi Transpersonal Psikosintesis untuk meningkatkan kesejahteraan psikologis ibu dengan anak autisme. *Procedia: Studi Kasus Dan Intervensi Psikologi*, 12(4), 166–173.
- Seprianto, S., Fadila, F., Ristianti, D. H., & Azwar, B. (2024). Implementasi Layanan Bimbingan Konseling Dalam Mewujudkan Kesejahteraan Psikologis Siswa Di SMPIT An-Nida. *MUHAFADZAH*, 4(2), 103–117.
- Sona, D., Linsia, R. W., & Irawan, A. W. (2024). Konseling Keluarga Sebagai Media Penguatan Resiliensi Psikologis pada Remaja yang Menjalani Pernikahan Dini. *Coution: Journal of Counseling and Education*, 5(2), 86–92.
- Søvdal, L. E., Naslund, J. A., Kousoulis, A. A., Saxena, S., Qoronfleh, M. W., Grobler, C., & Münter, L. (2021). Prioritizing the mental health and well-being of healthcare workers: an urgent global public health priority. *Frontiers in Public Health*, 9, 679397.
- Steckermeier, L. C. (2021). The value of autonomy for the good life. An empirical investigation of autonomy and life satisfaction in Europe. *Social Indicators Research*, 154(2), 693–723.
- Suryanti, U. M., & Incen, M. (2023). Peran dinas sosial dalam peningkatan kesejahteraan lansia terlantar di Kota Tanjungpinang. *Journal of Religion and Social Transformation*, 1(2), 46–58.
- Suwandi, E. W., Rahmawati, A. M., Himawan, R., & Jauhar, M. (2024). Kombinasi Mindfulness Spiritual Islam dan Relaksasi Spiritual Untuk Meningkatkan Kesejahteraan Psikologis Lansia. *Jurnal Inovasi Penelitian Dan Pengabdian Masyarakat*, 4(2), 299–309.

- Timmer, B. H. B., Bennett, R. J., Montano, J., Hickson, L., Weinstein, B., Wild, J., Ferguson, M., Holman, J. A., LeBeau, V., & Dyre, L. (2024). Social-emotional well-being and adult hearing loss: clinical recommendations. *International Journal of Audiology*, 63(6), 381–392.
- Turner, M. (2021). Integrating the transpersonal approach into counselling: A semi-structured phenomenological inquiry. *Psychotherapy and Counselling Journal of Australia*, 9(2).
- Valiente, C., Espinosa, R., Contreras, A., Trucharte, A., Caballero, R., Peinado, V., Calderón, L., & Perdigón, A. (2022). A multicomponent positive psychology group intervention for people with severe psychiatric conditions; a randomized clinical trial. *Psychiatric Rehabilitation Journal*, 45(2), 103.
- Veesar, K. A., Bilal, M. S., Noor, S., & Otho, W. A. (2024). Exploring how Positive Psychology-based Parenting Techniques Contribute to Children's Emotional Development, Resilience, and their Ability to form Healthy Social Relationships. *Review of Applied Management and Social Sciences*, 7(4), 791–808.
- von Soest, T., Kozák, M., Rodríguez-Cano, R., Fluit, S., Cortés-García, L., Ulset, V. S., Haghish, E. F., & Bakken, A. (2022). Adolescents' psychosocial well-being one year after the outbreak of the COVID-19 pandemic in Norway. *Nature Human Behaviour*, 6(2), 217–228.
- Webb, A.-J. (2023). The Role of Mindfulness in Acceptance and Commitment Therapy: Cultivating Present-Moment Awareness. *Authorea Preprints*.