



# MINDFULNESS VS. OVERTHINKING: A TRANSPERSONAL AND PSYCHODIAGNOSTIC APPROACH TO COLLEGE STUDENTS' MENTAL HEALTH

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## Abstract :

*This study employs a qualitative approach using a literature review method to examine the role of mindfulness in addressing overthinking and improving university students' mental health. Based on an analysis of various scholarly sources and previous studies, mindfulness is found to be effective in reducing anxiety, enhancing emotional regulation, and helping students observe their thoughts without becoming trapped in excessive rumination. Mindfulness practices also enable individuals to be more present in the moment, allowing them to respond to academic pressures in a more adaptive manner. When combined with a transpersonal approach, the benefits of mindfulness expand further by fostering self-awareness, spiritual growth, and holistic psychological balance. The transpersonal perspective supports students in understanding deeper inner experiences and strengthening connections with positive values that promote mental well-being. In light of these findings, this study recommends that universities integrate mindfulness practices into mental health programs, counseling services, and student development activities. Such efforts are considered valuable in helping students cope with increasingly complex academic demands, enhance their resilience, and create a healthier, more supportive learning environment for their overall mental well-being.*

**Keywords :** mindfulness, overthinking, mental health, students, literature review

## INTRODUCTION

Mental health among university students is one of the crucial aspects that receives significant attention in today's higher education context. Along with increasing academic demands, social pressures, and the dynamic nature of campus environments, students are vulnerable to experiencing various psychological disturbances, one of which is overthinking. Overthinking refers to a condition in which individuals engage in excessive and repetitive thought patterns, often focusing on problems that are not necessarily real or solvable, leading to anxiety, stress, and even depression (Antika, 2025). This phenomenon is critical not only because it disrupts mental well-being, but also because it hinders students' cognitive abilities and academic performance. Therefore, effective interventions are urgently needed to support students' mental health.

As a potential intervention, mindfulness has gained widespread attention in psychological literature and clinical practice. Mindfulness is a state of awareness intentionally directed toward present-moment experiences with openness and nonjudgment, enabling individuals to manage stress and negative emotions more effectively (Frontiers, 2023). Recent studies indicate that the



application of mindfulness in educational settings can reduce stress and anxiety levels among students while enhancing their focus and self-regulation (Roziqin, 2024). This supports the notion that mindfulness serves not only to alleviate surface-level symptoms but also to facilitate more adaptive cognitive and emotional patterns when facing academic pressures.

The transpersonal approach adds another dimension to the understanding of students' mental health by emphasizing spiritual and consciousness-based aspects that transcend conventional psychological boundaries. Transpersonal psychology situates mental well-being within a more holistic framework, encompassing psychological, spiritual, and existential dimensions. Through this approach, individuals are expected not only to recover from mental disturbances but also to experience personal growth and deeper self-understanding (Haryanto, 2025). This approach aligns closely with mindfulness because both emphasize heightened awareness and inner development, enabling students to access internal resources that help them cope with anxiety stemming from overthinking.

Additionally, the psychodiagnostic approach, as a scientific method in psychology, provides a structured framework for understanding behavioral patterns, personality characteristics, and mental disorders more systematically. By utilizing psychodiagnostic tools and techniques, the mental condition of students affected by overthinking can be clinically identified, allowing for more targeted and personalized intervention strategies (Town, 2025). This approach contributes significant value by offering empirical data and concrete psychological insights.

The novelty of this study lies in the integration of three major approaches: mindfulness, transpersonal psychology, and psychodiagnostics in understanding the complex dynamics of overthinking and mental health among university students. Previous studies frequently examined mindfulness only as an emotional-regulation technique or employed psychodiagnostics solely as a clinical assessment tool. Meanwhile, research on overthinking has rarely been associated with transpersonal or spiritual dimensions, resulting in a limited understanding restricted to conventional psychological constructs.

This study offers a new perspective by combining mindfulness as a cognitive affective intervention, the transpersonal approach as a foundation for consciousness expansion and meaning-making, and psychodiagnostics as an objective framework for clinically assessing mental conditions. This integration enables a more holistic understanding of students' mental states, encompassing emotional, spiritual, and clinical aspects simultaneously. Furthermore, this study introduces novelty through its comparative analysis of mindfulness and overthinking in influencing student mental health: an analytical combination that remains scarce in contemporary literature. By incorporating the transpersonal approach into the higher education context, this research expands the discourse on the relevance of spirituality in helping students navigate academic pressures and modern anxiety. Thus, this study not only enriches academic literature but also provides a theoretical foundation for designing comprehensive and

sustainable mental health intervention programs.

The urgency of this research lies in the need to integrate mindfulness, transpersonal, and psychodiagnostic approaches to provide comprehensive solutions for student mental health. The combination of these approaches is expected to address the problem of overthinking, which has long been a major challenge in higher education environments, thereby supporting optimal and sustainable mental well-being. Therefore, this study aims to analyze the comparative effectiveness of mindfulness and the impact of overthinking on students' mental health using transpersonal and psychodiagnostic perspectives as alternative solutions.

The purpose of this research is to identify the influence of mindfulness compared to overthinking on students' mental health and to analyze how transpersonal and psychodiagnostic approaches can be utilized to understand these conditions. This research is expected to offer practical recommendations for educational institutions and mental health professionals in designing more effective and comprehensive mental health programs, particularly within university settings.

## **RESEARCH METHODS**

This study employs a qualitative approach using a library research method, designed to explore and critically analyze various academic sources related to mindfulness, overthinking, and student mental health. The use of this method allows the researcher to examine existing theories, empirical findings, and conceptual discussions in depth, enabling a comprehensive understanding of how mindfulness is positioned within contemporary psychological discourse. By collecting information from books, journal articles, and credible online academic platforms, this study aims to synthesize diverse perspectives that contribute to the development of a strong theoretical foundation. The qualitative nature of this research also allows greater flexibility in interpreting data, especially when reviewing conceptual frameworks and tracing the evolution of ideas surrounding mental health and emotional regulation. Through this approach, the researcher can build a more holistic analysis that reflects both traditional psychological insights and more recent developments in mindfulness-based interventions.

The literature reviewed in this study was obtained over a three-month period, during which the researcher systematically gathered, selected, and analyzed relevant academic publications. This process involved searching through digital libraries, scientific journals, and other scholarly sources to ensure that the information collected was both reliable and representative of current research trends. A purposive sampling strategy was used to determine which sources were most suitable for inclusion, resulting in approximately 30 to 40 primary references that were examined in depth. Each source was carefully evaluated based on its credibility, relevance to the research topic, and contribution to the broader understanding of mindfulness and overthinking. The analysis process involved identifying themes, comparing theoretical viewpoints,

and synthesizing findings from multiple studies. This helped form a structured narrative that explains the relationship between mindfulness practices and reductions in overthinking tendencies, especially among students facing academic and emotional challenges.

To ensure the quality and accuracy of the research, a series of systematic procedures were applied throughout the study. These included the use of specific keywords during the literature search process, the application of an evaluation sheet to assess the strength and validity of each source, and the implementation of qualitative data analysis techniques. The thematic and content analysis approach allowed the researcher to identify recurring patterns, conceptual trends, and key arguments related to mindfulness and mental health. The data were then interpreted through descriptive explanation and narrative synthesis, producing a coherent discussion of how mindfulness contributes to emotional regulation and psychological well-being. Additionally, this research upholds academic ethics by citing all sources accurately and avoiding any form of plagiarism. A transpersonal perspective is also incorporated to deepen the conceptual understanding of the psychological phenomena explored, offering insights into how mindfulness may support not only cognitive and emotional balance but also personal growth and inner awareness.

## **RESULTS AND DISCUSSION**

This library research explores a wide range of scholarly studies discussing the relationship between mindfulness and overthinking among university students. The aim of this review is to provide a comprehensive understanding of the effectiveness of mindfulness as a psychological strategy to overcome excessive thinking patterns commonly experienced in higher education settings. University students often face academic, social, and emotional demands that can trigger psychological pressure. Overthinking emerges as a maladaptive cognitive response that can significantly affect mental well-being. Through an in-depth review of the literature, this study reveals that mindfulness plays an essential role in helping students manage these thought patterns more effectively, offering both theoretical and practical contributions for developing mental health programs in universities. The following table summarizes the key studies analyzed in this literature review:

Table 1. Summary of Literature Studies on Student Mindfulness and Overthinking

No	Author & Year	Method	Research Focus	Main Findings	Research Strengths
1	Antika (2025)	Quantitative	Mindfulness intervention	Mindfulness is effective in reducing overthinking and improving students' mental health	Representative sample, strong statistical analysis

2	Frontiers (2023)	Meta-analysis	Effectiveness of mindfulness	Mindfulness reduces academic stress and anxiety	Comprehensive study, large-scale data
3	Haryanto (2025)	Qualitative	Transpersonal approach	The transpersonal approach enhances psychological well-being	Holistic method, spiritual focus
4	Roziqin (2024)	Quantitative	Influence of mindfulness on emotion regulation	Mindfulness improves adaptive coping and emotional regulation	Valid methods, significant results
5	Psychology Town (2025)	Theoretical study	Psychodiagnostics and mindfulness	Psychodiagnostics supports evaluation and personalization of mindfulness interventions	Personalized intervention approach

### Mindfulness as an Effective Intervention for Reducing Overthinking

Mindfulness focuses on an individual's ability to remain fully aware in the present moment. Through mindfulness practice, students are trained to observe their thoughts, bodily sensations, and emotions without judgment. This approach helps students distance themselves from negative thought patterns and reduces the inclination to engage in prolonged rumination.

Antika (2025) found that students who participated in mindfulness interventions experienced a significant reduction in overthinking. Techniques such as mindful breathing, body scanning, and mindful observation were effective in helping students avoid becoming overwhelmed by anxious thoughts about the future or regrets about the past. These techniques also strengthened students' ability to remain focused during academic tasks.

One particularly practical technique is the STOP method (Stop, Take a Breath, Observe, Proceed). When students experience rising anxiety, the STOP method helps them pause, regulate their breathing, observe their thoughts objectively, and continue their activities more calmly. This quick and efficient technique is especially valuable in the fast-paced and stressful academic environment.

A meta analysis conducted by Frontiers (2023) further supports the effectiveness of mindfulness by demonstrating its ability to reduce academic stress across numerous studies. Mindfulness lowers amygdala hyperactivity an immediate fight-or-flight brain response associated with stress. Reduced

amygdala reactivity helps decrease repetitive negative thinking and allows students to maintain mental clarity.

### Mindfulness and the Enhancement of Emotional Regulation in Students

Emotional regulation is a central component of mental health and academic resilience. Students who struggle to regulate their emotions are more likely to become trapped in negative thought cycles, including overthinking. Roziqin (2024) demonstrated that mindfulness significantly strengthens emotional regulation. Individuals who practice mindfulness are more aware of emotional shifts and better equipped to respond thoughtfully rather than react impulsively.

Improved emotional regulation enables students to cope with academic stress more effectively. Students with better emotional awareness can delay impulsive reactions, evaluate situations more rationally, and choose healthier coping strategies. This is particularly relevant in academic environments that require high levels of concentration, discipline, and emotional endurance.

Literature also suggests that students who practice mindfulness regularly experience lower levels of anxiety, better sleep quality, and improved adjustment to academic pressure. These students demonstrate enhanced self-efficacy, increased attentional control, and improved overall psychological resilience. They view challenges as manageable rather than overwhelming, which protects them from chronic stress.

### Integration of Transpersonal Approaches in Mindfulness Practices

Mindfulness does not only address cognitive and emotional aspects; it can also be enriched through transpersonal approaches that involve spiritual development and self-growth. Haryanto (2025) emphasizes that the transpersonal dimension brings mindfulness to a deeper level by encouraging students to understand themselves spiritually, find meaning in their experiences, and cultivate heightened self-awareness.

In the context of higher education, the transpersonal approach encourages students to interpret academic difficulties and life challenges as part of their personal development journey. This spiritual dimension strengthens acceptance, forgiveness, gratitude, and inner peace. Students who incorporate transpersonal elements often demonstrate stronger mental resilience and a broader perspective on life events.

When integrated with mindfulness, transpersonal perspectives transform mindfulness into a long-term lifestyle practice rather than a temporary coping mechanism. This combination fosters holistic growth and supports students in maintaining psychological balance, especially amid academic pressure.

### Mindfulness in Higher Education

Mindfulness has gained increasing attention in higher education as universities confront rising levels of stress, anxiety, and psychological pressure among students. The fast-paced academic environment, combined with social and personal challenges, often leaves students vulnerable to overthinking, burnout, and emotional fatigue. As a response, many higher education

institutions are embracing mindfulness-based programs as part of their mental health support strategy. These initiatives are grounded in scientific evidence demonstrating that mindfulness enhances cognitive performance, emotional regulation, and overall well-being. Universities worldwide have begun incorporating mindfulness practices into counseling services, classroom instruction, orientation modules, and co-curricular training to foster a healthier and more resilient student population.

### 1. The Role of Mindfulness in Enhancing Student Mental Health

Higher education students commonly face multiple psychological stressors, including academic competition, deadline pressure, social adjustment, financial worries, and uncertainty regarding future careers. These conditions often trigger maladaptive thinking patterns such as overthinking, rumination, and cognitive overload. Mindfulness offers a solution by teaching individuals to develop awareness of the present moment, respond to stress more effectively, and reduce automatic negative thought cycles.

Multiple studies have shown that mindfulness significantly decreases symptoms of anxiety, depression, and emotional distress (Frontiers, 2023). Students who practice mindfulness regularly report a greater ability to manage intrusive thoughts and remain grounded during periods of academic difficulty. Moreover, mindfulness fosters non-judgmental awareness, enabling individuals to acknowledge their emotional experiences without feeling overwhelmed by them. This skill is particularly helpful for students who struggle with perfectionism, academic pressure, or cognitive overanalysis.

Mindfulness also improves self-regulation, which is essential for managing demanding academic workloads. When students can regulate their thoughts and emotions, they are better equipped to prioritize responsibilities, maintain attention, and stay engaged in learning activities. As a result, mindfulness-based interventions contribute directly to improvements in academic functioning and psychological well-being.

### 2. Institutional Integration of Mindfulness Programs

Universities have significant potential to implement mindfulness initiatives systematically. Many institutions have already taken steps to integrate mindfulness into various aspects of campus life, including first-year student programs, academic advising, counseling centers, and student affairs departments. The implementation of structured programs such as Mindfulness-Based Stress Reduction (MBSR) has shown positive results in reducing stress and improving emotional resilience among students.

Mindfulness can be embedded into the academic curriculum through classroom activities, reflective journaling, breathing exercises, or short meditation sessions before lectures. Faculty training is also essential, as instructors who understand mindfulness can model its principles and integrate them organically into teaching practice. Beyond the classroom, universities may offer mindfulness workshops, group meditation sessions, yoga programs, online mindfulness modules, and peer-led support groups. These activities create an environment that sustains student growth beyond academic achievement.

University counseling centers often include mindfulness techniques in therapeutic sessions. Counselors use mindfulness-based cognitive therapy (MBCT), acceptance and commitment therapy (ACT), or guided meditation strategies to help students manage stress, anxiety, and trauma. These methods have been proven effective in improving mental health outcomes and reducing reliance on pharmacological treatments (Psychology Town, 2025).

In addition, some institutions incorporate mindfulness into orientation programs for incoming students. Early exposure to mindfulness helps new students develop adaptive coping strategies before academic stress intensifies. This preventive approach promotes long-term resilience and contributes to stronger academic persistence.

### 3. Key Benefits of Mindfulness Programs in Universities

A growing body of research has identified a range of benefits associated with institutional mindfulness programs. These benefits encompass cognitive, emotional, social, and behavioral dimensions of student development:

#### a. Improved concentration and focus

Mindfulness enhances attentional control by training individuals to stay present and reduce distractions. Students who practice mindfulness regularly show improved working memory and cognitive flexibility (Dewi, 2019).

#### b. Enhanced emotional regulation

Mindfulness strengthens the prefrontal cortex, which is responsible for emotional control and decision-making. As a result, students experience greater emotional stability during stressful academic periods (Roziqin, 2024).

#### c. Reduced anxiety and depression

Mindfulness interrupts cycles of overthinking and rumination—the primary causes of anxiety and depressive symptoms. It promotes acceptance and reduces automatic negative reactions (Town, 2025).

#### d. Strengthened social and interpersonal skills

By cultivating empathy and awareness of others, mindfulness supports healthier communication and fosters meaningful peer relationships.

#### e. Increased motivation and self-discipline

Mindful students show greater intrinsic motivation and self-determined learning behaviors, making them more persistent in achieving academic goals.

#### f. Enhanced resilience and coping capacity

Mindfulness prepares students to cope with adversity, academic setbacks, and emotional challenges. This resilience is crucial for maintaining academic performance.

#### g. Improved academic performance

Students who participate in mindfulness programs often experience better grades, improved participation, and deeper engagement with learning material (Antika, 2025). These benefits highlight the importance of incorporating mindfulness practices into the university setting. When implemented systematically, mindfulness becomes not only a psychological tool but also an essential component of holistic student development.

### 4. Mindfulness as a Foundation for Student Well-Being and Academic Success

The broader goal of mindfulness in higher education is to create a campus atmosphere that prioritizes mental health and supports holistic student development. A mindful academic environment promotes balance, emotional resilience, and a positive learning attitude. When students feel mentally supported, they become more engaged, responsible, and self-directed in their learning processes.

Mindfulness also plays a critical role in addressing academic burnout, which has become increasingly common due to intensive workloads and high expectations. Through mindful practices, students learn to slow down, reflect, and reconnect with their personal goals reducing feelings of fatigue and disconnection. Furthermore, mindfulness encourages students to appreciate progress rather than perfection, shifting their mindset from performance anxiety to growth and self-acceptance.

In addition to individual benefits, mindfulness fosters a sense of community and collective well-being. Group meditation, peer support programs, and mindfulness workshops create shared spaces for connection. These interactions strengthen social cohesion and reduce feelings of isolation, which are often exacerbated by academic pressure and competitive environments (Haryanto, 2025).

### **Discussion**

This research clarifies how mindfulness can be a highly useful tool in addressing overthinking – a situation where a person's thoughts constantly race without stopping – which is often a major source of stress and mental burden for students. (Town, 2025) By practicing present-moment awareness (mindfulness), students learn to be aware of their thoughts and feelings without getting caught up in negative judgments or excessive worry, thus becoming calmer and more focused on academic tasks. (Laili, 2024)

The benefits of mindfulness, explored through various literature, reveal significant improvements in emotional regulation, stress management skills, and improved attention quality, all of which have a positive impact on students' learning. Students who regularly practice mindfulness are able to reduce feelings of anxiety, improve concentration, and demonstrate more adaptive coping skills in the face of increasing academic pressure. (Dewi, 2019)

The transpersonal approach enriches the practice of mindfulness by adding a spiritual dimension and holistic personal growth. This helps students not only psychologically but also emotionally and spiritually, improving their overall mental health.

Qualitatively, the analysis shows that mindfulness is not merely a relaxation technique, but a life skill that teaches mindfulness as an essential asset for navigating the complexities of college life. By strengthening self-awareness and emotional control, students are better prepared to face challenges and reduce the negative impact of overthinking. (Antika, 2025)

The study also highlights the importance of personalized interventions through psychodiagnostic evaluations, so that mindfulness programs can be tailored to individual student characteristics and produce more significant and

lasting impacts. This aspect is key to building effective and sustainable mental health programs in higher education. (Khoirunnisa, 2025)

Therefore, this literature review strengthens the theoretical and practical basis for developing mindfulness programs as an integral part of mental health services for college students. This interdisciplinary approach, combining mindfulness, psychodiagnostics, and transpersonal skills, offers a comprehensive and holistic solution for the mental health of students facing increasingly complex academic and social pressures.

## **CONCLUSION**

The main benefits of mindfulness in overcoming overthinking and improving students' mental health can be seen through several interconnected positive outcomes. Mindfulness helps reduce anxiety and stress by teaching students to accept their thoughts and emotions without judgment. This non-reactive awareness lowers the excessive worry commonly triggered by overthinking and helps stabilize physiological stress responses, such as increased heart rate and elevated stress hormones.

Mindfulness also enhances concentration and focus by training the mind to stay present. Through consistent practice, students become better at filtering distractions and managing their attention intentionally, which leads to greater academic efficiency and improved learning outcomes. In addition, mindfulness supports emotional regulation and self-control. Through meditation and mindful breathing practices, students learn to recognize their emotions clearly and respond to them more adaptively, preventing them from being trapped in negative thought cycles that can deteriorate mental health.

From a transpersonal perspective, mindfulness contributes to building spiritual balance and personal growth. This deeper aspect of awareness enables students to feel more connected to themselves, their purpose, and their surroundings, ultimately strengthening their psychological resilience when dealing with life's challenges. Over time, students often experience increased self-confidence and resilience. Regular mindfulness practice fosters a sense of inner stability, empowering them to take initiative, remain optimistic, and face academic demands with greater courage and mental clarity.

Overall, these benefits highlight that mindfulness is not merely a short-term coping strategy but a valuable life skill that supports holistic psychological well-being. When practiced consistently, mindfulness offers a sustainable solution to overthinking and plays a significant role in supporting both academic success and long-term mental health.

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