

Research Article

# The Effectiveness of Guidance and Counselling Services through Hypnotherapy in Overcoming Student Academic Stress: A Systematic Literature Review

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## ABSTRACT

Hypnotherapy can support students in managing academic stress to achieve better academic performance. Training in hypnotherapy, especially self-hypnosis, equips students with essential self-regulation skills to cope with academic pressure effectively. This study is a systematic review aimed at updating the current body of evidence and expanding the understanding of hypnotherapy's effectiveness in alleviating academic stress among university students. The review focuses on studies published between 2000 and 2021. The method involved a comprehensive search of relevant scholarly literature, particularly studies examining the application of hypnotherapy within the context of guidance and counseling services in educational settings. The findings consistently demonstrate that hypnotherapy has a positive impact in reducing levels of academic stress, enhancing relaxation, and improving students' psychological well-being. These outcomes suggest that hypnotherapy can serve as a viable and effective complementary approach in student mental health support. The review highlights the potential of integrating hypnotherapy into counseling practices in higher education as part of holistic strategies to support students' emotional and academic resilience.

**Keywords:** Keyword; Hypnotherapy; Academic stress; College students; Guidance and counselling

## 1. INTRODUCTION

Globally, students are vulnerable to stress academic (Veziari et al., 2021; Winarsih & Rohmadani, 2020). The impact of this stress, both physiologically and psychologically, can affect their academic achievement and overall well-being (Rohmadani et al., 2022). Research shows that around 10–40% of students experience academic stress to varying degrees (Thomas et al., 2018). A recent review by (Dermawan et al., 2021) reported that the prevalence of high academic stress among children and adolescents ranges from 12–18%. More importantly, various studies show that academic stress is negatively correlated with student learning performance (Anwar et al., 2022; Cempaka et al., 2022). Based on a recent meta-analysis, students who experience academic stress tend to have poorer mental health and are more susceptible to other psychological disorders such as depression and social anxiety. In fact, academic stress is often identified as one of the main reasons students seek help from mental health services (Henshall et al., 2023). Intervention strategies for academic stress generally involve cognitive, behavioral approaches, learning skills training, or combinative approaches that aim to change students' ways of thinking, emotional responses, and behavior (Hadi & Wangid, 2023). One alternative approach that is starting to be developed to reduce academic stress is hypnotherapy, which has been shown to be effective in managing anxiety in general (Tadine et al., 2024) and academic-related stress specifically (Jannah & Asikin, 2024), based on the findings of two different meta-analyses.

However, the definition of hypnotherapy and terms related to it are still evolving due to differences in theoretical viewpoints among researchers (Dell, 2021). (Davis, 2016) describes hypnotherapy as a procedure in which a professional or researcher provides suggestions for clients or subjects to experience changes in sensations, perceptions, thoughts, or behavior. This definition was developed from the view of (Dadashi et al., 2018) which refers to hypnotherapy as a process where a therapist provides suggestions to produce imaginative experiences that include changes in perception, memory and action (Ainsworth et al., 2010). Division 30 of the American Psychiatric Association (APA) defines hypnotherapy as a state of consciousness with intense focus of attention and reduced peripheral awareness, accompanied by a higher ability to respond to suggestions (Hadi & Wangid, 2023). Most studies state that hypnotherapy is a condition of high suggestibility that is consciously induced, where patients are able to experience changes in perceptions, feelings, thoughts and behavior

through concentration on ideas or images conveyed by the therapist (Hadi & Wangid, 2023). Thus, the main principle in hypnotherapy is the provision of suggestions in the form of thoughts, emotions and visualizations which can influence the mind-body connection and produce positive changes during the therapy process (Lynn et al., 2019). Due to its dynamic definition, basic theories about hypnotherapy are also experiencing development and there is not yet a single theory that is universally accepted by academics and practitioners (Tadine et al., 2024). (Jannah & Asikin, 2024) even stated that understanding hypnotherapy really depends on how the term is defined.

In practice hetero hypnotherapy, suggestions are given by the therapist to the client, while in self-hypnotherapy (self-hypnotherapy), individuals learn to make suggestions to themselves (Widiastini et al., 2025). According to (Dinata & Dinata, 2023) the practice of self-hypnotherapy has been around for a long time and is comparable to hetero-hypnotherapy. Some studies say that hetero-hypnotherapy is preferred, followed by audio recording-assisted hypnotherapy, then self-hypnotherapy. However, some studies also show that self-hypnotherapy can be just as effective (Koo & Abdullah, 2023). Research (Roslim et al., 2024) shows that the effectiveness of hypnotherapy, both hetero and independent, depends on the type of induction received. Students in the study revealed that hetero hypnotherapy felt more natural and involuntary, while self-hypnotherapy required a higher level of focus and mental involvement. Although self-hypnotherapy is considered efficient, fast and cost-effective, evidence of its effectiveness is still limited because most studies focus on hetero-hypnotherapy (Blumöhr, 2020). (Blackstone et al., 2022) even stated that all forms of hypnotherapy are essentially self-directed, because their success is very dependent on the individual's readiness to accept change through suggestion. According to (Nur Faizah et al., 2023), hypnotherapy can help students in dealing with academic stress in order to achieve better academic performance. Hypnotherapy training, especially training self-hypnotherapy (self-hypnosis), can equip students with self-management skills. Research using hypnotherapy shows promising and effective results in dealing with academic stress, both among university students (Bennett, 2022; Sciences, 2024) and high school students (Candra et al., 2021; Salsabila et al., 2024). (Comisso et al., 2021) found that self-hypnotherapy significantly reduces stress and academic pressure among students. In a second meta-analysis by (Sekula et al., 2024) hypnotherapy therapy was shown to be highly effective in reducing various forms of anxiety, including academic stress, medical anxiety, and performance. In particular, hypnotherapy Substantially reduces mental stress related to exams and academic assignments. Overall, these studies highlight the benefits hypnotherapy in dealing with academic stress among pupils and students. Therefore, This systematic review aims to update current evidence and expand understanding regarding the effectiveness of hypnotherapy in dealing with academic stress among college students. The focus of this study is on research conducted in the period 2000 to 2021, with the main research questions: RQ1: To what extent is hypnotherapy effective in guidance and counseling services to reduce academic stress in students? RQ2: What are the hypnotherapy methods most often used in the context of guidance and counseling services for students. RQ3: How do the results of previous studies describe the impact of hypnotherapy on the psychological aspects of students, especially in the context of academic stress? RQ4: What are the challenges and limitations faced in implementing hypnotherapy as part of guidance and counseling services in a higher education environment?.

## 2. RESEARCH METHOD

### 2.1 Review Protocol

The survey protocol used in the preparation of this report is systematic review to the scientific literature that discusses the use of hypnotherapy in guidance and counseling services to overcome academic stress in students. This protocol was prepared with reference to guidelines Preferred Reporting Items for Systematic Reviews which consists of a 25-item checklist to ensure transparency and completeness of systematic review reporting.

### 2.2 Eligibility Criteria

The included articles are scientific publications published between 2020 and 2025. These articles must present data regarding the effectiveness of hypnotherapy as a therapeutic approach in counseling services to reduce students' academic stress levels. There were no language or age restrictions on the subjects receiving therapy in the selected articles.

### 2.3 Resources

Comes from various leading databases, such as Scopus, PubMed, Google Scholar and Sinta Ministry of Education and Culture. In addition, manual searches were also carried out through the references of the articles that had been obtained to find additional relevant research.

## 2.4 Search Strategy

The literature search strategy used in this study and its implementation time are presented in detail in Table 1.

**Table 1.** Search Process

Basis Data	Search Process
Scopus	((TITLE-ABS-KEY (hypnosis) OR TITLE-ABS-KEY (“hypnotism” OR “hypnoanalysis” OR “hypnotherapy” OR “hypnotherapies” OR “mesmerism”))) AND ((TITLE-ABS-KEY (academic stress) OR TITLE-ABS-KEY (“academic pressure” OR “study stress” OR “student stress” OR “learning stress”))) AND ((TITLE-ABS-KEY (university student) OR TITLE-ABS-KEY (“college student” OR “undergraduate student” OR “higher education student”)))
PUBMED	((hypnosis[MeSH Terms]) OR (“hypnotism”[Title/Abstract] OR “hypnoanalysis”[Title/Abstract] OR “hypnotherapy”[Title/Abstract] OR “hypnotherapies”[Title/Abstract] OR “mesmerism”[Title/Abstract])) AND ((academic stress[Title/Abstract]) OR (“student stress”[Title/Abstract] OR “study stress”[Title/Abstract] OR “university stress”[Title/Abstract] OR “academic pressure”[Title/Abstract])) AND ((students[MeSH Terms]) OR (“university students”[Title/Abstract] OR “college students”[Title/Abstract] OR “undergraduate students”[Title/Abstract])) AND ((y_5[Filter]) AND (clinicaltrial[Filter]))
Google Scholar	"hypnotherapy" AND "academic stress" AND "college students" OR "university students"
Sinta Ministry of Education and Culture	<b>Open the official SINTA website</b> Visit: <a href="https://sinta.kemdikbud.go.id/">https://sinta.kemdikbud.go.id/</a> , Click the "Sources" or "Journals" menu, Click " <b>Search</b> " <b>hypnotherapy for student academic stress</b>

## 2.5 Data Extraction Process

The included articles are scientific publications published between 2020 and 2025. These articles must present data regarding the effectiveness of hypnotherapy as a therapeutic approach in counseling services to reduce students' academic stress levels. There were no language or age restrictions on the subjects receiving therapy in the selected articles.

## 2.6 Data Collection Process and Data Collected

Comes from various leading databases, such as Scopus, PubMed, Google Scholar and Sinta Ministry of Education and Culture. In addition, manual searches were also carried out through the references of the articles that had been obtained to find additional relevant research.

## 2.7 PRISMA

This flow diagram is used to describe the selection and filtering process of articles used in this research. Based on the information provided, the flow diagram shows how the initial search yielded a total of 1,200 results, and after filtering and evaluation, only 25 articles were selected for further analysis. This diagram provides a clear picture of how articles are selected, rated, and filtered, and visualizes a more structured process.

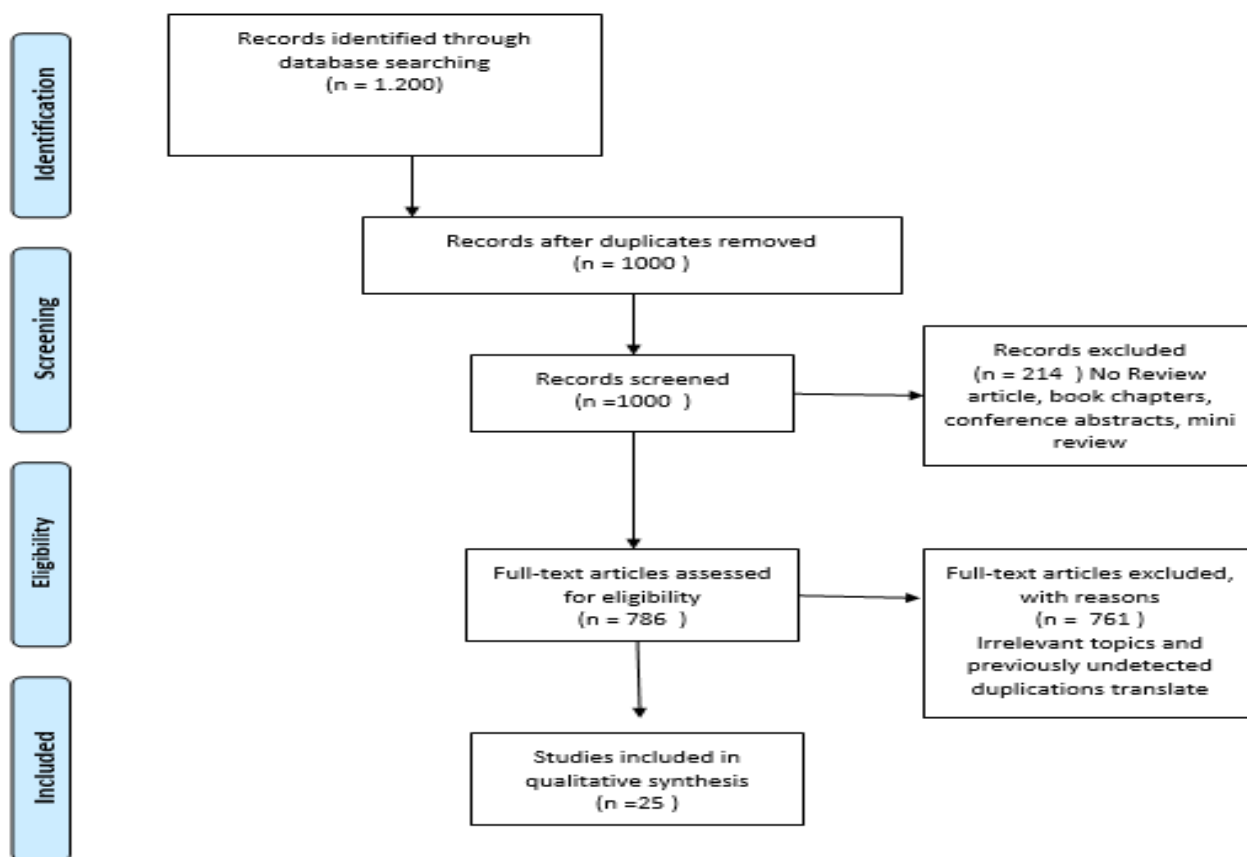


Figure 1. PRISMA

The article search process was carried out through electronic databases and resulted in a total of 1,200 articles. After the duplication removal process, 1,000 articles continued to the initial screening stage. At this stage, 214 articles were eliminated because they did not meet the initial inclusion criteria, such as not being systematic review articles, being book chapters, conference abstracts, or short reviews. Next, 786 articles were read thoroughly to evaluate their eligibility. However, the majority of articles—namely 761 articles—were excluded because the topic was not relevant to the research focus or because they were previously undetected duplications. Ultimately, only 25 articles met all criteria and were included in the qualitative synthesis for further analysis. This selection process demonstrates a systematic and rigorous effort in ensuring that only relevant and high-quality research is used as a basis for drawing conclusions.

This research was conducted using a Systematic Literature Review (SLR) protocol that follows the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) approach. This approach was chosen to ensure systematicity, transparency and accountability in the process of identifying, filtering and selecting articles that are relevant to the focus of the study. PRISMA is used as a guide in documenting and reporting the literature selection process comprehensively. By following the PRISMA protocol, this study ensures that the review process was carried out systematically and can be replicated, and provides a strong basis for generalizing the findings in understanding the effectiveness of hypnotherapy in dealing with academic stress.

### 3. RESULTS AND DISCUSSION

#### 3.1 Results

In this systematic review, the geographical aspect of the research is an important concern because it can reflect the different social, cultural and mental health service contexts in each region. The research analyzed comes from various countries and regions, both developing and developed countries, which shows that the issue of academic stress and hypnotherapy interventions has become a global concern. The diversity of research locations also illustrates that the effectiveness of guidance and counseling services through hypnotherapy can be applied in various cultural backgrounds and different educational systems. By understanding this geographic distribution, assessments of the relevance and possibility of applying research results in local contexts become more accurate and meaningful. General description based on journal type:

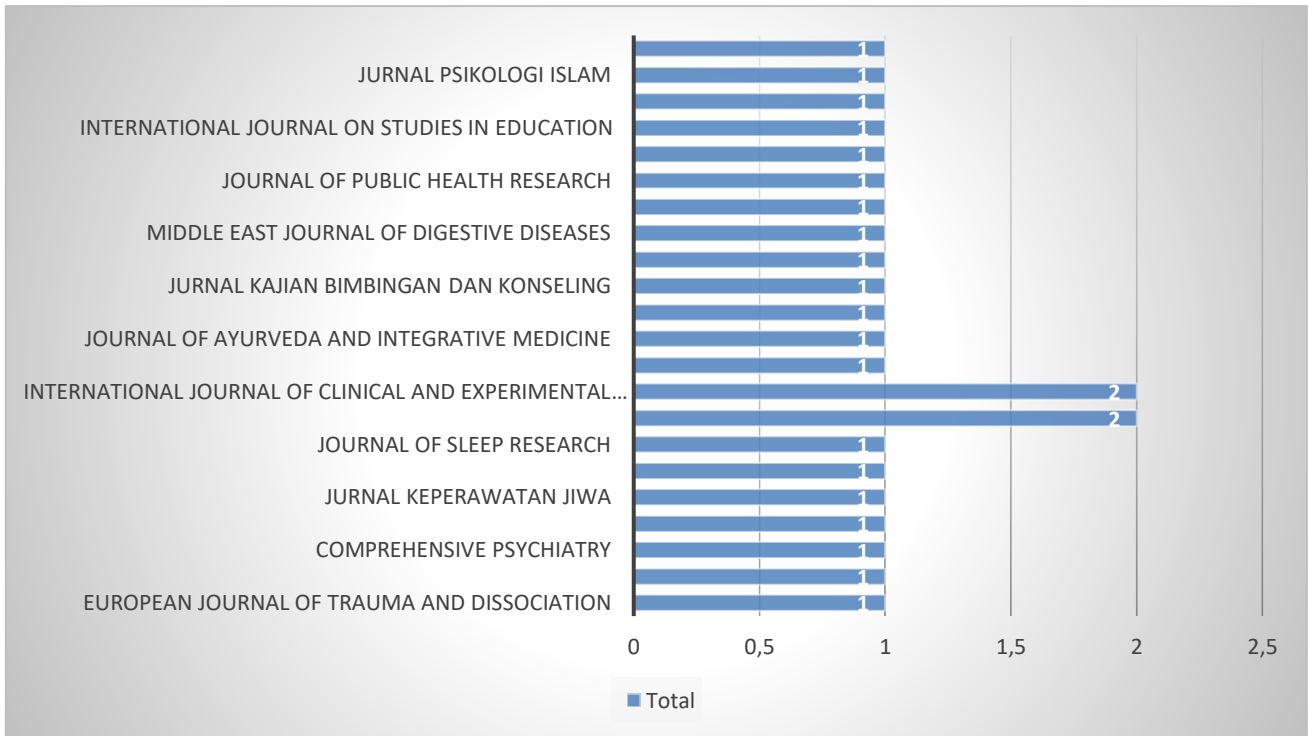


Figure 2. By journal type

Based on the journal distribution graph used in this study, it can be concluded that most journals only contributed one article to the analysis. However, there is one journal, namely International Journal of Clinical and Experimental Hypnosis and al-Balagh: Journal of Da'wah and Communication which contributed two articles at once, showing a relatively greater contribution than other journals. This indicates that the topic of hypnotherapy, especially in relation to mental health or stress, is a fairly consistent focus in the journal. The diversity of journal sources also reflects an interdisciplinary approach to the issues studied, ranging from psychology, nursing, education, to complementary and integrative medicine. Thus, findings from these various perspectives strengthen the basis for understanding the effectiveness of the interventions discussed.

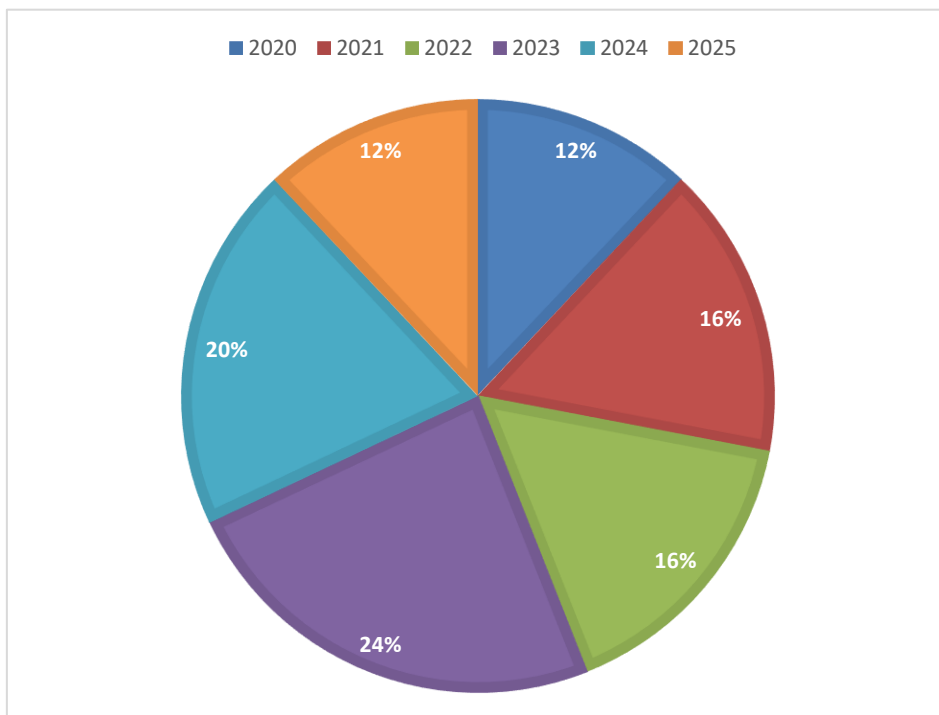
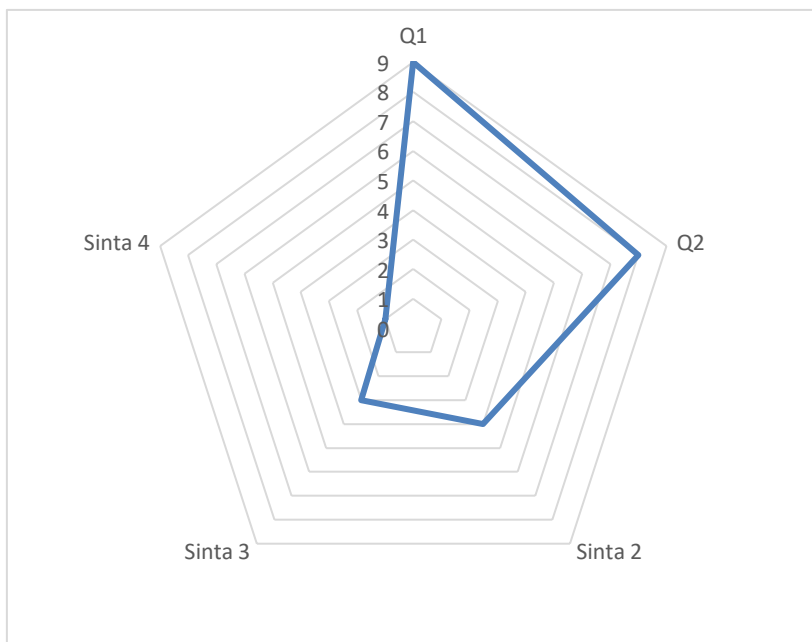


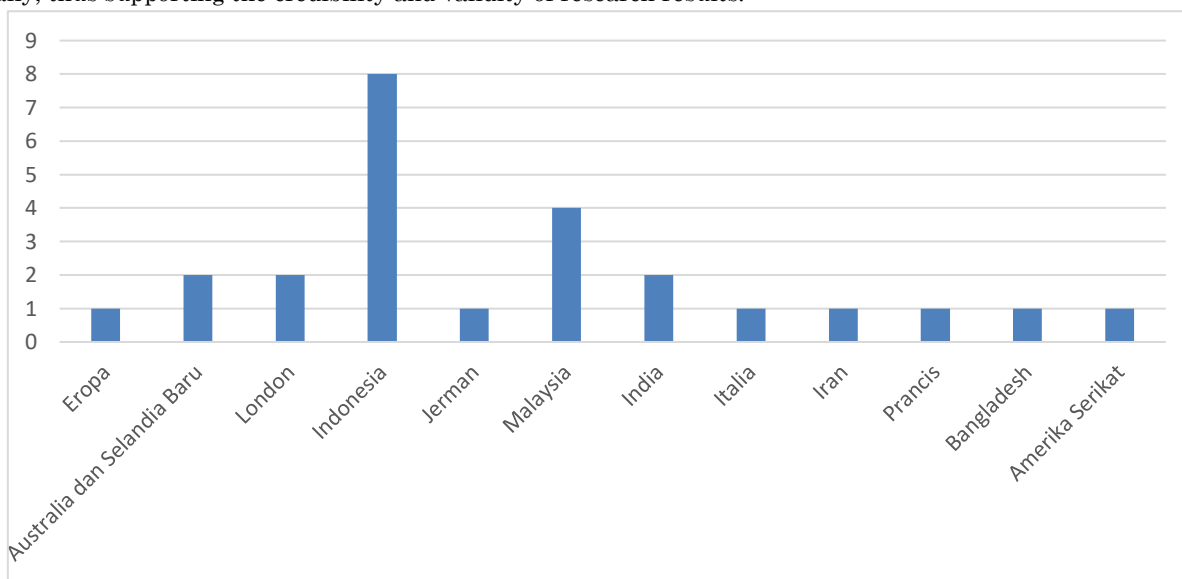
Figure 3. By Year

Based on the **Figure 3**, it can be seen that the distribution of publication years of the articles analyzed in this research is quite even in the range of 2020 to 2025. 2023 is the year with the highest contribution at 24%, indicating an increase in research interest in the topics studied in that year. 2024 follows with a contribution of 20%, while 2021 and 2022 each contribute 16%. Meanwhile, 2020 and 2025 have the smallest contribution, namely 12% each. This pattern shows an increasing trend towards research topics in recent years, especially in the 2023–2024 period, which reflects the relevance and urgency of the themes discussed in the context of current research.



**Figure 4.** Based on Scopus or Sinta

Based on the journal quality classification of the 25 articles analyzed, the majority came from journals with high international reputation. A total of 9 articles were published in Q1 journals, and another 8 articles in Q2 journals, indicating that more than two thirds of articles (68%) came from globally reputable journals. In addition, there are 4 articles published in the accredited national journal Sinta 2, 3 articles in Sinta 3, and 1 article in Sinta 4. This composition shows that the majority of literature sources in this study come from publications with high scientific quality, both internationally and nationally, thus supporting the credibility and validity of research results.



**Figure 5.** By Country

Based on the geographical distribution of journal origins from the 25 articles analyzed, the majority of articles came from Indonesia with a total of 8 journals. This shows the significant contribution of local researchers in the topic under study. Malaysia contributed 4 journals, followed by Australia and New Zealand and London each with 2 journals. India also contributed 2 journals. Meanwhile, other countries such as Europe (in general), Germany, Italy, Iran, France, Bangladesh and the United States each contributed 1 journal. This geographic diversity reflects a global perspective in the study and enriches the theoretical basis and research findings. Before entering the analysis results and findings into the table, it is important to provide a general explanation of the aspects to be discussed. This explanation aims to provide a clearer picture to readers regarding the criteria or parameters used in assessing articles, as well as the context of the data that will be presented.

**Table 2.** Results of Article Review

Writer	Research Design	Types of Intervention	Evaluation Instrument	Results
(Tadine et al., 2024)	Quasi-experiment, pre-test and post-test	Hypnotherapy in guidance and counseling	Academic stress scale, interview	Significant reduction in academic stress after intervention
(Mener & Mener, 2023)	Quasi-experiment, pre-test and post-test	Hypnotherapy to reduce academic stress	Academic stress scale, direct observation	Reduction of academic stress and improvement of coping mechanism
(Batra et al., 2024)	Experimental design, control group	Hypnotherapy in individual counseling	Academic stress questionnaire, in-depth interview	Significant reduction in academic stress levels
(Sciences, 2024)	Quasi research, one experimental group	Hypnotherapy to reduce academic-related anxiety	Questionnaires, psychological tests	A significant decrease in academic anxiety
(Sekula et al., 2024)	Experimental design, pre-test and post-test with control	Hypnotherapy for academic stress management	Stress questionnaire, pre-test and post-test analysis	Positive changes in academic stress levels
(Nur Faizah et al., 2023)	Experiment with a control group	Hypnotherapy in counseling sessions	Evaluation scales, psychological tests	Reduction of academic stress and improvement of coping skills
(Dinata & Dinata, 2023)	Pre-test and post-test experiments	Hypnotherapy services in academic counseling	Academic stress questionnaire, follow-up interview	Positive results in reduced academic stress
(Olendzki et al., 2020)	Quasi experiment with direct observation	Hypnotherapy in counseling guidance sessions	Academic stress scale questionnaire, interview	Reducing academic stress levels in students
(Priyanto et al., 2023)	Pre-test and post-test, quasi-experiment	Hypnotherapy to overcome academic anxiety and stress	Psychological tests, stress evaluation scales	Significant reduction in academic stress levels
(Dermawan et al., 2021)	Experiment with a control group	Hypnotherapy in academic counseling	Academic stress questionnaire, individual interview	Significant reduction in academic stress levels
(Rohmadani et al., 2022)	Experimental design, pre-test and post-test with control	Hypnotherapy in guidance and counseling sessions	Questionnaires, psychological tests	Positive changes in academic stress management
(Winarsih & Rohmadani, 2020)	Quasi research with direct observation	Hypnotherapy to reduce academic anxiety	Academic stress scale, interview	A significant decrease in academic anxiety
(Jannah & Asikin, 2024)	Experiment with a control group	Hypnotherapy to reduce academic stress	Academic stress questionnaire, pre-post-test analysis	Positive results in reduced academic stress
(Branch et al., 2024)	Pre-test and post-test experiments	Hypnotherapy in guidance and counseling	Stress scale, follow-up interview	Significant reduction in academic stress
(Roslim et al., 2024)	Quasi experiment, direct observation	Hypnotherapy in counseling guidance for academic stress	Psychological tests, stress scale	Positive changes in academic stress levels
(Awaludin et al., 2022)	Experimental design with a control group	Hypnotherapy to reduce academic anxiety	Questionnaires, interviews, psychological tests	Significant reduction in academic anxiety levels
(Hadi & Wangid, 2023)	Pre-test and post-test, quasi-experiment	Hypnotherapy to overcome academic stress	Academic stress evaluation scale, follow-up interview	Significant reduction in academic stress in students
(Blackstone et al., 2022)	Experimental research, pre-test and post-test	Hypnotherapy in guidance and counseling sessions	Academic stress scale, psychological tests	Positive changes in academic stress management
(Bhapkar et al., 2025)	Experimental design with control	Hypnotherapy in academic counseling sessions	Psychological tests, stress evaluation scales	Significant reduction in stress levels

Writer	Research Design	Types of Intervention	Evaluation Instrument	Results
(Neves & Conceição, 2025)	Quasi experiment, direct observation	Hypnotherapy in counseling guidance	Academic stress questionnaire, follow-up interview	Positive results in reduced academic stress
(Henshall et al., 2023)	Experiment with a control group	Hypnotherapy to reduce academic stress	Academic stress scale, in-depth interview	Significant reduction in academic stress
(Pachaiappan et al., 2023b)	Pre-test and post-test experiment	Hypnotherapy in guidance and counseling sessions	Academic stress evaluation scale, psychological tests	Decreased academic anxiety after intervention
(Pachaiappan et al., 2023a)	Quasi-experimental design with controls	Hypnotherapy for academic stress management	Stress questionnaire, direct observation	Positive changes in academic stress management
(Commisso et al., 2021)	Pre-test and post-test experiments	Hypnotherapy to overcome academic stress	Evaluation scale, follow-up interview	Positive results in reduced academic stress
(Veziari et al., 2021)	Quasi-experiment with a control group	Hypnotherapy in academic counseling	Psychological tests, academic stress scale	Significant reduction in academic stress after intervention

### 3.2 Thematic Mapping Based on Keywords

Thematic mapping is a bibliometric analysis approach used to identify and describe the main topics in a collection of scientific articles. One tool commonly used for this purpose is VOSviewer, a software capable of visualizing networks of keywords, authors, institutions, or countries based on bibliographic data. The following Bibliometric Analysis results can be seen in the following image:

#### 3.2.1 Thematic Mapping Based on Keywords (Network Visualization) Function:

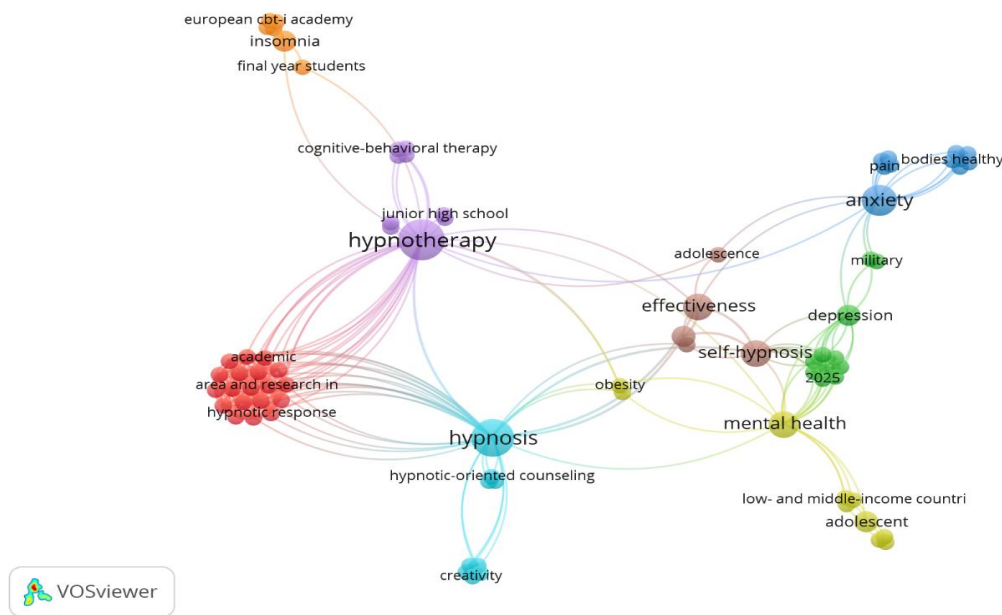
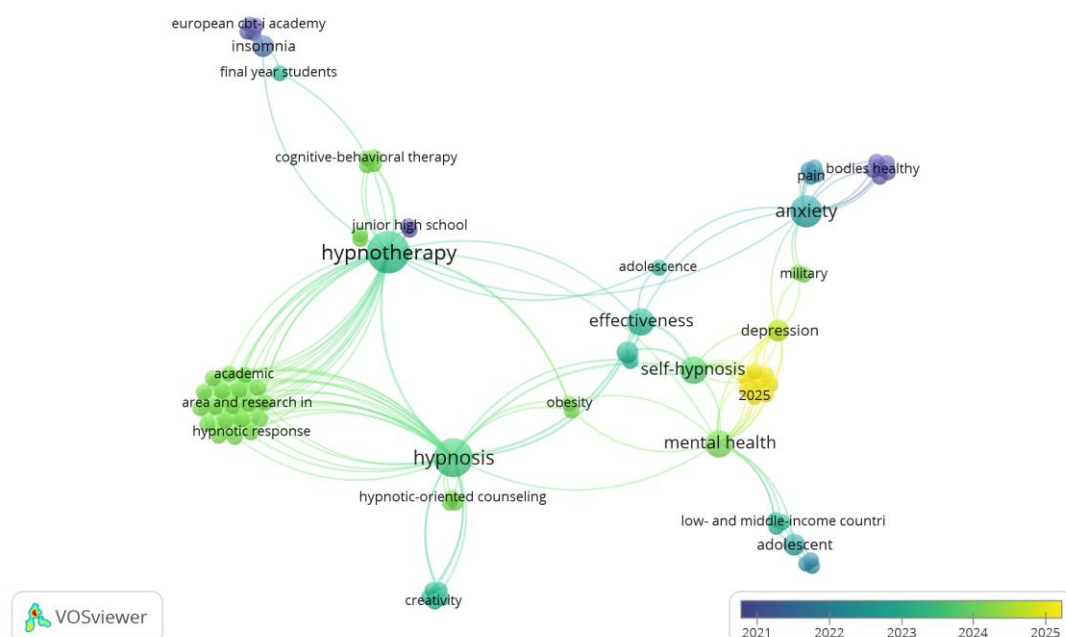


Figure 6. Keywords (Network Visualization)

Thematic mapping with a network visualization approach using VOSviewer produces a visual representation of the relationships between keywords that appear in scientific publications related to hypnosis and hypnotherapy. This visualization forms several clusters differentiated by color, each representing a dominant research theme. The first cluster (purple) is centered on the keyword "hypnotherapy", which is closely related to behavioral interventions such as cognitive-behavioral therapy and educational contexts such as junior high school. This shows that hypnotherapy is often researched in the context of psychotherapy and education, especially in adolescents. The second cluster (red) represents the academic dimension and hypnotic response, with keywords such as academic, hypnotic response, and area and research in. This cluster highlights the development of theoretical and scientific research on how individuals respond to hypnotic suggestions in academic or laboratory contexts. The third cluster (light blue) displays keywords such as hypnosis, hypnotic-oriented

counseling, and creativity. This theme describes the application of hypnosis in the context of counseling and developing personal potential, including individual creativity. The fourth cluster (yellow) is dominated by the word "mental health", which is connected to issues such as adolescents and low- and middle-income countries. This suggests that these studies focus on the utilization of hypnosis for improving mental health, especially in adolescents and vulnerable populations in developing countries. The fifth cluster (green) focuses on psychological disorders such as anxiety and depression, as well as specific contexts such as the military and pain. This cluster indicates the use of hypnosis in the treatment of anxiety, pain, and mental health in the military setting. Apart from that, there is a brown cluster that highlights the aspects of self-hypnosis, effectiveness, and obesity, which indicates attention to the effectiveness of hypnosis in controlling weight and self-management. Overall, this network map shows that research on hypnosis is multidisciplinary in scope, ranging from clinical approaches and psychotherapy, to education, public health, and academic research. The pattern of relationships between keywords also confirms that hypnosis and hypnotherapy have been widely used to support mental health, therapeutic effectiveness, and self-development in various population groups.

### 3.2.2 Temporal Mapping Based on Keywords (Overlay Visualization)



**Figure 7.** Keywords (Overlay Visualization)

The overlay visualization image of the results of bibliometric analysis with VOSviewer presents the development of research trends in the field of hypnosis and hypnotherapy based on the temporal distribution of keywords. The color of each node (keyword) represents the average year it appeared in scientific publications, with a color spectrum from blue (early/previous years) to yellow (latest/2025). Keywords like "insomnia", "final year students", and "european dbt academy" are in the blue-purple spectrum, indicating that these themes were more dominant in early publications around 2021–2022. This reflects researchers' initial interest in the application of hypnotherapy in the management of sleep disorders and higher education contexts. Meanwhile, green keywords such as "hypnosis", "hypnotherapy", "cognitive-behavioral therapy", and "academic" show the consistency of topics that continue to be studied from time to time until now. Interestingly, keywords like "self-hypnosis", "mental health", and "depression", appear in bright yellow, indicating that these topics are becoming a major focus in recent research. Thus, it can be concluded that there has been a shift in scientific attention towards the study of self-hypnosis (self-hypnosis) and its application to mental health in context depression, military, and teenagers in developing countries (low- and middle-income countries). This visualization also shows that the focus of hypnosis research is increasingly shifting from just a psychotherapeutic intervention approach towards broader and more relevant contemporary issues, such as therapeutic effectiveness, obesity, and strengthening one's potential. Overall, this overlay visualization provides an overview of the evolution and direction of hypnosis and hypnotherapy research trends, which will increasingly expand into the area of mental health and self-intervention approaches in the coming years:

### 3.3 Discussion

#### 3.3.1 To what extent is hypnotherapy effective in guidance and counseling services to reduce academic stress in students?

The effectiveness of hypnotherapy in guidance and counseling services to overcome academic stress in students can be analyzed through the following keyword cluster-based approach:

##### Cluster 1 – Hypnotherapy, CBT, and Adolescent Education

This cluster shows that hypnotherapy is widely studied together with other behavioral interventions such as Cognitive-Behavioral Therapy (CBT) in the context of education, especially level junior high school (Veziari et al., 2021). This shows that hypnotherapy has been proven to be relevant and effective in formal educational settings, providing the basis that this approach is also worth adapting for the student context. With the strengthening of CBT, hypnotherapy becomes more systematic and targeted in dealing with academic stress (Winarsih & Rohmadani, 2020).

##### Cluster 2 – Hypnotic Response and Academic Context

Research in this cluster examines how individuals respond to hypnotic suggestions in academic settings or laboratory tests. A positive hypnotic response shows that students are able to accept calming suggestions and form an adaptive mindset towards stress. This supports the effectiveness of hypnotherapy theoretically and empirically, especially when applied before exams or facing high academic loads (Rohmadani et al., 2022).

##### Cluster 3 – Hypnotic-Oriented Counseling and Creativity

This cluster highlights the role of hypnosis in enhancing creativity and hypnosis-oriented counseling. In student counseling, this approach can strengthen cognitive abilities and positive emotions which help students manage stress, increase motivation, and improve academic performance (Sugara & Fadhilah, 2024).

##### Cluster 4 – Mental Health and Vulnerable Populations

Hypnotherapy has also been shown to be used for support mental health, especially in adolescents in developing countries. This is relevant to the context of students who come from various socio-economic backgrounds and are at risk of experiencing psychological stress. Thus, hypnotherapy becomes an inclusive approach for counseling services in the campus environment (Pachaiappan et al., 2023a).

##### Cluster 5 – Anxiety, Depression, and Specific Contexts (Military, Pain)

Hypnotherapy has been used effectively in treating anxiety and depressive disorders, including in extreme situations such as military environments (Baglioni et al., 2020). Thus, academic stress that is classified as mild to moderate can be significantly relieved through hypnotherapy.

##### Klaster 6 – Self-Hypnosis, Effectiveness, dan Obesity

The link between the effectiveness of hypnotherapy and independent practice (self-hypnosis) shows that students can be taught simple hypnotherapy techniques to manage stress independently (Bhapkar et al., 2025). This is important in a counseling process that is oriented towards independence and developing personal capacity.

#### 3.3.2 What are the hypnotherapy methods most often used in the context of guidance and counseling services for students?

In the context of guidance and counseling services for students, hypnotherapy has become an effective approach to help overcome academic stress, especially related to assignment pressure, presentations, or exam anxiety. Some of the most frequently used hypnotherapy methods focus on relaxation, mental strengthening, and changing thought patterns and behavior. The following is a narrative explanation of these methods:

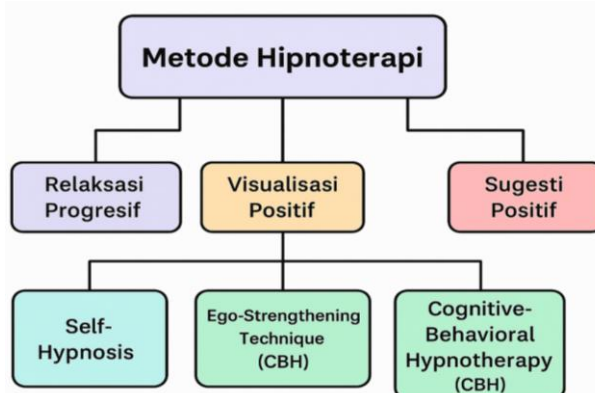


Figure 8. Hypnotherapy Method

### Progressive Relaxation (Progressive Relaxation)

This method is carried out by guiding students to relax the body muscles gradually, starting from the head to the feet. The aim is to reduce physical and mental tension, so that students feel calmer and ready to accept positive suggestions (Batra et al., 2024). This technique is very useful for students who experience acute stress or excessive anxiety.

### Positive Visualization (Guided Imagery)

Students are invited to imagine a pleasant or calming situation, such as being at the beach or in a peaceful park. This visualization helps stabilize emotions and creates a mental condition that is conducive to absorbing suggestions that strengthen learning motivation and calm when facing academic pressure (Bhaskar et al., 2025).

### Positive Suggestion (Positive Suggestion)

In a light hypnosis condition, students are given positive statements such as "I am able to face academic challenges" or "I am confident and focused when studying". This suggestion is implanted to replace negative thoughts that may often arise, especially in students who are anxious or afraid of failure (Batra et al., 2024).

### Self-Hypnosis (Mandiri Hypnoterapy)

Students are trained to carry out hypnotherapy independently outside of formal counseling sessions. They are taught how to enter a state of relaxation, give suggestions to themselves, and manage daily stress independently (Pachaiappan et al., 2023b). This method is important as a long-term provision in maintaining students' mental health on an ongoing basis.

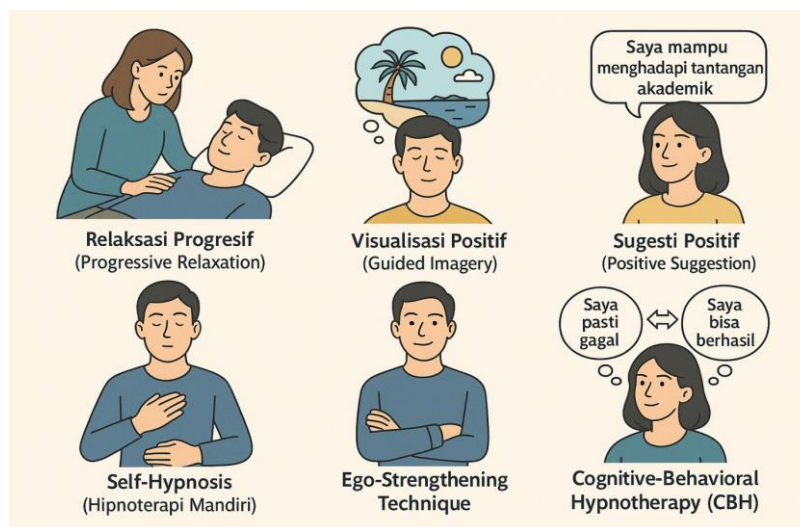
### Ego-Strengthening Technique

This method aims to strengthen students' self-confidence, self-esteem and adaptive abilities. This technique is very relevant for those who feel unsure of their abilities, tend to give up easily, or experience social pressure in an academic environment (Pourkazem et al., 2023).

### Cognitive-Behavioral Hypnotherapy (CBH)

CBH is a combination of hypnotherapy with a cognitive-behavioral therapy (CBT) approach. Students are helped to identify negative thought patterns (for example: "I will definitely fail"), and under hypnosis, these thought patterns are changed to be more constructive. This approach has proven effective in reducing academic stress and improving learning performance (Mener & Mener, 2023).

The following example of a hypnotherapy method can be seen in the following image:



**Figure 9.** Example of a hypnotherapy method

By systematically applying these methods, guidance and counseling services in higher education can provide more comprehensive psychological support, as well as help students develop stress management skills independently and sustainably.

### 3.3.3 Hypnotherapy intervention mode

Hypnotherapy, as a form of intervention, offers an in-depth approach to dealing with academic stress, especially academic anxiety which is often experienced by students. In this context, hypnotherapy can be used to help students reduce their anxiety levels in a structured and systematic way. Hypnotherapy interventions in this research usually involve several

sessions, with varying duration depending on the individual's needs and the level of anxiety faced (Islam & Rabbi, 2024; Olendzki et al., 2020). Hypnotherapy sessions are carried out over a certain period of time, ranging from a few sessions to more, with a focus on achieving optimal results. The following is the flow or process of hypnotherapy intervention mode to overcome student academic stress:

### Mode Intervensi Hipnoterapi

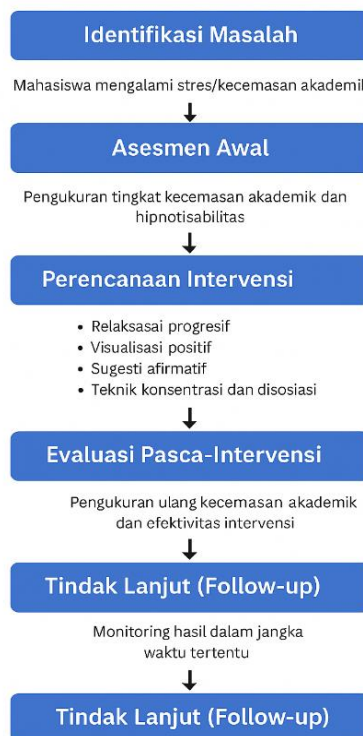


Figure 10. Hypnotherapy intervention mode

The hypnotherapy intervention mode begins with **identification of problems**, where students experience significant academic stress or anxiety. Once the problem is recognized, it is done **initial assessment** to measure the level of academic anxiety and the level of ability to be hypnotized (hypnotizability). The next level is **intervention planning**, which includes determining the number of sessions, duration, and hypnotherapy techniques to be used. Commonly used techniques include progressive relaxation, positive visualization, giving affirmative suggestions, as well as concentration and dissociation techniques. Once the intervention is implemented, it is carried out **post-intervention evaluation** to re-measure the level of academic anxiety and assess the effectiveness of hypnotherapy. The final step is **follow-up**, namely monitoring the results of an intervention over a certain period of time to ensure its benefits are sustainable.

#### 3.3.4 How do the results of previous studies describe the impact of hypnotherapy on the psychological aspects of students, especially in the context of academic stress?

Various previous studies consistently show that hypnotherapy is an effective psychological intervention to help students overcome academic stress (Awaludin et al., 2022; Mener & Mener, 2023). Students are a group that is vulnerable to experiencing psychological pressure, especially those related to academic load, such as high assignment demands, pressure to face exams, uncertainty about the future, and expectations from the social environment (Islam & Rabbi, 2024). In this context, academic stress can have a negative impact on students' mental health, such as the emergence of symptoms of anxiety, mild depression, difficulty sleeping, and even decreased motivation to study. Hypnotherapy, which is a therapeutic method using directed suggestions in a state of deep relaxation, has been scientifically proven to be able to reduce anxiety levels and improve an individual's emotional condition. Research by several clinical psychologists shows that through the process of hypnosis, individuals are able to access the subconscious mind and change negative perceptions or irrational

beliefs that trigger stress. In practice, academic hypnotherapy is often used to build self-confidence, instill positive suggestions, and reset emotional responses to academic stress.

Several quantitative study results show that students who attend hypnotherapy sessions regularly experience a significant reduction in stress measurement scales, such as the Perceived Stress Scale (PSS) or Depression Anxiety Stress Scales (DASS-21). They also showed improvements in study concentration, calm when facing exams, and time management skills. Qualitative studies also confirm the benefits of hypnotherapy, with respondents reporting feeling calmer, more motivated, and having better self-control after undergoing therapy sessions (Olendzki et al., 2020). Furthermore, hypnotherapy also contributes to improving sleep quality, which is very important in supporting students' cognitive function. Many cases of academic stress are triggered by a lack of rest, and through relaxation hypnosis techniques, students can achieve a more restful and quality sleep. This also influences emotional stability and mental readiness in carrying out daily academic activities.

In general, findings in the scientific literature show that hypnotherapy is not only effective as a method of reducing symptoms of academic stress, but also as a holistic approach in supporting student mental health. This intervention is considered non-invasive, safe, and has the potential to be widely implemented in higher education environments as part of student counseling and self-development services.

### **3.3.5 What are the challenges and limitations faced in implementing hypnotherapy as part of guidance and counseling services in a higher education environment?**

The application of hypnotherapy as part of guidance and counseling services in tertiary institutions has great potential to support students' mental health, but it is not without various challenges and limitations that need to be taken into account. The following are several main aspects that become obstacles in its implementation: 1) Lack of Understanding and Negative Stigma, Many students, parents, and even educators still have wrong perceptions about hypnotherapy. Hypnotherapy is often misunderstood as a form of mind manipulation or entertainment performance, rather than as a scientific therapeutic method (Neves & Conceição, 2025; Ribeiro et al., 2023). This stigma can reduce students' interest in participating in therapy, even though they actually need it. 2) Limited Human Resources, Counselors or psychologists who have certification and professional competence in the field of hypnotherapy are still limited. Not all universities have staff with this expertise, so its implementation is difficult to carry out widely and sustainably (Olendzki et al., 2020). 3) Lack of Institutional Support, Hypnotherapy has not been generally recognized or integrated into the policies and curricula of counseling services at many higher education institutions. This causes a lack of budget allocation, practice space, and regulations that support the official implementation of hypnotherapy (Neves & Conceição, 2025). 4) Ethical and Legal Aspects. Because hypnotherapy touches aspects of the subconscious mind, it requires strict supervision of its ethical and legal aspects. Not all institutions have ethical guidelines or oversight mechanisms for the practice of hypnotherapy, so there is a risk of abuse if not properly supervised (Sekula et al., 2024). 5) Not Suitable for All Students Hypnotherapy is not always effective for all individuals. Responses to hypnosis vary widely; There are students who are very responsive, but there are also those who cannot or find it difficult to enter a hypnotic state. Personality factors, level of suggestibility, and certain psychological conditions can influence the success of therapy (Beam & Reserved, 2022). 6) Limitations of Long-Term Empirical Evidence (Priyanto et al., 2023). Although many studies demonstrate the benefits of hypnotherapy, long-term empirical evidence in the tertiary context is still relatively limited. More in-depth and ongoing research is needed to evaluate its effectiveness on an institutional scale (Comisso et al., 2021). 7) Logistical and Time Challenges Hypnotherapy sessions usually require a short amount of time and supportive environmental conditions (calm and comfortable). In a dynamic campus situation, finding the ideal time and space for therapy sessions can be a challenge (Candra et al., 2021).

## **4. CONCLUSION**

Hypnotherapy, through its various methods such as progressive relaxation, positive visualisation, positive suggestion, and cognitive-behavioural techniques, is proven effective in helping students manage academic stress. Techniques such as self-hypnosis and ego-strengthening have a positive impact on increasing calmness, confidence, and psychological well-being.

Thus, hypnotherapy can be a relevant alternative approach in guidance and counselling services in higher education.

## RECOMMENDATIONS

Based on the Overlay Visualization results displayed via VOSviewer, current and future research directions show increased attention to mental health issues, especially in independent non-pharmacological approaches. The yellow color on the visual map indicates current topics such as self-regulation, mental health, and depression that are the center of attention of researchers. This shows a trend in developing self-reliance-based psychological interventions, which can be widely applied to individuals and communities, including groups with high pressure such as the military. In addition, the emerging focus on lower middle income countries reflects the need for alternative approaches that are more affordable and contextual. In education, themes such as test anxiety and student population remain of concern, with the potential to develop interventions that support students' emotional well-being. Thus, this thematic map shows that future research directions will increasingly emphasize the development of independent stress and anxiety management techniques, with a more inclusive and globally relevant scope.

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