

The Effect of Social Imagination and Mindful Learning on Suicide Risk Among Balinese Adolescents with Emotion Regulation as a Mediator

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Abstract

This study aimed to analyze the effects of Social Imagination and Mindful Learning on suicide risk among Balinese adolescents, with Emotion Regulation serving as a mediator. Employing a quantitative explanatory design with a non-experimental approach, the study examined causal relationships within a single mediation model. The participants comprised 298 adolescents aged 15–18 years, selected through purposive sampling. Data were collected using a four-point Likert scale questionnaire and analyzed via Partial Least Squares–Structural Equation Modeling (PLS-SEM) using SmartPLS 4. The results indicated that Social Imagination had a significant positive effect on Emotion Regulation ($\beta = 0.470$; $p < 0.05$) and a significant negative effect on suicide risk ($\beta = -0.279$; $p < 0.05$). Similarly, Mindful Learning positively influenced Emotion Regulation ($\beta = 0.489$; $p < 0.05$) and negatively impacted suicide risk ($\beta = -0.187$; $p < 0.05$). Emotion Regulation itself significantly reduced suicide risk ($\beta = -0.527$; $p < 0.05$) and mediated the effects of Social Imagination ($\beta = -0.248$; $p < 0.05$) and Mindful Learning ($\beta = -0.258$; $p < 0.05$) on suicide risk. The model accounted for 47.7% of the variance in Emotion Regulation and 63.8% in suicide risk. In conclusion, Social Imagination and Mindful Learning were found to effectively lower suicide risk through enhanced emotion regulation. The findings imply that suicide prevention interventions should emphasize strengthening social imagination, mindful learning, and emotion regulation tailored to the Balinese cultural context.

Keywords: Social Imagination, Mindful Learning, Suicide Risk, Emotion Regulation, Balinese Adolescents.

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1. Introduction

Adolescents are an age group undergoing a developmental stage marked by rapid physical, emotional, social, and cognitive changes, requiring strong adaptive abilities to cope with environmental pressures (Santrock, 2015; Steinberg, 2014). Adolescents' inability to manage emotions, understand social dynamics, and cope with interpersonal conflicts often becomes a source of significant psychological distress, which, to some extent, can lead to suicidal ideation and behaviors (Klonsky et al., 2016; Millner et al., 2017). Globally, suicide is the second leading cause of death among individuals aged 15–24 years (WHO, 2025), while in Indonesia, cases of adolescent suicide have shown an increasing trend from 119 cases in 2020 to 241 cases in 2023, with the highest prevalence observed at the junior high school level (50%) and senior high/vocational school level (13.5%) (Humas KPAI, 2023). Other studies even report that 66.3% of Indonesian adolescents are classified as high-risk for suicide (Sarfika et al., 2025), indicating that this issue constitutes a national urgency.

This condition is also evident within the Balinese cultural context, where value systems emphasizing honor, self-esteem, and the obligation to maintain social harmony further heighten adolescents' vulnerability to emotional stress. Adolescents experiencing academic failure, interpersonal conflicts, or social pressures may face feelings of social shame, difficulties in expressing distress, and fear of disappointing their family and traditional community (Putri et al., 2025). Without adequate social and emotional skills, these cultural pressures can become a significant risk factor for the increase of suicidal thoughts and behaviors among Balinese adolescents.

Within the framework of social-cognitive psychology, Social Imagination is a crucial ability that enables individuals to envision social dynamics, understand others' perspectives, and interpret the interpersonal consequences of a situation

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(Zittoun & Gillespie, 2015). For adolescents, this ability forms the foundation for resolving social conflicts, enhancing empathy, and reducing the tendency toward impulsive reactions under pressure (Azizah & Laily, 2025). In Balinese culture, which emphasizes harmony and communal relationships, Social Imagination has the potential to serve as a protective factor relevant to fostering healthy and adaptive social thinking.

Moreover, Mindful Learning, rooted in the principles of mindfulness (Brown & Ryan, 2003; Davenport & Pagnini, 2016), offers an approach to cultivating full awareness, acceptance of emotional experiences, and cognitive flexibility. Research indicates that mindfulness can enhance emotional balance, reduce stress, and decrease impulsivity in adolescents (Dunning et al., 2019; Felver et al., 2025). The Balinese cultural context, rich in meditation practices, reflective rituals, and spiritual activities, makes Mindful Learning ecologically relevant and potentially effective in strengthening adolescents' mental health.

On the other hand, Emotion Regulation has been identified as one of the strongest protective factors against suicide risk (Putra et al., 2023). The ability to recognize, understand, and manage emotions determines how adolescents appraise stressful situations and make decisions (Gross, 2015). Difficulties in emotion regulation have been recognized as a strong predictor of suicidal ideation (Brausch et al., 2022). Therefore, Emotion Regulation has the potential to serve as a mediating mechanism, explaining how Social Imagination and Mindful Learning can indirectly reduce suicide risk (Ong & Thompson, 2018).

Although research on suicide risk factors in adolescents has advanced, studies simultaneously examining the effects of Social Imagination and Mindful Learning on suicide risk, with Emotion Regulation as a mediator, remain very limited, particularly within the Indonesian and Balinese cultural context. A comprehensive understanding of how cognitive-social factors and self-awareness interact to influence mental health could provide a foundation for developing interventions that are more culturally relevant (Chavvah & Purnomosidi, 2025).

Based on this gap, the present study aims to analyze the effects of Social Imagination and Mindful Learning on suicide risk among Balinese adolescents, with Emotion Regulation serving as a mediator. The findings are expected to provide theoretical contributions for the development of psychological models of suicide prevention grounded in cognitive-social factors and mindful awareness, as well as offer practical implications for schools, families, and traditional communities in building more effective and contextually relevant suicide prevention strategies.

2. Methods

2.1. Research Design and Procedure

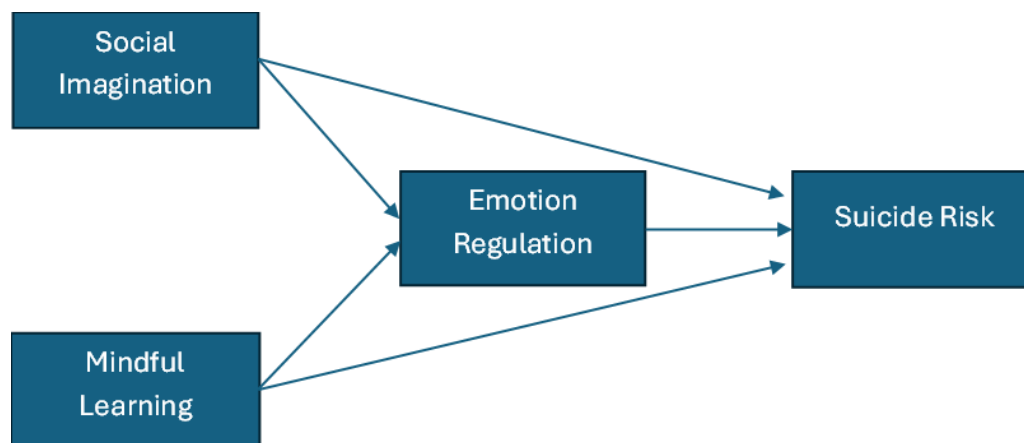


Fig 1. Research Conceptual Framework

The hypotheses proposed in this study are as follows:

- H1 : Social Imagination (SI) has an effect on Emotion Regulation (ER).
- H2 : Social Imagination (SI) has an effect on Suicide Risk (SR).
- H3 : Mindful Learning (ML) has an effect on Emotion Regulation (ER).
- H4 : Mindful Learning (ML) has an effect on Suicide Risk (SR).
- H5 : Emotion Regulation (ER) has an effect on Suicide Risk (SR).

- H6 : Social Imagination (SI) affects Suicide Risk (SR) through Emotion Regulation (ER).
 H7 : Mindful Learning (ML) affects Suicide Risk (SR) through Emotion Regulation (ER).

This study employed a quantitative explanatory design with a non-experimental approach to examine causal relationships within a single mediation model. This design was chosen because the research aims to explain how Social Imagination and Mindful Learning influence Suicide Risk through the mediating role of Emotion Regulation. The conceptual model consists of two exogenous variables, Social Imagination (SI) and Mindful Learning (ML), one mediator variable, Emotion Regulation (ER), and one endogenous variable, Suicide Risk (SR). All structural relationships were tested using Partial Least Squares–Structural Equation Modeling (PLS-SEM) via SmartPLS software, which is suitable for models with latent constructs, reflective indicators, and predictive purposes. The research procedure was conducted in four main stages: instrument development and validation, pilot testing, data collection from the target population, and analysis of the measurement and structural models. All procedures adhered to research ethical standards, particularly given the study’s focus on sensitive variables related to suicide risk.

2.2. Participants

The participants in this study consisted of 298 adolescents aged 15–18 years, residing in various regions of Bali and enrolled in junior high schools (SMP), senior high schools (SMA), or equivalent institutions. Participants were selected using purposive sampling based on several inclusion criteria: (1) willingness to participate voluntarily, (2) ability to understand the questionnaire instructions, (3) obtaining parental or guardian consent as well as participant assent, and (4) being within the mid-to-late adolescent age range relevant to the study focus. Additionally, participants who had experienced emotional stress, interpersonal conflicts, or psychological challenges in the past six months were included due to their relevance to the study context on emotion regulation and suicide risk.

The total of 298 respondents met the recommended minimum sample size for PLS-SEM analysis, which requires at least 10 times the largest number of paths leading to an endogenous construct. This sample size provides sufficient statistical power to accurately test both the measurement and structural models and enhances the stability of coefficient estimates. All participants responded anonymously via an online questionnaire and were informed about ethical considerations and data confidentiality.

2.3. Data Collection

Data for this study were collected using a four-point Likert scale questionnaire (1 = strongly disagree to 4 = strongly agree) (Ningtyas et al., 2021). The instrument was developed based on a theoretical review and adaptations of previously validated scales, covering four main constructs: Social Imagination, Mindful Learning, Emotion Regulation, and Suicide Risk. During the main data collection phase, the questionnaire was distributed online via Google Forms. The instrument’s blueprint is presented in Table 1.

2.4. Data Analysis

Data analysis in this study was conducted using Partial Least Squares–Structural Equation Modeling (PLS-SEM) with the assistance of SmartPLS version 4.0 (Setiabudhi et al., 2025). The analysis began with data screening and cleaning of 298 responses to ensure the absence of significant missing data, inconsistent response patterns, or extreme outliers that could potentially affect model estimates. All data meeting eligibility criteria were further analyzed. PLS-SEM was chosen because it is suitable for models with reflective latent constructs, medium to large sample sizes, and research objectives that are predictive in nature, particularly for testing the mediating role of Emotion Regulation in the relationship between Social Imagination, Mindful Learning, and Suicide Risk.

The first stage of analysis involved evaluating the measurement model (outer model) to assess the quality of indicators for each construct. Convergent validity was examined using outer loadings with a criterion of ≥ 0.70 and Average Variance Extracted (AVE) with a minimum threshold of 0.50. Construct reliability was assessed using Cronbach’s Alpha and Composite Reliability (CR), both with a minimum threshold of 0.70. Discriminant validity was subsequently evaluated using the Fornell–Larcker criterion, comparing the square root of each construct’s AVE with the correlations among constructs. Indicators with lower loadings were selectively removed, taking into account theoretical relevance and overall model quality improvement.

The second stage involved evaluating the structural model (inner model) to test causal relationships among latent variables in the research model. Path significance was assessed using path coefficients (β), T-statistics, and P-values

obtained through bootstrapping with 5,000 subsamples. The model's predictive power was evaluated using R-square (R^2) values for Emotion Regulation and Suicide Risk, interpreted as 0.25 (weak), 0.50 (moderate), and 0.75 (strong). In addition, effect size (f^2) was calculated to determine the relative contribution of each exogenous construct to the endogenous constructs.

Table 1. Research Instrument Blueprint

Construct	Indicator	Indicator Description	Item Code
Social Imagination (SI)	Social perspective-taking	The ability to understand others' viewpoints in social situations.	SI1, SI2
	Social imagination capacity	The ability to envision social possibilities, action consequences, and social dynamics in a situation.	SI3
	Social emotion understanding	The ability to identify and interpret others' emotions in social interactions.	SI4
Mindful Learning (ML)	Attention	The ability to be fully present during learning and attend to details without distraction.	ML1
	Awareness	Awareness of one's thinking processes and current learning conditions.	ML2
	Openness and cognitive flexibility	The ability to accept new information and reassess understanding openly.	ML3, ML4
Emotion Regulation (ER)	Adaptive emotion management	The ability to manage emotions healthily in stressful situations.	ER1
	Cognitive reframing	The ability to shift negative perspectives to more positive or realistic ones.	ER2, ER3
	Emotional impulse control	The ability to control emotional reactions and avoid impulsivity.	ER4
	Emotional self-awareness	Awareness of emerging emotions and their triggers.	ER5
Suicide Risk (SR)	Suicidal ideation	The emergence of thoughts or urges to harm oneself or end one's life.	SR1
	Feelings of hopelessness	Feeling that there is no hope or way out when facing problems.	SR2
	Desire to escape life	Feelings of wanting to disappear or be free from life's burdens.	SR3
	Inability to control extreme negative thoughts	Difficulty stopping extreme thoughts related to death or self-harm.	SR4

Overall model adequacy was further assessed using the Goodness of Fit (GoF) index, calculated based on the average AVE and R-square values. GoF indicates the extent to which the measurement and structural models appropriately explain the studied phenomenon. All analysis results were used to test the seven research hypotheses, covering both direct and indirect effects among variables. Statistically significant findings supported by adequate effect sizes provided the basis for conclusions regarding the role of Social Imagination and Mindful Learning in reducing Suicide Risk through emotion regulation mechanisms among adolescents in Bali

3. Result and Discussion

3.1. Measurement Model Evaluation (Outer Model)

The measurement model was evaluated to assess the validity and reliability of the study constructs, which include Social Imagination (SI), Mindful Learning (ML), Emotion Regulation (ER), and Suicide Risk (SR). The evaluation encompassed tests of convergent validity, discriminant validity, and construct reliability.

3.1.1. Convergent Validity

Convergent validity was evaluated using the outer loading values of each indicator on its respective latent construct. The results of the convergent validity assessment are presented in Table 2.

Table 2. Convergent Validity Assessment Results Based on Outer Loadings

	ER	ML	SI	SR
ER1	0.934			
ER2	0.930			
ER3	0.933			
ER4	0.935			
ER5	0.936			
ML1		0.933		
ML2		0.937		
ML3		0.937		
ML4		0.950		
SI1			0.956	
SI2			0.947	
SI3			0.946	
SI4			0.949	
SR1				0.950
SR2				0.946
SR3				0.948
SR4				0.945

Based on the results in Table 2, all indicators for the constructs Social Imagination (SI), Mindful Learning (ML), Emotion Regulation (ER), and Suicide Risk (SR) had outer loading values ≥ 0.70 , indicating that all questionnaire items demonstrated satisfactory convergent validity.

3.1.2. Discriminant Validity

Discriminant validity was assessed using the Fornell–Larcker criterion by comparing the square root of the AVE with the correlations between constructs. The results of this assessment are presented in Table 3.

Table 3. Discriminant Validity Assessment Using the Fornell–Larcker Criterion

	ER	ML	SI	SR
ER	0.934			
ML	0.506	0.939		
SI	0.488	0.036	0.949	
SR	-0.758	-0.464	-0.543	0.947

Based on Table 3, the square root values of the AVE for each variable are greater than the correlations between that construct and the others, indicating that all variables demonstrate satisfactory discriminant validity.

3.1.3. Reliability Test

Construct reliability was evaluated using Cronbach's Alpha and Composite Reliability. The results of the reliability assessment are presented in Table 4.

Table 4. Reliability Test Results

	Cronbach's alpha	Composite reliability (rho_c)
ER	0.963	0.971
ML	0.955	0.968
SI	0.964	0.973

SR	0.962	0.972
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Based on Table 4, all constructs have Cronbach's Alpha and Composite Reliability values greater than 0.70, indicating that all variables are reliable.

3.2. Structural Model Evaluation (Inner Model)

The purpose of the structural model evaluation was to assess the strength of the relationships among latent variables, the predictive capability of the model, and to test the research hypotheses. The evaluation results included R-square values, effect sizes (f^2), hypothesis testing, and Goodness of Fit (GoF).

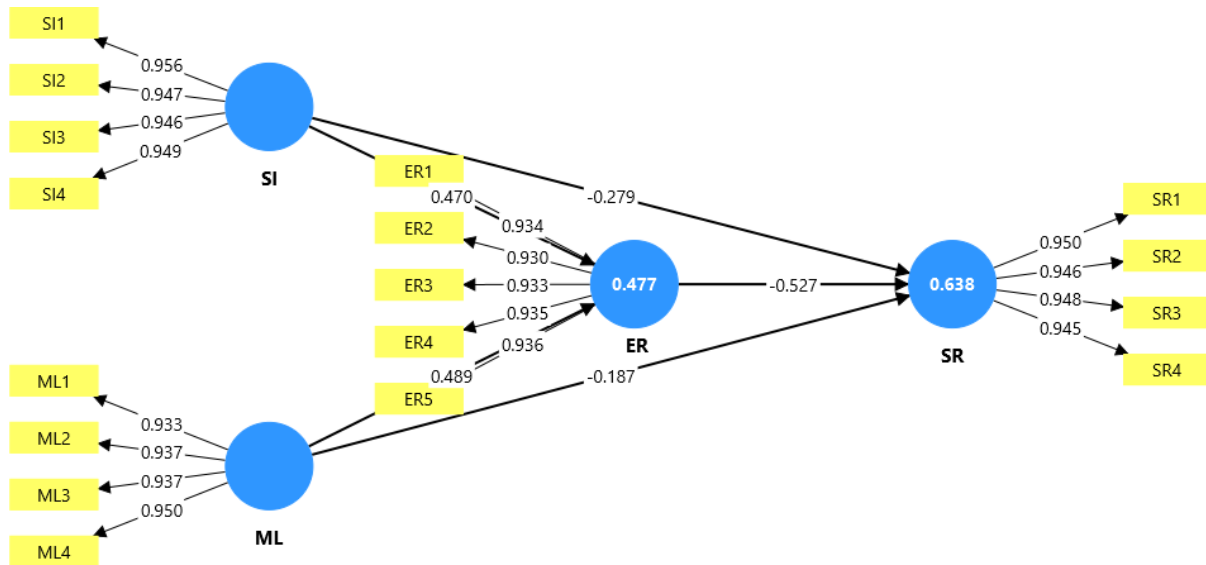


Fig 2. SmartPLS Path Diagram

3.2.1. R-square Value

R-square values indicate the extent to which the exogenous variables explain the endogenous variables. The results of this assessment are presented in Table 5.

Table 5. R-square (R^2) Values

	R-square	R-square adjusted
ER	0.477	0.473
SR	0.638	0.634

The adjusted R-square value for the ER variable is 0.473, indicating that Social Imagination (SI) and Mindful Learning (ML) explain 47.3% of the variance in ER. This suggests that the model is considered moderate. Meanwhile, the adjusted R-square value for the SR variable is 0.634, indicating that Social Imagination (SI), Mindful Learning (ML), and Emotion Regulation (ER) explain 63.4% of the variance in SR. Therefore, the model is considered strong.

3.2.2. Effect Size (f^2)

The influence of each variable was evaluated using f^2 values, as presented in Table 6.

Table 6. Effect Size

	ER	SR
ER		0.401
ML	0.456	0.066
SI	0.422	0.151

Based on Table 6:

The effect of ER on SR is 0.401, indicating a strong effect.

The effect of ML on ER is 0.456, indicating a strong effect.

The effect of ML on SR is 0.066, indicating a weak effect.

The effect of SI on ER is 0.422, indicating a strong effect.

The effect of SI on SR is 0.151, indicating a moderate effect

3.2.3. Hypothesis Testing

The results of hypothesis testing, based on path coefficients, T-statistics, and P-values, are presented in Table 7.

Table 7. Hypothesis Testing Results

Path	Path Coefficient	T-statistics	P-value
SI → ER	0.470	11.901	0.000
SI → SR	-0.279	6.322	0.000
ML → ER	0.489	12.222	0.000
ML → SR	-0.187	4.624	0.000
ER → SR	-0.527	11.394	0.000
SI → ER → SR	-0.248	8.388	0.000
ML → ER → SR	-0.258	8.009	0.000

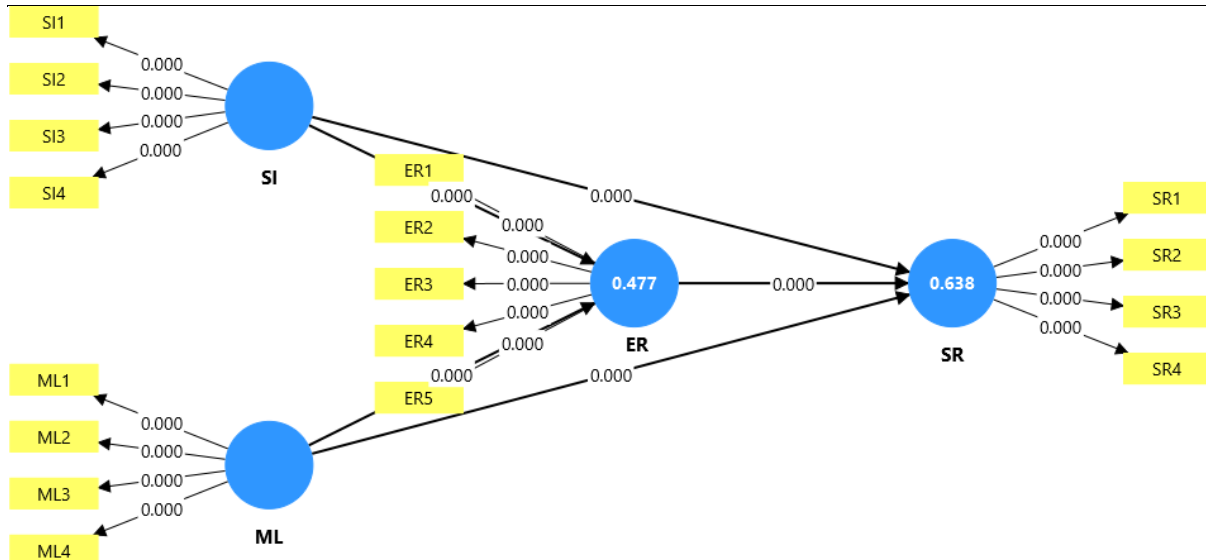


Fig 3. Bootstrapping Results / Path Significance

Based on the results presented in Table 7 and the path significance visualization in Figure 3, all T-statistics values are greater than 1.96 and all P-values are less than 0.05. Therefore, all hypotheses are accepted, with the interpretations as follows:

The path SI → ER has a P-value of $0.000 < 0.05$, so H1 is accepted, indicating that SI has a significant effect on ER.

The path SI → SR has a P-value of $0.000 < 0.05$, so H2 is accepted, indicating that SI has a significant effect on SR.

The path ML → ER has a P-value of $0.000 < 0.05$, so H3 is accepted, indicating that ML has a significant effect on ER.

The path ML → SR has a P-value of $0.000 < 0.05$, so H4 is accepted, indicating that ML has a significant effect on SR.

The path ER → SR has a P-value of $0.000 < 0.05$, so H5 is accepted, indicating that ER has a significant effect on SR.

The path SI → ER → SR has a P-value of $0.000 < 0.05$, so H6 is accepted, indicating that SI affects SR indirectly through ER.

The path ML → ER → SR has a P-value of $0.000 < 0.05$, so H7 is accepted, indicating that ML affects SR indirectly through ER.

The negative direction of the coefficients toward SR indicates that increases in SI, ML, and ER contribute to a decrease in suicide risk.

3.2.4. Goodness of Fit (GoF)

The feasibility of the model was evaluated using the Goodness of Fit (GoF) values. The calculation results are presented in Table 8.

Table 8. Goodness of Fit (GoF) Results

	Average variance extracted (AVE)	R-square
ER	0.872	0.477
ML	0.882	
SI	0.902	
SR	0.898	
Average	0.8885	
GoF	0.704	0.5575

Based on the calculations in Table 8, the GoF value was 0.704, indicating that the combined performance of the outer and inner models in this study can be classified as large.

This study aimed to examine the effects of Social Imagination and Mindful Learning on Suicide Risk among Balinese adolescents, with Emotion Regulation as a mediator. SEM analysis results showed that all hypotheses were supported, indicating that social-cognitive factors and mindful learning play a crucial role in reducing suicide risk through enhanced emotion regulation. These findings reinforce an integrative psychological model that positions emotion regulation as a key mechanism linking cognitive processes and mental health (Gross, 2015).

The results of the study indicated that Social Imagination has a significant positive effect on Emotion Regulation. This finding aligns with Bandura's social-cognitive developmental theory, which posits that the ability to process social experiences reflectively fosters self-control and adaptive emotional responses (Yanuardianto, 2019). Social imagination enables individuals to envision others' perspectives and anticipate the social consequences of their actions, helping them interpret interpersonal situations more rationally and less reactively. Vygotsky also emphasized that social imagination is a higher-order mental function developed through social interactions, which subsequently contributes to the development of emotional maturity (Rusdiana et al., 2025). In the context of adolescence, the ability to understand others' emotions and perspectives is closely related to empathy, social adjustment, and emotional stability (Dwiyana et al., 2025). Adolescents with high Social Imagination are better able to interpret social conflicts as normative experiences rather than personal threats, making them less likely to engage in extreme emotional reactions. This explains why Social Imagination in this study contributed to enhanced emotion regulation.

Furthermore, Mindful Learning was also found to have a positive effect on Emotion Regulation. This finding aligns with Kabat-Zinn's mindfulness theory, which posits that full awareness of present-moment experiences enables individuals to respond to emotions more adaptively (Kabat-Zinn, 2003). Mindful learning encourages individuals to observe their thoughts, feelings, and sensations non-reactively, forming the foundation for effective emotion regulation (Periana & Fridari, 2025). In educational approaches, Langer explained that learning accompanied by full awareness enhances cognitive flexibility and openness to new experiences, which positively impacts emotional resilience (Demick, 2002). These findings reinforce the results of Baer et al. and Hayes et al., which demonstrated that mindfulness plays a significant role in reducing emotional reactivity and enhancing impulse control (Baer et al., 2006; Hayes et al., 2011). Adolescents who practice mindful learning not only enhance their academic abilities but also develop greater sensitivity to their internal emotional states.

The analysis also revealed that Social Imagination and Mindful Learning have a significant negative effect on Suicide Risk. This finding supports Beck's cognitive theory (1976), which posits that suicide risk increases when individuals become trapped in negative cognitive schemas, such as shattered expectations and overgeneralization of failures (Sarwar & Asmat, 2025). Social Imagination helps individuals envision broader social possibilities, thereby reducing all-or-nothing thinking patterns. Meanwhile, mindful learning assists individuals in accepting negative experiences without self-judgment, as described in the concept of acceptance-based coping (Hayes et al., 2011).

Furthermore, Emotion Regulation was found to have a significant negative effect on Suicide Risk. This finding is consistent with Joiner's suicidal ideation model, which states that failures in emotion regulation increase vulnerability to feelings of hopelessness and the desire to end one's life (Joiner, 2005). Gross also emphasized that individuals with maladaptive emotion regulation are more vulnerable to psychological disorders, including depression and suicidal

ideation (Gross, 2015). Conversely, the ability to engage in cognitive reframing and control emotional impulses serves as a strong protective factor (Ezawa & Hollon, 2023).

In examining the mediating role, this study found that Emotion Regulation mediates the relationship between Social Imagination and Mindful Learning and Suicide Risk. This indicates that the effects of these two variables on suicide risk largely operate through improvements in internal emotion regulation mechanisms. These findings support Gross's process-based regulation model, which explains that changes in psychological behavior do not directly impact outcomes but work through the regulation of internal emotional processes (Gross, 2015).

In the context of Balinese culture, these findings hold particular relevance. Collectivist values, the concept of social harmony, and pressures toward social conformity can amplify the impact of negative emotions if individuals lack healthy regulation mechanisms (Boroş et al., 2019). Social Imagination helps adolescents understand social norms flexibly, while Mindful Learning fosters a stable inner awareness. The combination of both creates a protective psychological system against social pressures that often trigger emotional distress.

Although the study results indicate high reliability and strong relationships, interpretations should still be approached with caution. Excellent statistical values reflect strong measurement quality, but replication in other cultural contexts is necessary to test the stability of the model (Jarantow et al., 2023). Furthermore, follow-up studies using a longitudinal design could provide a deeper understanding of the long-term dynamics of emotion regulation.

Practically, the findings of this study underscore the importance of school-based interventions that focus not only on academic aspects but also on strengthening emotional awareness and social competence. Mindfulness-based school programs and social-emotional training have been shown to effectively reduce stress and enhance students' psychological well-being (de Carvalho et al., 2021). Therefore, enhancing emotion regulation through mindful learning and the development of social imagination can serve as a preventive strategy to reduce suicide risk among adolescents.

4. Conclusion

This study demonstrates that Social Imagination and Mindful Learning play a crucial role in enhancing the mental health of Balinese adolescents through the mechanism of Emotion Regulation. Both variables were found to significantly improve Emotion Regulation, indicating that the ability to understand social dynamics and maintain full awareness during learning can strengthen adolescents' capacity for adaptive emotion management. Furthermore, Social Imagination and Mindful Learning also had a significant negative effect on Suicide Risk, meaning that higher levels of these abilities are associated with a lower tendency toward suicidal thoughts or behaviors.

Overall, the research model demonstrated high validity and strong predictive capability in explaining the factors influencing suicide risk among Balinese adolescents. These findings provide a scientific basis for developing preventive intervention programs based on mindful learning, social-emotional training, and the strengthening of emotion regulation mechanisms in schools, families, and traditional communities. In the context of Balinese culture, which emphasizes social harmony and normative pressures, strategies that focus on emotional well-being and self-awareness are particularly relevant for reducing suicide risk among adolescents.

Based on the study findings, it is recommended that schools and educational institutions integrate Social Imagination and Mindful Learning into adolescent learning and mental health programs, as both variables significantly enhance Emotion Regulation and reduce Suicide Risk. Strengthening emotion regulation skills through mindfulness-based and social-emotional learning approaches may serve as an effective preventive strategy for adolescent suicide. Given the strong mediating role of Emotion Regulation, intervention programs should prioritize emotional awareness, cognitive reframing, and impulse control. In the Balinese context, culturally sensitive approaches that incorporate local values of reflection, mindfulness, and social harmony are strongly recommended to increase intervention effectiveness. Future research is encouraged to apply longitudinal or experimental designs and to test this model in different cultural settings to enhance causal inference and generalizability.

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