

Development of Information Service Modul to Enhance Meaning of Life: A Study on Minangkabau Adolescents

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Abstract

This study examined the development of informational service materials aimed at enhancing the meaning of life among Minangkabau ethnic students in secondary schools. "Meaning of life" is a psychological concept referring to an individual's sense of purpose, significance, and life satisfaction. The research employed a Research and Development (R&D) approach using the ADDIE model, and data analysis was conducted using the Wilcoxon Signed Rank Test. The results indicate that the developed informational service materials are valid in terms of content and design, practical, and effective in improving the students' meaning of life. These materials were tested on a small group using a limited trial method, which demonstrated an increase in the meaning of life before and after the informational service was provided. The implications of this study suggest that the use of informational services to enhance the meaning of life can be effectively applied to students, as it has a positive psychological impact.

Keywords: Informational service, meaning of life, Minangkabau adolescents

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Introduction

The meaning of life has attracted the attention of many scientists and psychologists due to its significant impact on individuals' quality of life (Lian & Chen, [2024](#); Lv, [2024](#); Miragall et al., [2024](#); Ojalammii et al., [2024](#)). Numerous factors influence the level of life meaning, including social support, personality, and mental health. The meaning of life results in a high level of subjective well-being, which encompasses all forms of evaluation of a person's life or emotional experiences (Auger et al., [2024](#); Levy, [2024](#); Li & Tien, [2024](#); Review et al., [2024](#); Terms, [2024](#); Zhai et al., [2024](#); Zhang et al., [2024](#)). This subjective well-being is the result of a combination of high life satisfaction,

high positive affect, and low negative affect, influenced by, among other things, the achievement of an individual's life meaning (Hallford et al., [2024](#); Mavondo et al., [2024](#); Ojalammi et al., [2024](#); Ramli et al., [2024](#); Zeb & Yildirim, [2024](#))

The meaning of life is a psychological construct first conceptualized by Viktor Frankl in [1959](#) in his famous work "Man's Search for Meaning." This concept emerged from his experiences during World War II and the post-war years (Bayram & Artan, [2024](#); Machielse, [2024](#); Napier et al., [2024](#); Weijer & Michel, [2024](#)). The effects of the war caused many individuals to fail to find meaning in their lives. Indicators include people appearing bored, empty, and lacking life purpose (Aviv et al., [2024](#); Halama et al., [2024](#); Jiang & Zhang, [2024](#); Lin, [2023](#); Zhu, [2024](#)). Frankl believed that all human lives have meaning and purpose in every circumstance, even in situations of intense or unavoidable suffering (Frankl, [1959](#)). Based on this understanding, Frankl founded a psychotherapy technique called logotherapy to help individuals find their life purpose (Humer et al., [2024](#)).

Several experts have opinions regarding the definition of the meaning of life. Yalom ([1980](#)) sees the meaning of life as a combination of an individual's external demands with their inner world. Nozick ([1981](#)) emphasizes that the meaning of life is an individual's effort to transcend the boundaries of individual life. The narrower the boundaries of life, the less meaningful it becomes. Baumeister ([1991](#)) states that the meaning of life is achieved by overcoming the basic needs for purpose, efficiency, and self-esteem. Reker ([2000](#)) argues that the meaning of life is the perception of order, coherence, the purpose of existence, and the pursuit and achievement of valuable goals with satisfaction. Pirtle and Plata ([2008](#)) define the meaning of life as the perception of cohesion and solidarity. These definitions indicate that experts agree that the meaning of life is inherent in individuals and is the foundation of all their activities throughout life.

Previous research shows that individuals who fail to identify the meaning of life are more likely to experience emptiness (Harlow & Newcomb, [1990](#)), meaninglessness leading to existential neurosis (Patterson, [1991](#); Fujita & Diener, [1992](#)), suicidal tendencies (Taylor, [1992](#)), juvenile delinquency

(Kinner, [1994](#)), loss of reason to live (Debats et al., [1995](#)), symptoms of distress and dependency (Hafez, [2006](#)), neurotic and psychotic differences (Harlow & Saleh, [2007](#)), psychological burnout, physical illness, stress, drug abuse, alcoholism, overeating habits, and a sense of alienation (Hasan, 2010; Kadhim, 2019).

Other research indicates that a positive mood can enhance the experience of life's meaning. A positive mood makes individuals feel that their lives are more meaningful (King et al., [2006](#)). The meaning of life has a strong relationship with psychological well-being, stronger towards the positive dimensions of well-being than the negative (Zika & Chamberlain, [1992](#)). The meaning of life contributes positively to positive affect in the acculturation process, helping individuals cope with acculturative stress (Pan et al., [2008](#)). Positive mood and social relationships serve as information for assessing the meaning of life, showing that positive social interactions enhance the perception of life's meaning (Hicks & King, [2009](#)). The meaning of life promotes the use of proactive coping strategies through positive affect, indicating that the meaning of life helps individuals cope with future stress (Miao et al., [2017](#)). The meaning of life is positively related to subjective well-being through increased self-efficacy, indicating that the meaning of life helps enhance individual well-being through increased self-confidence (Wang et al., [2021](#)).

In the school context, students need to have a sense of life's meaning (Ojalammi et al., [2024](#)). This is due to the developmental phase of adolescence, which demands the search for self-identity (Huang & Zhang, [2024](#)). At this stage, the meaning of life for students becomes very important, reflected in their daily behaviors, whether positive or negative (Mutuyimana & Maercker, [2024](#)). If the behavior is positive, it can be assured that the student's sense of life's meaning is high (Aviv et al., [2024](#)). Conversely, if students engage in many negative actions such as truancy, suicide, bullying, drug use, brawls, traffic violations, etc., it indicates that their sense of life's meaning is problematic (Hu & Lü, [2024](#); Huang & Zhang, [2024](#); Mutuyimana & Maercker, [2024](#); Sangeorzan, [2024](#); Zhou & Chen, [2024](#)). Therefore, it is necessary to develop an intervention to enhance and cultivate life's meaning in students, one of which is by providing information services.

Providing information services is considered very effective in giving students the new information they need to broaden their insights and understanding of achieving happiness in every life activity. This aligns with the research by Tanjung et al. ([2018](#)), which used information services to improve students' learning skills. Previous research also supports this finding, showing that students' understanding of adolescent reproductive health can be improved through information services



(Wulandari & Nirwana, [2012](#)).

Based on the various phenomena mentioned above, contextualizing the meaning of life for students shows a close relationship. Students with low life's meaning have a relationship with the information they consume. This assertion is made because every individual needs information to sustain life. Information services in secondary education institutions have been specifically established under the name Guidance and Counseling. This article explicitly presents the guidelines and materials for information services that will be provided to students to enhance their sense of life's meaning.

Therefore, in line with the needs of this research, which examines the development of information services to enhance the meaning of life for secondary school students, the researcher uses the definition of life's meaning from the thoughts of Yalom ([1980](#)) and Reker ([2000](#)). According to them, the meaning of life is a combination of an individual's external relationships with their inner world. This concept refers to an individual's view of their life, through functions and purposes in living a meaningful life.

Studies on the meaning of life have been extensively conducted by previous researchers in various aspects, from the profile of life's meaning to ways of enhancing it. Research conducted by Fridayanti ([2013](#)) on the meaning of life in psychological studies stated that the meaning of life is very important in optimizing human functions, especially when facing problems and negative, unwanted, burdensome, and stressful situations.

Research in Korea by Kyun-ah et al. (2009) on the relationship between self-esteem, the meaning of life, and spiritual well-being in secondary school students found significant differences between gender, class, and region in terms of the meaning of life, spiritual well-being, and significant correlations between self-esteem, the meaning of life, and spiritual well-being. Therefore, self-esteem, the meaning of life, and spiritual well-being are considered important factors for healthy development during secondary school. These three variables should be considered as the main content for student self-development programs in schools.

Amalia et al., ([2017](#)) conducted a cultural-based study on the meaning of life among junior high school students with a Samin cultural background. They found that students could find meaning in life through three sources of values: experiential values (45%), attitudinal values (29%), and creative values (26%). This result indicates that fulfilling the meaning of life for students with a Samin cultural background prioritizes the appreciation of life values before acting and responding to situations.

Research on Tengger ethnic junior high school students by Ningsih et al. ([2017](#)) found that the

majority of students had a high sense of life's meaning, while some were in the moderate category. Students with a high sense of life's meaning had clear life goals and were responsible for their lives, making them more appealing to those around them.

Based on several relevant research studies described above, it can be concluded that the meaning of life must be present and grow during adolescence. This meaning of life becomes a control over displayed behavior, preventing self-harmful actions such as truancy and juvenile delinquency. Guidance and Counseling services in schools are one of the solutions that can be used to enhance adolescents' sense of life's meaning.

Method

Design

This study used a modified ADDIE method (Analysis, Design, Development, Implementation, Evaluation) in developing information services. The modified ADDIE was chosen because this study only conducted a limited effectiveness test. The subjects of this study consisted of: (1) experts who would conduct feasibility tests on the content and presentation of the materials. This stage involved three experts appointed to conduct a feasibility test on the content and three experts appointed to conduct a feasibility test on the presentation, and (2) target product users.

Participants

In this study, selecting participants is a very important step because it greatly affects the validity and generalization of the research results. In this context, the chosen participants were class XI F (phase F), selected based on the results of measuring their low meaning of life. These selected participants then underwent a limited group test on the low meaning of life items based on the compiled and reviewed service materials.

Measurement

Data collection in this research used a questionnaire. The instrument used was a Likert scale questionnaire developed from Yalom's (1980) theory of the meaning of life. The responses consisted of strongly agree, agree, disagree, and strongly disagree. Examples of scale items include "I consider my life meaningful," "Many things in my life have valuable meaning," and "I have clear goals in my life." The Cronbach's alpha score for the meaning of life scale was 0.742.

Meanwhile, the measurement of whether the developed information service module met good

criteria was conducted through an evaluation questionnaire. The content evaluation questionnaire for the information service module on the meaning of life is presented in Table 1. The display evaluation questionnaire is presented in Table 2.

Table 1

Content evaluation of informational materials and services by experts

Assessment Indicators	Assessment Items	Assessment Criteria				
		VS	S	QS	US	VUS
1. User Guide for Using Service Materials						
A. Foreword						
B. Table of Contents						
C. Overview	1. Guide Description					
	2. Foundation for Developing Service Materials					
	3. Benefits of Service Materials					
	4. Mapping of Basic Competencies and Indicators					
	5. Arrangement of Materials					
	6. Supporting Materials					
	7. General Instructions for Service Materials					
	8. Implementation Method of Services					
	9. Service Plan					
D. Activity Guidelines	1. Interpreting Fear of Death					
	2. The Importance of Optimism Towards the Future					
	3. Facing Insecurity					
	4. Daring to Take Risks					
	5. Dangers of Negative Thinking and Negative Feelings					
E. Closing						
F. Appendix: Implementation Plan of Services						
2. Service Materials						
A. Foreword						
B. Table of content						
C. CHAPTER I	1. Short Description					
	2. Objectives					
	3. Sequence					
	4. Material "Interpreting Fear of Death"					
	5. Summary					
	6. Evaluation					
	7. References					
D. CHAPTER II	1. Brief Description					

Assessment	Assessment Items	Assessment Criteria				
	2. Objectives					
	3. Sequence					
	4. Topic: "The Importance of Optimism for the Future"					
	5. Summary					
	6. Evaluation					
	E. CHAPTER III	7. Brief Description				
8. Objectives						
9. Sequence						
10. Topic: "Dealing with Insecurity"						
11. Summary						
12. Evaluation						
13. References						
F. CHAPTER IV	14. Brief Description					
	15. Objectives					
	16. Sequence					
	17. Topic: "Taking Risks Courageously"					
	18. Summary					
	19. Evaluation					
	20. References					
G. CHAPTER V	21. Brief Description					
	22. Objectives					
	23. Sequence					
	24. Topic: "The Dangers of Negative Thinking and Negative Feelings"					
	25. Summary					
	26. Evaluation					
	27. References					

Noted: VS = very suitable, S= suitable, QS= quite suitable, US= unsuitable, VUS= very unsuitable

Table 2

Evaluation of the appearance of guidance and informational materials by experts

Assessment Indicators	Assessment Items	Assessment criteria				
		VS	S	QS	US	VUS
I. User Guide for Using Service Materials						
A. . Cover Design	1. Appearance of the user guide cover					
	2. Font style on the cover					
	3. Text color on the cover					
	4. Image on the cover					
B. Font Type and Size	5. Font variations used					
	6. Font size used					
	7. Font type used					
C. Colors Used	8. Selected text color					

Assessment	Assessment Items	Assessment criteria				
	9. Color of text different from title, subtitle, and material description					
	10. Use of bold, italic, and font color variations					
D. Blank Space or Spacing	11. Spacing between words					
	12. Paragraph spacing					
	13. Paper margins					
	14. Consistency in typing patterns and margins					
E. Quality of Materials	15. Use of white paper for contrasting with text color					
	16. User guide for printed service materials					
2. Evaluation of Service Material Design						
A. Cover Design	17. Cover Material Presentation					
	18. Font Style on the Cover					
	19. Text Color on the Cover					
	20. Images on the Cover					
B. Font Type and Size	21. Font Variations Used					
	22. Font Size Used					
	23. Font Type Used					
C. Colors Used	24. Selected Text Color					
	25. Font Color Different from Title, Subtitle, and Material Description					
	26. Use of Bold, Italic, and Font Color Variations					
D. Blank Space or Spacing	27. Spacing Between Words					
	28. Paragraph Spacing					
	29. Paper Margin Borders					
	30. Consistency in Typing Patterns and Margins					
E. Quality of Service Materials	31. Use of White Paper to Enhance Contrast with Font Color					
	32. Printed Service Material					

Noted: VS = very suitable, S= suitable, QS= quite suitable, US= unsuitable, VUS= very unsuitable

Procedure

This study uses a type of developmental research known as research and development (R&D). According to Yusuf (2003), this type of research aims to develop products or procedures to improve existing ones. This research was conducted to develop service materials and information guidelines

to enhance the meaning of life for high school students. The development of these materials and guidelines follows the ADDIE model.

The stages of developing service materials and information guidelines to enhance the meaning of life for high school students are as follows: First, the Analyze stage: This stage includes identifying the needs and characteristics of individuals related to the meaning of life. Second, the Design stage focuses on designing an information service program with appropriate strategies. Third, the Development stage involves implementing the information service according to the planned design. The Implementation stage involves the active participation of individuals in receiving the information service. Lastly, the Evaluation stage measures the level of meaning of life in participants before and after receiving the information service.

Data Analysis

The data analysis techniques used in this research are as follows: First, Descriptive Analysis. This technique describes the characteristics of the score distribution for each respondent in the content validation activities conducted with lecturers or counselors and in limited trials for product usability with guidance counseling teachers or counselors. Second, Nonparametric Statistical Analysis using Kendall's Coefficient of Concordance Test. This test is used to assess the improvement in the meaning of life for high school students before (pretest) and after (posttest) receiving the information service. The nonparametric Wilcoxon Signed Rank Test is conducted with the assistance of the Statistical Product and Service Solutions (SPSS) version 25 program.

Results

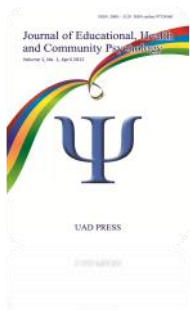
Results of the Information Service Material Trial

The validation test was conducted to validate the content feasibility with 3 experts as follows:

Table 3

Results of Kendall's Coefficient of Concordance (W) Test on Content Feasibility Assessment by Experts

<i>N</i>	<i>Kendall's W</i>	<i>Chi Square</i>	<i>Asymp. Sig</i>	<i>Df</i>
3	.946	34.048	.0001	12



In Table 3, the Chi-Square value is 34.048, significant at 0.000 with a probability <0.05 . The data above can be interpreted as indicating no significant differences in the evaluations provided by experts regarding the content of the service materials, suggesting consensus in the assessment by the three experts of the service material product that has been created. Based on the description above, it can be concluded that the assessments provided by the experts indicate that the guidelines and service materials developed are deemed highly suitable for implementation by Guidance Counselors in schools. Therefore, it can be inferred that the experts agree on the validity of the manual content and the organized service materials. Validation testing was conducted to validate the suitability of the presentation by the three experts as presented in Table 4.

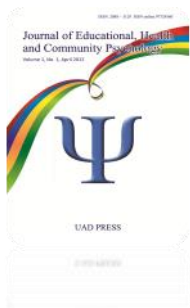
Table 4

Results of the Kendall's Concordance Test (W) for Display Feasibility Assessment by Experts

N	Kendall's W	Chi Square	Asymp. Sig	Df
3	.967	26.106	.002	9

The data processing results in Table 4 show a Chi-Square of 26.106 and an Asymp. Sig of 0.002. This means the probability is <0.05 . Therefore, there is no difference in expert assessments of the service material presentation, indicating consensus among the three experts regarding the research product. Nieveen (Rochmad, [2012](#)) stated that service materials are considered valid in terms of content and presentation if they meet quality aspects; they can be deemed valid if deemed suitable for use with or without revisions by validators.

From this explanation, it can be concluded that the service materials developed by the researcher and evaluated by experts are valid in terms of content and presentation with the condition of revisions. Seen from the design of the developed service materials adjusted to the content/material and language easily understood by guidance and counselling teachers, as well as the appearance of the service



materials being attractively arranged for reading and use in providing information services to students.

Furthermore, the presentation aspect, such as the quality elements of the service materials, is well-organized and designed attractively. The arrangement of these service materials considers organization, attractiveness, font size, spacing, and consistency in writing the service materials. This is consistent with what Daryanto (2013) explained, that learning materials are designed and developed while considering several elements that require: organizational format, attractiveness, font size, empty spaces, and consistency. Grant (2008) stated that the content of the developed materials is designed based on student needs information taken during the needs analysis stage, thus making the quality of the developed content adaptive. This opinion aligns with the service material development process, where the development of service materials is based on needs analysis of students at SMAN 1 Batipuh, evaluated by content and presentation validators, and the validation results of the service material experts stated as valid in terms of content and presentation with revisions according to validity requirements. Then the service materials are revised according to the directions and inputs of the validators for the perfection of the developed product, followed by limited trials.

Practicality Test Results

The practicality test data were obtained from three high school counselors who filled out each research instrument to determine the consistency of assessments among counselors according to the use of service materials. The researcher's analysis tested the Kendall Concordance coefficient (W). The processed data results are shown in Table 5.

Table 5
Results of Kendall's Coefficient of Concordance (W) Test on the Practicality of Service Materials

<i>N</i>	<i>Kendall's W</i>	<i>Chi Square</i>	<i>Asymp. Sig</i>	<i>Df</i>
3	1.000	6.000	.050	2

Based on the calculations, a chi-square value of 6.000 was obtained with an asymptotic significance of 0.050. This means that with a probability value <0.05 , there is no significant difference from the given estimate. From this, it can be concluded that there is agreement in the assessment of the product to be developed by the guidance and counselling teacher. The practical test data is compiled based on the research instrument used, which is a filled-in checklist by 34 high school respondents. The analysis used is the Kendall's coefficient of concordance (W). The data processing results by students can be seen in Table 6.

Table 6

Results of the Kendall's Coefficient of Concordance (W) Test on the Practicality of Service Materials

<i>N</i>	<i>Kendall's W</i>	<i>Kotak Chi</i>	<i>asymp. Sig</i>	<i>Df</i>
34	0.344	23.402	0.000	2

Based on the calculated results, a chi-square value of 23.402 was obtained with an asymptotic significance value of 0.000. This indicates that there is no significant difference in the assessments provided. Therefore, it can be interpreted that all respondents easily understood the service materials and agreed that these service materials can be well understood and used by respondents to enhance the meaning of life.

Akker (Rochmad, 2012) suggested that a developed product is deemed practical if practitioners or experts state that the developed product can be applied in the field. Nieveen (Rochmad, 2012) mentioned that the practicality of a developed product can be assessed by the level of ease and usefulness in its use. The practicality in this research is determined by the responses from Guidance and Counseling Teachers and students. Response instruments are used to determine the user responses to the developed learning product regarding how suitable and easy it is to apply the learning product. The service materials and guidelines can be considered practical if teachers and students provide positive responses.



Research findings indicate that the developed product in the practicality test for Guidance and Counseling Teachers is categorized as Very Good, while for students, it is categorized as Good. This implies that Guidance and Counseling Teachers and students find it easy to use the developed product. These service materials are practical for use by Guidance and Counseling Teachers in secondary schools to enhance the meaning of life for students because in terms of planning, the tools and materials outlined in the service materials can be provided without difficulty.

Results of the Trial of Information Service Materials on Students

In Table 7, it can be seen that the negative rank is 0^a, meaning there is no decrease in the level of meaning of life among high school students before receiving information services using the service materials. Furthermore, the positive rank value is 34^b, indicating that the meaning of life for students increased after receiving information services using the service materials.

Table 7
Results of the Wilcoxon Signed Rank Test Before and After Providing Information Services Using Service Materials

		N	Mean Rank	Sum of Rank
Posttest-pretest	Negative Rank	0 ^a	.00	.00
	Positive Rank	34 ^b	17.50	595.00
	Ties	0 ^c		
	Total	34		

a. Posttest < Pretest b. Posttest > Pretest c. Posttest = Pretest

Then, a ties value of 0^c indicates that no students had the same level of meaning of life between the pretest and posttest. Further significance can be seen in Table 8 below:

Table 8
Significance Test of the Increase in Students' Meaning of Life through the Provision of Information Services Using Service Materials



	<i>Posttest-pretest</i>
Z	-5.087 ^b
Asymp. Sig. (2-tailed)	.000

a. *Wilcoxon Signed Rank Test*
 b. *Based on Negative Rank*

Based on Table 8, it is noted that the Asymp.Sig value is 0.000, which is smaller than 0.05. Therefore, it can be concluded that there is a significant difference in the students' meaning of life levels before and after receiving information services using the provided materials. The posttest scores are higher than the pretest scores, indicating that the information service materials effectively enhance the meaning of life among senior high school students of Minangkabau ethnicity.

This improvement occurs because students increasingly recognize and understand the issues they have faced or are currently facing. Moreover, the materials presented include introductory videos and case examples that are closely related to the students' own experiences. These conditions are tailored to the needs and issues faced by students in school.

The researcher's assumption is in line with Muiz's (2022) assertion that needs analysis plays a crucial role in school counseling services, making Guidance and Counseling programs in schools relevant. Therefore, it can be concluded that the developed information service materials are effective in enhancing the meaning of life among Minangkabau ethnic students in Grade XI F4 at SMAN 1 Batipuh.

Discussion

The aim of this study is to develop an informational service module to enhance students' sense of meaning in life. This research produced reliable informational materials along with guidelines for their use by guidance and counseling teachers. Expert assessments indicate that the developed guidelines and service materials are highly suitable for implementation by school Guidance Counselors. The study results show that the service materials created by the researcher and evaluated by experts are valid in terms of content and presentation, with some revisions needed.

Additionally, the study indicates agreement among guidance and counseling teachers regarding the product's development. When applied to high school students, all participants easily understood the service materials and agreed that they effectively enhance the sense of meaning in life.

Rochmad ([2012](#)) stated that the effectiveness of a product can be seen from the research objectives and product development. The effectiveness can be observed from the results obtained by students, student activities, and student responses. The developed product in the form of informational materials has been effectively used according to effectiveness criteria, where students easily understand the information, pay attention to the information conveyed, take notes on important information provided, actively participate in the services offered, engage in discussions with groupmates, and are able to draw conclusions from the information received. The researcher's assumption aligns with Muiz's (2022) assertion that needs analysis plays a significant role in guidance and counseling services in schools, making the programs and counseling services in schools appropriate.

To assess the effectiveness of the developed informational materials, the researcher initially conducted a pretest using a meaning of life instrument among students at the beginning of the sessions. Subsequently, the informational materials were implemented over five sessions, each focusing on specific content designed to enhance students' sense of purpose. Following the implementation, a posttest using the meaning of life instrument was administered to evaluate the materials' impact. The results revealed a significant improvement in students' understanding of and reflection on their current and past challenges. The materials included introductory videos and case studies directly relevant to students' experiences and school-related issues. Hence, it can be concluded that the developed informational materials effectively enhance the meaning of life among Minang ethnic students in grade XI F4 at SMAN I Batipuh.

Previous studies indicate that individuals who struggle to find life's meaning are more prone to suicidal tendencies (Taylor, [1992](#)), juvenile delinquency (Kinner, [1994](#)), diminished will to live (Debats et al., [1995](#)) and feelings of emptiness (Harlow & Newcomb, [1990](#)), which can escalate to existential neurosis (Patterson, [1991](#); Fujita & Diener, [1992](#)). Additional consequences include symptoms of



distress and dependency (Hafez, [2006](#)), neurotic and psychotic disorders (Harlow & Saleh, [2007](#)), psychological burnout, physical illnesses, stress, substance abuse, overeating, and feelings of alienation (Hasan, 2010; Işık, & Üzbe, [2015](#); Kadhim, 2019).

Recommendations for future research include testing the informational service module aimed at enhancing students' sense of meaning in life using a randomized experiment control group design. This randomized design will yield more valid and reliable results, as it strictly controls for the influence of extraneous variables. More specifically, it is necessary to test the effectiveness of this informational service module on different samples, such as middle school students and university students. This will enhance the effectiveness of the information service module in improving the meaningfulness of life to be more valid and reliable.

Conclusion

Various behaviors and violations occurring in schools and society indicate a low sense of meaning of life experienced by students. Therefore, to achieve effective daily life in schools, a particular concern for guidance and counseling teachers is to enhance students' meaning of life. Therefore, with the availability of this informational service material, it is hoped to assist high school adolescents/students in enhancing their meaning of life, thereby enabling them to achieve happiness in their lives. The research findings indicate that this informational material is deemed highly suitable, practical, and effective for use by teachers to help enhance students' meaning of life in schools. This identifies that the product created in this study is accepted by guidance and counseling teachers and beneficial for high school students in enhancing their meaning of life. Based on the findings and discussion above, it can be concluded that informational services are effective in enhancing students' meaning of life.

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