

## Enhancing Adolescents' Psychological Well-Being through Logotherapy-Based Psychoeducation

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### Abstract:

*The search for meaning in life is a fundamental aspect of an individual's psychological well-being. Adolescents, as individuals in the process of building their identities, often face challenges in discovering their life's meaning. This study aims to examine the effectiveness of a psychoeducation program based on logotherapy (meaning-centered therapy) in enhancing students' understanding of life's meaning and its impact on happiness and self-confidence. This study employs a quasi-experimental method with a pretest-posttest design without a control group. The research sample consists of students from SMP Negeri 7 Sawang, selected using the purposive sampling technique. The psychoeducation program was conducted through lectures, discussions, and reflections on life's meaning, with evaluations carried out using a meaning-in-life scale instrument. The results indicate a significant increase in students' understanding after participating in the psychoeducation program. Students who previously had a low understanding of life's meaning showed improved scores after the intervention and demonstrated more positive and confident attitudes. The conclusion of this study is that the logotherapy-based psychoeducation program effectively enhances students' understanding of life's meaning. The implications of this study suggest that similar interventions can be integrated into school curricula to support students' psychological well-being. Future research is recommended to use a larger sample and consider experimental methods with a control group.*

**Keywords:** Happiness, logotherapy, meaning in life, psychoeducation, self-confidence.

## 1. Introduction

The search for meaning in life is a fundamental human need that significantly impacts psychological well-being and quality of life. Viktor Frankl (2006), through his logotherapy, emphasized that humans have an inherent drive to find meaning in their lives, and failure in this search can lead to various psychological issues, including feelings of emptiness and loss of direction. This concept has become increasingly relevant in the modern era, where social, academic, and economic pressures often make individuals feel lost and purposeless. This highlights that the search for meaning in life is not only crucial for psychological well-being but also essential for maintaining mental health and overall happiness (Hafnidar, 2023). Therefore, psychological interventions such as psychoeducation are essential in helping individuals, especially adolescents, understand and find meaning in their lives.

In the educational context, adolescents are in a developmental phase where they begin to form their identities and life goals. Previous studies indicate that a better understanding of life's meaning contributes to increased happiness and self-confidence (Bastaman, 2007). However, there remains a gap in the implementation of logotherapy-based psychological interventions in school settings, particularly in Indonesia. Most research on the meaning of life has focused on adults or specific groups, such as patients with psychological disorders, while studies examining the effectiveness of interventions among school-aged adolescents remain limited.

This study aims to explore the effectiveness of a psychoeducation program in enhancing students' understanding of life's meaning and its impact on their happiness and self-confidence. The program was implemented among students of SMP Negeri 7 Sawang using lectures, discussions, and pretest-posttest evaluations. The findings of this study are expected to contribute to the development of more effective logotherapy-based psychological intervention strategies in educational settings. Additionally, this study seeks to fill the existing gap in literature regarding the implementation of logotherapy-based psychoeducation for adolescents in schools.

Thus, this study holds significance not only in academia but also in the development of educational curricula that prioritize students' psychological well-being. By integrating a holistic approach that combines humanistic psychology theories and spiritual values, this research is expected to help foster a generation of young individuals who are happier, more confident, and have a clear sense of purpose in life (Wijayanti & Lailatushifah, 2012).

## 2. Method

This study aims to assess the effectiveness of a psychoeducation program in enhancing students' understanding of life's meaning and its impact on their happiness and self-confidence. The study employs a quasi-experimental design with a pretest-posttest approach without a control group. The research population consists of students from SMP Negeri 7 Sawang, with a sample of 25 students selected through purposive sampling based

on their willingness to participate in the psychoeducation program. The study followed several stages, beginning with an initial data collection through a pretest to measure students' baseline understanding of life's meaning. The intervention was then conducted in the form of psychoeducation sessions, which included lectures, discussions, and reflective activities on the importance of finding life's meaning. After the intervention, a posttest was conducted to evaluate improvements in students' understanding.

The research instrument used was the meaning-in-life scale questionnaire adapted from Viktor Frankl's logotherapy theory, covering aspects of creative values, experiential values, and attitudinal values. The collected data were analyzed descriptively to assess changes in pretest and posttest scores, and statistical testing using the Wilcoxon non-parametric test was performed to determine the significance of differences before and after the intervention. Through this approach, the study aims to provide deeper insights into how logotherapy-based psychoeducation programs can effectively enhance students' psychological well-being.

### 3. Results

This study aims to examine the effectiveness of a psychoeducation program in enhancing students' understanding of life's meaning and its impact on happiness and self-confidence. The results indicate a significant increase in understanding after the intervention was conducted.

**Table 1.**  
*Comparison of Pretest and Posttest Results*

Score	Pretest (Number of Students)	Posttest (Number of Students)
2	2	0
3	1	0
4	4	0
5	3	0
6	3	3
7	7	7
8	6	6
9	0	3
10	1	6

From the table above, it is evident that before the psychoeducation program, most students had a low understanding of life's meaning, with an average pretest score of 5.96. After the intervention, the average score increased to 7.48 in the posttest. Statistical analysis using the Wilcoxon test showed that this score increase was significant, confirming the effectiveness of the psychoeducation program in enhancing students' understanding of life's meaning.

In addition to the score improvement, observations during the program implementation also indicated changes in student attitudes. They became more active in

discussions, demonstrated increased self-confidence, and were better able to articulate their thoughts on life's meaning. These findings suggest that logotherapy-based psychoeducation not only contributes to cognitive understanding but also positively impacts students' emotional and social aspects.

#### **4. Discussion**

The results of this study confirm that the logotherapy-based psychoeducation program is effective in enhancing students' understanding of life's meaning. The significant increase in posttest scores indicates that the approach used in this program successfully provided students with new insights into the importance of having a life purpose. Compared to previous studies, these findings align with Bastaman's (2007) research, which states that understanding life's meaning contributes to an individual's psychological well-being. Furthermore, Frankl's (2006) theory also supports that logotherapy can help individuals discover meaning in their lives, leading to increased self-confidence and happiness.

The implications of these findings suggest that logotherapy-based psychoeducation can be integrated into educational programs to help students better navigate life's challenges. However, this study has limitations, such as a small sample size and the absence of a control group for comparison. Therefore, future research is recommended to involve a larger sample and compare the effectiveness of this intervention with other methods.

#### **5. Conclusion**

This study examined the effectiveness of a psychoeducation program in enhancing students' understanding of life's meaning and its impact on their happiness and self-confidence. The findings indicate that logotherapy-based psychoeducation significantly improves students' comprehension of life's meaning, as evidenced by increased posttest scores compared to pretest results. Additionally, students who participated in the program exhibited more positive attitudes, increased self-confidence, and better articulation of their thoughts on life's purpose. The observed improvements suggest that the methods used in this program, including lectures, discussions, and reflections, were effective in helping students grasp the importance of having a meaningful life. The study's implications suggest that logotherapy-based psychoeducation can be integrated into school curricula to enhance students' psychological well-being. However, given the study's limitations, future research should involve a larger sample size and consider other influencing factors to further validate the effectiveness of this intervention.

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