

Exploring the Impact Meaning of Life on the Personal-Social Development of High School Students in Indonesia: An Exploratory Factor Analysis

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KEYWORDS

Meaning of life; Personal-Social Development; Senior High School Students in Indonesia; Exploratory Factor Analysis

ABSTRACT:

This study aims to investigate the connection of meaning of life of high school students in Indonesia by presenting 23 items based on 5 main factors. Meaning of life has a very large influence on students' personal-social development. The method used in this study is quantitative with a survey method from the meaning of life scale in the field. The study was obtained randomly (random sampling) consisting of 1,436 students in grades X and XI in Indonesia, including 39.9% male and 60.1% female. Exploratory factor analysis (EFA) used on the factors of meaning of life, namely Creative Values, Experiential Values, and Attitudinal Values, showed results that from greater than 0.50, it can be interpreted that all variables used have a strong relationship and the requirements have been met.

1. Introduction

The meaning of life can be found when faced with a situation where an individual feels that his life does not bring hope (V. Frankl, 2004). Meaning of life is human subjectivity in life experiences that are different from other

individuals (Sarason, Johnson, & Siegel, 1978). Individuals who can build meaningfulness in life are certainly more capable of solving problems in their lives and wiser in looking at future problems (Chu, Fung, & Chu, 2020). Meaning of life is defined as a psychological experience of the meaningfulness of life that is

related to people's coherent understanding of themselves and individual lives (Steger et al., 2015). Individuals who are in difficulty certainly need to fulfill their meaning of life so that it does not decrease (Liang et al., 2024; Sørensen et al., 2024). Generally individuals will think that a life without positive emotions at all is probably not a life worth living. Because when individuals are in difficult life conditions. Many trials or tests come and go, such as individual relationships with other people. The important and positive thing is that the presence of meaning of life provides confidence in one's future self-expectations (Chu & Lowery, 2024; Głaz, 2024; Trzebiński et al., 2020). This is of course part of the meaningfulness of life where individuals have an awareness of the importance of social life.

Previous research has shown that the meaning of life needs to be fulfilled. The research that has been carried out related to fulfilling the meaning of life was carried out by Hanafi et al. (2018) which shows that there are twelve Osing cultural values, which will help people find the meaning of life and be accepted by society. Hanafi et al., (2018) found that counseling using Madurese cultural modeling techniques could be an alternative in an effort to increase students' meaning of life. Then (Yusron, 2018) results show that Sasak values and culture are an alternative for directing the meaning of life of high school students. (Fitri, 2018) with results showing that Karo culture is effective as an alternative in developing the meaning of life of junior high school students. Likewise, "Bibliocounseling on the Meaning of Life of Dayak Kenyah Culture" which has been researched by Hidayah et al., (2021) shows that bibliocounseling services with cultural values are effective in fulfilling students' meaning of life.

Based on various research, the meaning of life certainly has a long history, rich

connotations and factor structure. According to the cognitive motivational structure theory of meaning in life and Frankl's logotherapy theory, meaning in life can be seen from two perspectives: Presence of meaning of life and search for meaning in life (Martela & Steger, 2016; Steger, 2016; Steger, 2019). In line with this, (Frankl (1963) emphasized the role of inspiration in highlighting the importance of meaning not only in human function but also in survival. When a sense of meaning is absent in a person's life, poor functioning and psychological symptoms, such as depression, anxiety, suicidal behavior or ideation, and addiction, tend to emerge. Empirical support shows that the benefits of meaning of life are very important for individuals, especially students, this can be seen from many studies explaining the strong relationship between meaning in life as a whole (Fischer, 2018).

Several theories have explained how meaning in life develops (Frankl 1963; Ryff & Singer, 1998; Gingras et al., 2011; Wong, 2013; Gerstner et al., 2018; Yalom, 2020). Explanations about past situations also influence the meaningfulness of an individual's life (Karagöz & Ramkissoon, 2023). Where the past involves a lot of family, friends, travel partners, has very important and personally meaningful memories that define oneself and are often based on social relationships (Sedikides & Wildschut, 2019). Despite these varying conceptualizations, however, a consensus has begun to emerge that meaning in life refers to the perception that one's life is understandable, significant, and guided by important, cherished goals (Heintzelman & King, 2014; Chu et al., 2020; Martela & Steger, 2016). The search for meaning refers to the extent to which individuals actively seek to develop meaning in life (Fischer & Secinti, 2021).

Meaning of life plays an important role in the development of adolescents, especially high school students. High school students who are still in their teenage development period will be more active if they feel happy (Hasanuddin & Khairuddin, 2021). So in response to this Setyosari (2017) stated that the teacher's task of educating and directing students in this development is very important in order to become better individuals. A good personality is shown by thinking (intellectually), managing one's feelings (emotions), developing the ability to differentiate between good and bad actions (morals/ethics), judging things that are beautiful and not (aesthetics), working together with people. other (social) and other aspects. Students as learners certainly have their own perceptions in interpreting life. As a counselor or teacher, it is very important to develop perceptions and build a broader and deeper framework (Setyosari, 2020). Because the teacher's function is as a facilitator in providing and directing students to be good academically, personally and socially.

If students lack a meaning of life, students may face various psychological and behavioral problems. So it is very important to explore the factors that influence meaning in life (Chen et al., 2023). In line with this, of course there needs to be a solution that must be owned and determined because it will bring the counselor closer to carrying out the counseling process with the subject, in this case the counselee (Bellugi et.al., 1993; Mandelkern, 2019; Willer, 2013; Mithun, 1995). There is support here for the sober and familiar view that meaning comes from enthusiasm for, and some success in, the pursuit of worthwhile projects (Belshaw, 2021).

The aim of building a meaning of life in oneself will be to increase several basic assumptions Krok (2015), where individuals

are able to appreciate all changes and efforts to improve themselves Rusdiana (2017), realizing that every human being can have good hopes for their life goals (Hartanto, 2017). Life goals, short-term and long-term goals, make individuals more focused, feeling that positive changes have been achieved (Utomo et al., 2021). If individuals have and instill a meaning of life, they will experience a life that is valuable and has the value of happiness.

2. Objectives

Important to do in analyzing the relationship between the Meaning of Life and Personal-Social Development to explore the extent to which the meaning of life contributes to the personal-social development of high school students in Indonesia. Identifying the Underlying Factor Structure by determining the main factors formed from the variables of creative value, experience value, and attitude value through exploratory factor analysis. Assessing the Significance and Relevance of Variables through the strength of the relationship between variables based on the extraction value and communality, and determining the adequacy of the sample through the KMO and Bartlett tests.

Measuring the Total Variance Explained by the Main Factors whose direction is to calculate the percentage of variance explained by significant factors and determine the contribution of each factor to the understanding of the meaning of life. And providing Recommendations for Holistic Education by providing insights that can help develop educational interventions that support personal-social development through understanding and applying the meaning of life.

3. Methods

This study uses a quantitative approach with exploratory factor analysis (EFA). Data collection was carried out through online questionnaires distributed by guidance and counseling (BK) through the WhatsApp platform throughout Indonesia. The research sample was taken randomly, involving 1,436 students in grades X and XI from various regions in Indonesia (39% male and 61% female). The measurement instrument used a 4-point Likert scale: "very often (SSR)", "often (SR)", "rarely (JR)", and "never (TP)". Data analysis included the KMO and Bartlett tests, communalities, and principal component analysis with Varimax rotation. Data were visualized through a scree plot to identify the number of significant factors.

4. Results

This research was carried out online using an online questionnaire which was distributed through intermediaries from guidance counselors, MGBK heads and guidance counselors who had contacts with guidance counselors throughout Indonesia via WhatsApp. The research sample was obtained randomly (random sampling) consisting of 1,436 class X and XI students in Indonesia, including 39% boys and 61% girls. The measurement scale used is a four-point Likert type scale consisting of "very often (SSR), often (SR), rarely (JR) and never (TP)". The results of the communalities test, KMO and Bartlett's Test, Communalities, Component Transformation Matrix and Component Matrix, Component Plot of Factor And Scree Plot and variance explained will be explained as follows:

Table of KMO and and Bartlett's Test

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.910
Bartlett's Test of Sphericity	Approx. Chi-Square	8843.712
	Df	253
	Sig.	<.001

Communalities

The results of the communalities factor analysis show that from the variables used, namely items from the variables Creative Values (creative values), Experiential Values (appreciative values), and Attitudinal Values (Attitudinal Values), the results show that they are greater than 0, 50 then it can be interpreted that all the variables used have a strong relationship and the communication requirements have been fulfilled. Of all the variables used, the extraction value is greater than 0.50. So it can be interpreted that all the variables used have a strong relationship and are able to explain the factors formed. More details will be attached in the table below:

Table of Communalities

Communalities		
	Initial	Extraction
I think that in life you need to consider things carefully and deeply	1.000	.483
I know my strengths and weaknesses so I have solutions to deal with them	1.000	.585
When I have a problem with a friend, I look for the best solution	1.000	.463
I improve myself to become a better person	1.000	.476
I managed to solve my own problems through thinking	1.000	.395
I believe that every human being needs each other	1.000	.397
In my opinion, responsibility is an obligation that needs to be carried out seriously	1.000	.528
I dare to give opinions during the learning process in class	1.000	.641
I will think about what kind of sentence is appropriate to convey so that my friend is not offended	1.000	.483
I find out what my friends like and don't like so I can adjust to my friends	1.000	.702
I find it easy to socialize with other people	1.000	.497
I find out what my friends like and don't like so I can adjust to my friends	1.000	.677
I am grateful for all the advantages and limitations that I have, because no human being is perfect	1.000	.555
I am grateful to have the opportunity to discuss the subject matter	1.000	.467
Worship is the most important thing for me	1.000	.448
make friends without distinguishing between ethnic, economic and racial achievements	1.000	.621
I respect the differences in religion and belief between us in our relationships	1.000	.613
I discussed it with friends and accepted their opinions, which resulted in an agreement	1.000	.444
I participate in working together to foster good relations with the community	1.000	.401
I say 3 magic words: sorry, please and thank you, to the people around me	1.000	.429
I am concerned about friends who are less fortunate	1.000	.412
I treat friends when I don't have pocket money	1.000	.487
I am one of the students who actively participates in class learning	1.000	.551

Extraction Method: Principal Component Analysis.

Based on the results of the Extraction Method table: Principal Component Analysis above, it can be seen that there are 5 factors

from 23 items. The highest extraction result from this item is 702 and the lowest is 395.

Component Transformation Matrix and Component Matrix

Component Transformation Matrix					
Component	1	2	3	4	5
1	.535	.455	.419	.405	.409
2	-.126	.738	-.646	.109	-.102
3	-.814	.072	.248	.380	.355
4	-.174	.464	.436	-.751	.007
5	-.070	.167	.394	.340	-.834

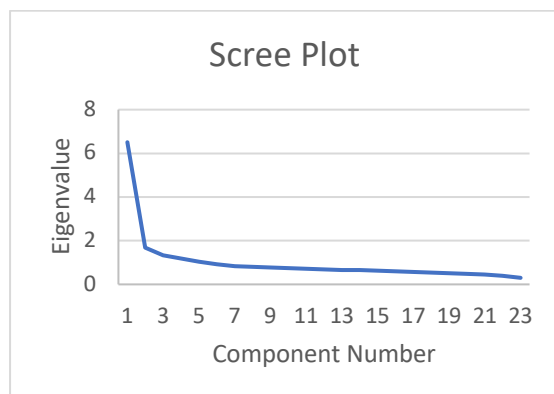
Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

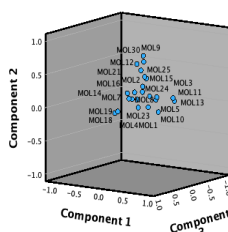
Component Plot of Factor And Scree Plot

Based on the Scree plot, it shows the eigenvalue of each factor. Eigenvalue reflects the amount of variance explained by the factor. The higher the eigenvalue, the more variance explained by the factor. The scree plot shows a sharp decline in the first and second factors, with a clear elbow point up to 23.

Figure 1 Scree Plot Figure



Component Plot in Rotated Space



Variance Explained

Total variance explained is the percentage of variance in a measuring construct that can be explained by several factors formed. The

description of Total Variance Explained is more complete in the table below;

Table 2 Total Variance Explained

Component	Initial Eigenvalues			Total Variance Explained					
				Extraction Sums of Squared			Rotation Sums of Squared		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	6.508	28.297	28.297	6.508	28.297	28.297	2.823	12.272	12.272
2	1.670	7.263	35.559	1.670	7.263	35.559	2.552	11.094	23.365
3	1.344	5.841	41.401	1.344	5.841	41.401	2.311	10.046	33.412
4	1.199	5.211	46.612	1.199	5.211	46.612	2.075	9.021	42.433
5	1.033	4.492	51.104	1.033	4.492	51.104	1.994	8.671	51.104
6	.911	3.959	55.063						
7	.845	3.674	58.737						
8	.815	3.543	62.280						
9	.766	3.330	65.611						
10	.743	3.232	68.843						
11	.722	3.138	71.981						
12	.681	2.960	74.940						
13	.667	2.899	77.839						
14	.654	2.845	80.684						
15	.617	2.680	83.364						
16	.607	2.639	86.004						
17	.556	2.418	88.422						
18	.528	2.295	90.718						
19	.503	2.187	92.905						
20	.483	2.099	95.003						
21	.442	1.923	96.926						
22	.406	1.767	98.694						
23	.300	1.306	100.000						

Extraction Method: Principal Component Analysis.

From the initial eigenvalues column in the cumulative sub column, it can be seen that reducing 23 items to 1 factor can explain 28.297% of the variance, reducing to 2 factors explains 35.559% of the variance, reducing to 3 factors can explain 35.559%, reducing to 3 factors can explain 46.612%, and reducing to 5 factors can explain 51.104%. We can decide how many factors we will take from these eigenvalues. In general, eigenvalues above 1 can be said to be the number of factors, thus from the data above we can say that from the 23 items we can reduce them to 5 factors. However, determining the number of factors based on eigenvalues is also not absolute.

5. Discussion

This research explores factors in the meaning of life of high school students. SMA/SMK/MAN students are teenagers who are still developing and will be more active if they feel happy (Hasanuddin & Khairuddin, 2021). Teachers at school have an important role in trying to facilitate or make it easier for students to learn (Setyosari, 2017), especially guidance and counseling teachers or school counselors whose role is very important to accompany and facilitate students (Mufidah

et.al, 2022). Because they are teenagers, of course students need to build meaning in their lives. The aim of building a meaning of life in oneself is to increase several basic assumptions (Krok, 2015) where individuals are able to appreciate all changes and efforts to improve themselves (Rusdiana, 2017), realizing that every human being can have good hopes for the purpose of his life (Hartanto, 2017). Life goals, short-term and long-term goals, make individuals more focused, feeling that positive changes have been achieved (Utomo et al., 2021). If individuals have and instill a meaning of life, they will experience a life that is valuable and has the value of happiness. So the meaning of life plays an important role in the development of adolescents, especially high school students.

Meaning of life can help individuals increase resilience and reduce loneliness, reducing psychological stress (Brown et al., 2023). The meaning of students' personal lives is often related to the search for identity, purpose, and self-satisfaction. Life satisfaction plays an important and positive mediating role and this is rooted in fulfilling the meaning of an individual's life (Głaz, 2024); (Fong & To, 2024). Furthermore, research shows that meaning in life reduces the potential for psychological distress, suicidal ideation, and the likelihood of a lifetime suicide attempt (Kleiman, E. M., & Beaver, 2013); (Li, Salcuni, & Delvecchio, 2019). If students lack a meaning of life, students may face various psychological and behavioral problems. So it is very important to explore the factors that influence meaning in life (Peizhen Sun, Zishuo Yang, Hongyan Jiang, Wen Chen, 2023). In line with this, of course there needs to be a solution that must be owned and determined because it will bring the counselor closer to carrying out the counseling process with the subject, in this case the counselee (Klima et.al,

1993); (Mandelkern, 2019); (Willer, 2013); (Mithun, 1995). Fostering a meaning of life in high school students is a task and requires a solution that must be carried out by counselors. The sanctity view states that life has a special value attached to it (Belshaw, 2021).

According to (V. E. Frankl, 1963) in He et al., (2023), in western culture, some scholars argue that the active search for meaning can be a motivating force for individuals to seek new opportunities and understand life experiences. Furthermore, (V. Frankl, 2004) provides a description of the meaning of life which is realized through three values, namely; 1) creative values are activities in working and carrying out tasks with full responsibility and play a direct role in the work being done, 2) experiential values are values in believing in various existing values in life, and 3) attitudinal values are values that are responses in life that are shown when facing situations that occur in their lives, for example responses in the form of attitudes when students at school face problems in their lives. The meaning of personal and social life in this research refers to various aspects that provide meaning and purpose to individual life and life in a social context. The further explanation is:

- **Personal Life:** This includes the things that give meaning to an individual's life. It can be personal goals, dreams, happiness, personal growth, personal relationships, and individual achievements. For example, a person may find meaning in life through academic achievement, a successful career, harmonious family relationships, or through achieving other personal goals.
- **Social Life:** This refers to the meaning of life found through interacting with others and contributing to the social environment. This includes social relationships, contributions to groups, participation in social activities, attitudes and actions towards other people,

and roles in the social environment and residence. A person may find meaning in his life through social activities, religious activities, or contributions to a common cause greater than himself. The meaning of life scale grid table is as follows:

Table Themes from the indicator of the meaning in life

Themes	Indicator
Theme 1 : Creative Values	I think that in life we need to consider things carefully and deeply
	I know my strengths and weaknesses so I have solutions to deal with them
	When I have problems with friends, I look for the best solution
	I improve myself to become a better person
	I have succeeded in solving problems in myself through thinking
	I understand that every human being has differences that need to be accepted
	I believe that every human being needs each other
	In my opinion, accepting one's condition is a way of giving meaning to life
	I dare to show myself in front of friends and people around me
	I will think about what kind of sentences are appropriate to say so that my friends are not offended
	I respect the differences in religion and beliefs between us in our relationships
	I am grateful for all the advantages and limitations that I have, because no human is perfect
	I am grateful to have the opportunity to discuss the subject matter
Theme 2 : Experiential Values	Worship is the most important thing for me to do
	I thank myself for the efforts and achievements made
	I make friends without differentiating achievements based on ethnicity, economy and race
	I respect the differences in religion and beliefs between us in our relationships
	I participate in mutual cooperation to build good relationships with the community
Theme 3 : Attitudinal Values	As long as I will be sincere and honest in helping people in need
	I say 3 magic words: Sorry, Please and Thank you to people around me
	I have a habit of being honest with parents, teachers and peers
	I will apologize when I make a mistake
	In my opinion, accepting one's condition is a way of giving meaning to life

The results of the analysis showed that of the 23 items analyzed, there were five factors that met the criteria based on eigenvalues of more than 1, with a total variance explained of 51.104%. These factors include creative values, experience values, and attitude values that significantly contribute to students' personal-social development. The communality of each item shows that all variables have a strong relationship with the factors formed (extraction value > 0.50). This study confirms the importance of the meaning of life in supporting the personal-social development of high school students in Indonesia.

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