

Agentic Group Guidance Services to Improve the Meaning of Life of Minangkabau Ethnic Adolescents

Afdha Lianti¹, Herman Nirwana², Yeni Karneli³, Rezki Hariko⁴, Siska Pratiwi⁵

¹ Universitas Negeri Padang, Padang, Indonesia; afdhalianti@student.unp.ac.id

² Universitas Negeri Padang, Padang, Indonesia; hermantalawi@gmail.com

³ Universitas Negeri Padang, Padang, Indonesia; yenikarneli@fip.unp.ac.id

⁴ Universitas Negeri Padang, Padang, Indonesia; hariko.r@fip.unp.ac.id

⁵ SMAN 1 Batipuh Tanah Datar, Indonesia; siskapратиwi32@guru.sma.belajar.id

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ABSTRACT

Meaning of life is a fundamental psychological need that influences adolescents' well-being, motivation, and identity development. In the Minangkabau cultural context, philosophical values such as "*hidup bajaso, mati bapusako*" emphasize purposeful living and meaningful contribution. However, many adolescents demonstrate moderate to low levels of life meaning, indicating the need for culturally responsive counseling interventions. This study aimed to examine the effectiveness of agentic group guidance in improving the meaning of life among Minangkabau ethnic adolescents. This study employed a quantitative quasi-experimental design using a non-equivalent control group pretest-posttest model. Twenty Minangkabau students with moderate to low levels of meaning of life were selected through purposive sampling and assigned to an experimental group (n = 10) and a control group (n = 10). The experimental group received six sessions of agentic group guidance, while the control group received conventional guidance services. Data were collected using the Meaning of Life Questionnaire ($\alpha = 0.87$) and analyzed using Wilcoxon Signed Rank Test and Mann-Whitney U Test. The findings revealed a significant increase in meaning of life scores in the experimental group after the intervention. Furthermore, posttest comparisons indicated that the improvement in the experimental group was significantly higher than that of the control group. These results suggest that agentic group guidance is an effective and culturally relevant intervention for enhancing adolescents' meaning of life. Integrating agency principles with local cultural values can strengthen students' self-direction, goal setting, and psychological development in school settings.

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Corresponding Author :

Afdha Lianti

Universitas Negeri Padang, Padang, Indonesia; afdhalianti@student.unp.ac.id

1. INTRODUCTION

The search for meaning in life constitutes a fundamental psychological need that enables individuals to understand their existence, orient their goals, and derive value from their experiences. According to Baumeister (1991), the need for meaning functions as a core motivational force that helps individuals interpret life events and maintain psychological coherence. For adolescents, the development of life meaning is particularly important because this developmental stage involves identity exploration, goal formation, and value clarification. Empirical studies indicate that adolescents who possess a strong sense of life meaning tend to demonstrate higher levels of psychological well-being, stronger motivation, and better academic engagement (Steger et al., 2006). Conversely, the absence of meaning may lead to feelings of emptiness, confusion, and reduced life satisfaction, which can negatively affect students' personal and academic development.

Despite its importance, research conducted in Indonesia suggests that many adolescents still experience moderate to low levels of life meaning. Erfiana (2013) found that a considerable proportion of Indonesian students reported uncertainty about their life purpose and future direction. Similarly, Putri et al. (2020) reported that students' perceived meaning of life was not yet optimally developed, indicating a need for structured educational and counseling interventions. This condition reflects the limited fulfillment of the human need for meaning described in Baumeister's theory of psychological needs, which emphasizes that individuals require a sense of purpose, value, and justification for their actions in order to function optimally (Afdal et al., 2021). When this need is insufficiently fulfilled, adolescents may struggle to develop clear life goals and may become vulnerable to psychological difficulties and maladaptive behaviors.

Within the Minangkabau cultural context, philosophical values have long emphasized the importance of purposeful and socially responsible living. Cultural proverbs such as *hidup bajaso, mati bapusako* (to live with contribution and leave a legacy) and *duduak samo randah, tagak samo tinggi* (equality and mutual respect within the community) reflect deeply rooted principles that encourage individuals to live meaningful, productive, and socially engaged lives. These cultural teachings conceptually align with the principles of logotherapy, which propose that meaning in life emerges when individuals possess clear values, meaningful goals, and constructive attitudes toward life challenges (Frankl, 2012). Ideally, such cultural philosophies serve as a moral and motivational framework guiding adolescents toward purposeful living.

However, contemporary studies indicate that many Minangkabau adolescents have not fully internalized these cultural values. Zola et al. (2023) reported that some adolescents experience identity confusion, declining academic motivation, and increased susceptibility to deviant behaviors. This phenomenon suggests a growing gap between traditional cultural ideals and the lived experiences of modern adolescents. One contributing factor may be the limited availability of culturally responsive counseling programs that integrate local wisdom into psychological interventions. Without structured guidance, adolescents may struggle to translate cultural philosophies into personal meaning and life goals.

One counseling approach that holds promise for addressing this issue is agentic group guidance. The concept of agency refers to an individual's capacity to act intentionally, reflect on experiences, and take responsibility for shaping their own life trajectory (Bandura, 2008). In educational counseling settings, fostering agency encourages students to actively construct meaning, set goals, and make responsible decisions. Hariko (2021) introduced an agentic group guidance model that utilizes group interaction, reflection, and collaborative learning processes to strengthen students' sense of responsibility, prosocial behavior, and life meaning. Empirical evidence suggests that this model can effectively enhance students' psychological development and social competence (Hariko, 2020; Asmara, 2021). Nevertheless, empirical studies specifically examining the effectiveness of agentic group guidance in strengthening the meaning of life among Minangkabau adolescents remain limited.

Therefore, this study aims to examine the effectiveness of agentic group guidance services in improving the meaning of life among Minangkabau ethnic adolescents at SMA Negeri 1 Batipuh. It is

hypothesized that students who participate in agentic group guidance will demonstrate a significantly greater increase in their sense of life meaning compared to students who do not receive the intervention. By integrating counseling strategies with cultural values, this research is expected to contribute to the development of culturally grounded counseling practices that support adolescents' psychological growth and purposeful living.

2. METHOD

This study employed a quantitative quasi-experimental approach using a non-equivalent control group pretest–posttest design. This design was selected to evaluate the effectiveness of an intervention by comparing changes in outcomes between an experimental group and a control group before and after treatment (Yusuf, 2014). Through this approach, the study aimed to determine whether agentic group guidance services could significantly improve the meaning of life among adolescents.

The population of this study consisted of 254 students enrolled at SMA Negeri 1 Batipuh. From this population, participants were selected using purposive sampling based on specific inclusion criteria. The criteria required participants to be adolescents of Minangkabau ethnicity and to demonstrate moderate to low levels of meaning of life based on the initial screening results. A total of 20 students who met these criteria were selected as research participants. They were then divided into two groups: an experimental group consisting of 10 students and a control group consisting of 10 students. The research was conducted over a six-week period, from 31 July to 10 September 2025.

Data were collected using the Meaning of Life Questionnaire (MLQ), which was developed based on a Likert-scale format to measure students' perceived meaning and purpose in life. The instrument consisted of several statements reflecting dimensions of life meaning, to which participants responded on a scale ranging from strongly disagree to strongly agree. Prior to its use in the study, the instrument underwent reliability testing to ensure internal consistency. The reliability analysis showed a Cronbach's Alpha coefficient of 0.87, indicating that the instrument had good reliability and was suitable for measuring the construct of meaning of life among adolescents.

The experimental group received agentic group guidance services designed to foster students' awareness, responsibility, and intentional actions in shaping meaningful life goals. The intervention was implemented through six structured group sessions conducted over the research period. Each session addressed specific themes related to the development of life meaning. The first session focused on self-awareness, encouraging students to explore their personal experiences and identity. The second session emphasized value internalization by helping participants reflect on personal and cultural values. The third session addressed goal setting, guiding students to identify meaningful personal goals. The fourth session focused on the development of agency, enabling students to recognize their capacity to make purposeful decisions and take responsibility for their actions. The fifth session emphasized positive coping strategies to help students respond constructively to life challenges. The final session involved meaning integration, in which participants reflected on the insights gained throughout the program and formulated personal commitments for meaningful living.

In contrast, the control group received conventional guidance services typically provided by the school. These services did not specifically focus on the development of agency or the structured exploration of life meaning. The purpose of including a control group was to provide a comparison that would allow the researcher to evaluate the specific impact of the agentic group guidance intervention.

Data analysis was conducted using both descriptive and inferential statistical techniques. Descriptive statistics were used to summarize the participants' scores and to describe general trends in the data. To examine changes within each group between the pretest and posttest, the Wilcoxon Signed Rank Test was employed. Meanwhile, the Mann–Whitney U Test was used to compare the posttest scores between the experimental and control groups. In addition, the N-Gain Score was calculated to assess the effectiveness of the intervention by measuring the magnitude of improvement in participants' meaning of life scores.

This study involved minimal risk for participants. Therefore, formal ethical clearance was not required according to institutional guidelines. Nevertheless, ethical considerations were carefully maintained throughout the research process. Informed consent was obtained from all participants prior to data collection, and participants were assured that their responses would remain confidential and used solely for research purposes.

3. FINDINGS AND DISCUSSION

3.1 Findings

Adolescence is a period of transition from child to adulthood, which is characterized by changes and formation of identities, exploration, and the beginning of sexual relationship problems. Adolescents experience increased sexual activity as a result of the hormonal changes they experience. Education on sexual and reproductive health, including boundaries between the opposite sex, should encourage increased sexual activity among adolescents and prevent them from becoming perpetrators or victims of sexual abuse. On the other hand, education about sexual and reproductive health can increase adolescent knowledge and attitudes (Ardiansyah et al., 2023:82). Teenage life is full of romantic hopes and ideals. However, adolescence is also filled with problems and challenges. usually produces unwanted effects. Students who are teenagers experience many emotional changes as a result of transitions from various stages of life. This is similar to how elementary school children experience a change in the way they learn that is very different from when they were still at the playground level.

This study aims to examine the effectiveness of Agentic group guidance services in improving the meaning of life in Minangkabau ethnic adolescents in SMA 1 Batipuh. This service was developed with the basic principles of the agency, namely the capacity of individuals to act consciously, reflectively, and responsibly for their lives. The research findings show that this service has a significant effect on improving the meaning of life of students compared to conventional group guidance services.

To determine the significant differences in the level of meaning of life of students in the experimental group before (pretest) and after (Posttest) being given intervention in the form of agentic guidance services, the results of data analysis are presented as follows.

Table 1. Analysis of Wilcoxon Signed Ranks Test Differences in Meaning of Life Level of Students in Pretest and Posttest Experiment Group

| Test Statistics ^a | |
|-------------------------------|----------------------|
| | Post test – Pre test |
| Z | -2.807 ^b |
| Asymp. Sig. (2-tailed) | 0.005 |
| a. Wilcoxon Signed Ranks Test | |
| b. Based on positive ranks. | |

Based on Table 1, the Wilcoxon Signed Rank Test results show a Z value of -2.807 with a significance value (Asymp. Sig. 2-tailed) of 0.005. Since the significance value is lower than the predetermined significance level ($\alpha = 0.05$), it indicates that there is a statistically significant difference in students' meaning of life scores before and after the intervention. Therefore, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. These findings suggest that the agentic group guidance services had a significant effect on improving students' meaning of life. Furthermore, the direction of the differences between the pretest and posttest scores can be observed through the Wilcoxon Signed Ranks Test results presented in Table 2.

Table 2. Direction of Pretest and Posttest Differences: Meaning of Life Level of Experiment Group Students

| | | Ranks | | |
|---------------------|----------------|-----------------|-----------|--------------|
| | | N | Mean Rank | Sum of Ranks |
| Post test- Pre test | Negative Ranks | 0 ^a | .00 | .00 |
| | Positive Ranks | 10 ^b | 5.50 | 55.00 |
| | Ties | 0 ^c | | |
| | Total | 10 | | |

a. Post test < Pre test
 b. Post test > Pre test
 c. Post test = Pre test

Table 2 above shows the results of the Wilcoxon Signed Ranks Test on the meaning of life of students in the experimental group before and after being given Agentik group guidance services. All group members totaling 10 people are included in the Positive ranks category, which shows that all group members experience the meaning of life of students from the results of pretest to posttest. The average ranks of 5.50 and the total number of ranks 55.00 which indicates that the peningk is consistent throughout the group members. Thus, it can be concluded that all group members experienced an increase in meaning of life after following the guidance service Agentik group, these findings provide an indication that the intervention given has a positive impact on increasing the meaning of life of students.

The level of meaning of life in the experimental group based on the results of pretest and posttest can be described as follows.

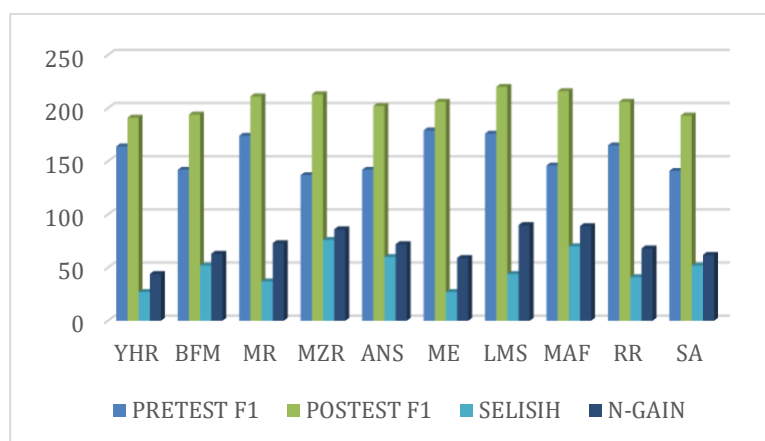


Figure 1. Histogram Data Pretest and Posttest Results Meaning of Life Level of Minangkabau Ethnic Students Experiment Group

Before presenting the statistical results, it is important to describe the distribution of students' meaning of life scores in the control group during the pretest and posttest stages. This description provides an overview of the changes that occurred in students' meaning of life levels before and after the period of observation, even though the control group did not receive the agentic group guidance intervention. The comparison between pretest and posttest scores in the control group was analyzed using the Wilcoxon Signed Ranks Test to determine whether there were statistically significant differences between the two measurements. The results of this analysis are presented in Table 3.

Table 3. Wilcoxon Signed Ranks Test Results of Pretest–Posttest Differences in Students' Meaning of Life in the Control Group

| Test Statistics ^a | |
|-------------------------------|---------------------|
| Post test – Pre test | |
| Z | -2.807 ^b |
| Asymp. Sig. (2-tailed) | 0.005 |
| a. Wilcoxon Signed Ranks Test | |
| b. Based on positive ranks. | |

Based on Table 3 above, it can be seen that the Wilcoxon Signed Ranks Test test results show differences in the meaning of life score of students between before and after given group guidance services in the control group. Based on the calculation results, the obtained Z value of -2.807 with a significance value (Asymp. Sig. 2-tailed) of 005. This significance value is smaller than the level of significance that has been determined in the study is ($\alpha = 0.05$), so it can be concluded that there is a significant difference between before and after treatment is given. difference between. Thus, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_1) is accepted. These findings support that group guidance services remain effective to improve the meaning of life of students. Furthermore, it can be seen from the direction of the differences in pretest and posttest results through the Wilcoxon Signed Ranks Test in Table 4 as follows:

Table 4. Difference between Pretest and Posttest Meaning of Life Level of Students in Pretest and Posttest Control Group

| Ranks | | | | |
|-------------------------|----------------|-----------------|-----------|--------------|
| | | N | Mean Rank | Sum of Ranks |
| Post test- Pre test | Negative Ranks | 0 ^a | 0.00 | .00 |
| | Positive Ranks | 10 ^b | 5.50 | 55.00 |
| | Ties | 0 ^c | | |
| | Total | 10 | | |
| a. Post test < Pre test | | | | |
| b. Post test > Pre test | | | | |
| c. Post test = Pre test | | | | |

Based on Table 4 above, shows the results of the Wilcoxon Signed Ranks Test test given group guidance services in the control group. From 10 group members experienced an increase in the level of meaning of life of students after being given treatment. This is indicated by the data is in the category of positive ranks with an average of 5.50 and the total number of ranks of 55.00. These results indicate that the conventional group guidance services have a positive effect on improving the meaning of life of students. So, it can be concluded that the second hypothesis is accepted. The level of meaning of life of each student in the control group based on the results of pretest and posttest can be described as follows.

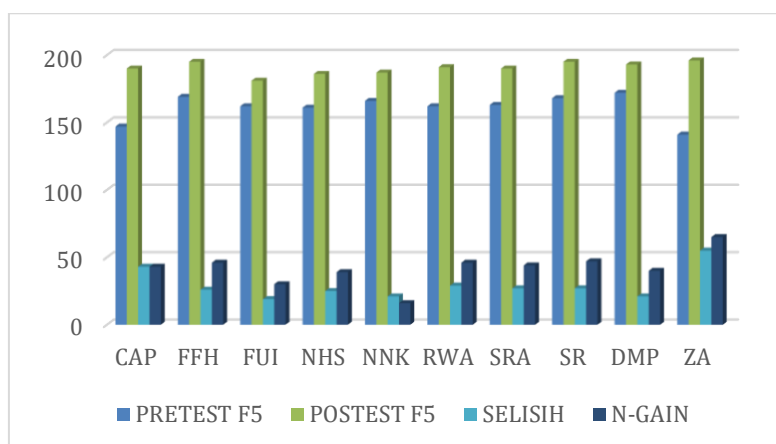


Figure 2. Histogram Data Pretest and Posttest Results Meaning of Life Level of Minangkabau Ethnic Students Control Group

Based on the description above, the results of this study indicate a difference in the average improvement of students' meaning of life scores between the groups, particularly for students in the experimental group who received agentic group guidance services. The increase in scores suggests that the intervention contributed to the development of students' sense of life meaning. This conclusion is supported by the statistical calculation results presented in the following table.

Table 5. Analysis Results Mann-Whitney U-Test Meaning of Life Level Students Experiment Group and Control Group

| Test Statistics ^a | |
|--------------------------------|------------------------------------|
| | Level of Students' Meaning of Life |
| Mann-Whitney U | 11.000 |
| Wilcoxon W | 66.000 |
| Z | -2.954 |
| Asymp. Sig. (2-tailed) | 0.003 |
| Exact Sig. [2*(1-tailed Sig.)] | 0.002 ^b |
| a. Grouping Variable: Kelas | |
| b. Not corrected for ties. | |

Based on Table 10 above, it can be seen that the results of the Whitney U-Test analysis obtained Asymp. Sig. (2-tailed) of 0.003, where the score is smaller than the significance level of 0.05. These results indicate significant differences between the experimental and control groups in students' meaning in life after receiving group guidance services. The Z value of -2.954 strengthens the results of the calculation, where the negative sign indicates that the increase in the meaning of life of students is greater in the experimental group. That is, the guidance from the Agentic group to the experimental group proved more effective than the guidance services provided to the control group. However, the control group also experienced an increase in the meaning of life of students after following the group guidance service, but the decrease was not as large and significant as the experimental group. These findings indicate that group guidance still has a positive impact, but its effectiveness increases when combined with the agency group guidance services.

3.2 Discussion

The findings of this study demonstrate that agentic group guidance services significantly improved the meaning of life among Minangkabau adolescents. The statistical results indicated a clear difference between pretest and posttest scores in the experimental group, showing that students who participated in the intervention experienced a meaningful increase in their sense of purpose, personal values, and life direction. This improvement suggests that structured guidance emphasizing agency and reflective participation can effectively support adolescents in constructing meaning in their lives. Adolescence is widely recognized as a critical developmental period during which individuals seek identity, purpose, and personal direction. When adolescents are able to understand the significance of their experiences and align their actions with meaningful goals, they tend to demonstrate greater psychological well-being and motivation (Steger et al., 2006). Therefore, interventions that facilitate this process play an essential role in supporting adolescents' personal development.

From a theoretical perspective, the effectiveness of agentic group guidance can be explained through the concept of human agency within social cognitive theory. Bandura (2008) explains that agency refers to the capacity of individuals to intentionally influence their thoughts, behaviors, and life circumstances through reflective and self-regulatory processes. In the context of this study, the guidance sessions were designed to encourage students to actively reflect on their life experiences, identify personal values, and formulate meaningful life goals. Rather than positioning students as passive recipients of advice, the intervention emphasized their ability to take initiative and responsibility for their own life direction. This approach aligns with the conceptualization of meaning of life proposed by Steger (2009), who describes it as the extent to which individuals perceive their lives as purposeful, coherent, and guided by meaningful goals. When adolescents are encouraged to reflect on their values and aspirations, they become more capable of developing a sense of meaning that guides their behavior and decision-making.

The group format of the intervention also played an important role in facilitating this development. Group guidance provides a social environment where students can share experiences, exchange perspectives, and learn from one another. Through open discussion and collaborative reflection, students gain new insights into their own thoughts and feelings while also recognizing similarities and differences with others. This process promotes interpersonal understanding and encourages individuals to reconsider their assumptions about life and personal challenges. Prayitno (1995) notes that group guidance enables participants to learn through interaction, reflection, and mutual support, which can enhance self-awareness and personal growth. In the present study, group dynamics created a supportive atmosphere that encouraged students to openly explore their beliefs about life purpose and personal aspirations.

The improvement in students' meaning of life can also be understood within the cultural context of Minangkabau society. Cultural values play a significant role in shaping individuals' perceptions of meaning because they provide frameworks through which people interpret their experiences and goals. In Minangkabau culture, philosophical principles such as *duduak samo randah, tagak samo tinggi* emphasize equality, mutual respect, and shared responsibility within the community. This egalitarian worldview implies that every individual has the right and opportunity to participate in decision-making and contribute to collective well-being. Such values are closely aligned with the concept of agency, which emphasizes individuals' capacity to think independently and take responsibility for shaping their lives (Bandura, 2008). Within the group guidance sessions, students were encouraged to express opinions, reflect on personal experiences, and actively engage in discussions. This participatory environment resonated with the egalitarian cultural values familiar to Minangkabau adolescents, making the intervention more culturally meaningful and personally relevant.

Another Minangkabau cultural expression, *baa dek urang baitu dek awak*, reflects a positive form of competitiveness and motivation to achieve success comparable to others. This value encourages individuals to continuously improve themselves and strive for meaningful achievement. In the agentic group guidance sessions, this cultural orientation was reflected through activities such as guided reflection, goal-setting exercises, and discussions about personal aspirations. Students were encouraged

not only to recognize their strengths and values but also to translate these insights into concrete plans for the future. By integrating cultural values with reflective learning activities, the intervention enabled students to connect their personal development with the broader cultural expectations of meaningful contribution and self-improvement.

The strong relationship between the agentic approach and Minangkabau cultural philosophy may explain why the intervention produced a substantial increase in students' meaning of life. Research suggests that counseling interventions are more effective when they align with individuals' cultural identities and value systems because participants are more likely to internalize and apply the insights gained during the process (Syahrial et al., 2024). In this study, the integration of agency-based reflection with culturally familiar concepts allowed students to reinterpret cultural values as personal motivations for purposeful living. Meaning of life is not formed solely through internal psychological processes but is also influenced by social and cultural contexts that shape individuals' understanding of purpose and responsibility (Hanafi et al., 2018). Therefore, culturally grounded interventions can play an important role in helping adolescents develop a stronger and more coherent sense of meaning.

Although the experimental group demonstrated a greater increase in meaning of life, the results also showed that students in the control group experienced some degree of change between the pretest and posttest measurements. This finding indicates that conventional group guidance services can still contribute to students' psychological development. Even without a specific focus on agency or meaning construction, group-based counseling activities provide opportunities for discussion, emotional expression, and peer support. Through these interactions, students may gain new perspectives on their experiences and begin to reflect on their personal values and life goals. Steger (2009) explains that meaning of life can emerge through processes of reflection, interpretation, and social interaction, suggesting that any supportive environment encouraging self-exploration may contribute to its development.

However, the magnitude of improvement observed in the control group was smaller compared to the experimental group. This difference suggests that while conventional group guidance has positive effects, its impact may be limited when it does not explicitly address the development of personal agency and life meaning. Conventional guidance often focuses on general information sharing or discussion of common student issues, which may not provide sufficient structure for deep personal reflection or goal formation. In contrast, the agentic group guidance model used in this study incorporated systematic stages designed to facilitate self-awareness, value clarification, and purposeful decision-making. These structured activities allowed students to gradually build a more coherent understanding of their life direction.

The findings of this study are consistent with previous research on the effectiveness of agentic and group-based counseling interventions. Hariko (2020) reported that agentic group guidance can enhance students' prosocial behavior and responsibility by encouraging active participation and self-reflection. Similarly, Asmara (2021) found that the agentic approach promotes students' self-efficacy and personal initiative in dealing with academic and social challenges. These studies highlight the importance of empowering students to take an active role in shaping their own development rather than relying solely on external guidance. In addition, research on group counseling indicates that collaborative reflection and peer interaction can increase students' engagement, gratitude, and sense of life meaning (Nirvana et al., 2022; Pohan & Indra, 2020). The present study expands these findings by demonstrating that the integration of agency principles with local cultural values can produce particularly meaningful outcomes among Minangkabau adolescents.

Another important implication of this study relates to the role of cultural context in counseling practices. Many educational counseling programs adopt general psychological frameworks without fully considering the cultural backgrounds of students. However, adolescents' understanding of meaning and purpose is often closely connected to cultural narratives and community expectations. In Minangkabau society, cultural teachings emphasize responsibility, contribution, and collective harmony. When counseling interventions acknowledge and incorporate these values, they become more relevant to

students' lived experiences. The integration of cultural wisdom with psychological theory therefore represents an important strategy for enhancing the effectiveness of counseling services in diverse cultural settings.

From a practical perspective, the results of this study suggest that agentic group guidance can be implemented as an effective strategy for promoting adolescents' meaning of life in school settings. School counselors play an important role in facilitating students' personal and social development, and group guidance programs provide a flexible platform for addressing psychological and developmental issues. By incorporating agency-based activities such as reflective dialogue, value exploration, and goal-setting exercises, counselors can help students develop greater self-awareness and personal responsibility. These skills are essential for navigating the challenges of adolescence and preparing for future life transitions.

Furthermore, the integration of cultural values into counseling programs may enhance students' engagement and motivation. When students recognize that the themes discussed in guidance sessions reflect familiar cultural principles, they may feel a stronger sense of connection to the material. This connection can encourage deeper reflection and facilitate the internalization of positive values. For Minangkabau adolescents, cultural philosophies emphasizing equality, responsibility, and meaningful contribution provide a rich foundation for exploring life purpose and identity. Counseling programs that utilize these cultural resources can therefore support both psychological development and cultural continuity.

Despite the positive findings of this study, several limitations should be acknowledged. The number of participants involved in the research was relatively small, which may limit the generalizability of the results to broader populations. Future studies should involve larger samples from different schools and regions to confirm the effectiveness of the intervention across diverse contexts. In addition, the duration of the intervention was limited to several sessions within a relatively short period. Longitudinal research would be useful for examining whether the improvements in meaning of life are sustained over time and how they influence other aspects of adolescents' development, such as academic motivation and psychological well-being.

Future research could also employ mixed-method approaches that combine quantitative measurement with qualitative exploration of students' experiences. Qualitative interviews or reflective journals may provide deeper insights into how adolescents interpret cultural values and integrate them into their personal understanding of life meaning. Such approaches would enrich the existing findings by capturing the subjective processes through which meaning develops.

Overall, the results of this study indicate that agentic group guidance services are more effective than conventional group guidance in improving the meaning of life among Minangkabau adolescents. The success of the intervention appears to be supported by the alignment between the agentic approach and the egalitarian cultural values embedded in Minangkabau society. By encouraging students to actively reflect on their experiences, recognize their personal capacities, and connect their goals with cultural principles, the intervention helped participants develop a stronger sense of purpose and direction in life. These findings highlight the importance of integrating psychological theory with cultural understanding in order to create counseling interventions that are both effective and meaningful for adolescents.

4. CONCLUSION

This study concludes that agentic group guidance services are effective in improving the meaning of life among Minangkabau ethnic adolescents. The findings revealed a significant increase in the meaning of life scores of students who participated in the agentic group guidance intervention compared to those who received conventional group guidance services. This indicates that guidance activities emphasizing agency, self-reflection, value internalization, and goal setting can help adolescents develop a clearer sense of purpose, responsibility, and direction in life. The integration of agency principles with Minangkabau cultural values such as meaningful contribution, equality, and personal responsibility further

strengthened the effectiveness of the intervention, as it allowed students to connect their personal aspirations with their cultural identity. Despite these positive findings, this study has several limitations, including the relatively small sample size and the short duration of the intervention, which may limit the generalizability and long-term interpretation of the results. Therefore, future research is recommended to involve larger and more diverse samples, extend the duration of interventions, and employ mixed-method or longitudinal approaches to explore more deeply how agentic group guidance contributes to the sustained development of adolescents' meaning of life across different cultural and educational contexts.

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