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Design of a Love Language Module for Adolescent Interactions in Gunung Pangilun Urban Village

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Abstract

Adolescents require the ability to express attention, care, and appreciation appropriately to develop constructive peer relationships. However, educational resources that integrate the love language framework into adolescent peer interaction remain limited. This study aimed to develop a contextually relevant Love Language Module for adolescent interactions in Gunung Pangilun Urban Village. A research and development approach was implemented through needs analysis, product planning and development, expert validation, and product revision. The study involved 40 adolescents aged 13–18 years selected through total sampling. Data were collected using observations, interviews, and questionnaires and analyzed through descriptive quantitative techniques. The findings showed that 65.0% of the adolescents were classified in the appropriate category and 30.0% in the very appropriate category. Quality time emerged as an area requiring further reinforcement, particularly regarding attentive presence and meaningful togetherness. Expert validation yielded a score of 342 out of 360, equivalent to 95%, with an overall mean of 3.80, indicating that the module was highly feasible. These findings demonstrate that the developed module meets expert feasibility criteria and addresses adolescents' identified interactional

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needs. The module provides a contextual educational and reflective resource for fostering more empathetic, supportive, and meaningful peer interactions among adolescents.

Keywords: Adolescent Peer Interaction; Interpersonal Communication; Love Language Framework; Module Development; Quality Time

INTRODUCTION

Adolescence is a developmental period in which social relationships become increasingly important to emotional well-being, identity formation, and everyday adjustment. Greater sensitivity to social experiences and a stronger need for peer interaction make acceptance, companionship, and interpersonal support particularly meaningful during this stage. Limited opportunities for meaningful social contact may affect adolescents differently from individuals at other developmental stages because peer acceptance and social connection have a prominent role in adolescent development (Orben et al., 2020). Indonesian studies have similarly shown that the quality of peer interaction is positively associated with adolescents' social acceptance, suggesting that constructive interaction can help young people feel recognized and included within their social environment (Andangjati & Soesilo, 2021). Social interaction among adolescents therefore concerns more than the frequency of meeting others; it also involves the ability to communicate, cooperate, respond to others' needs, and maintain relationships in ways that are emotionally respectful.

Positive peer relationships provide adolescents with opportunities to express thoughts and emotions, develop empathy, exchange support, and learn how to deal with differences. Difficulties arise when attention or affection is expressed in ways that are not understood by others, when young people hesitate to communicate their feelings, or when disagreements are managed through withdrawal rather than dialogue. Research on adolescent friendships in Indonesia has shown that young people use different forms of affectionate communication to establish closeness and maintain friendship (Yusuf et al., 2022). Related studies also indicate that peer interaction contributes to adolescents' social attitudes and their capacity to participate meaningfully in their social environment (Swid et al., 2022). These findings suggest a need for educational resources that do not merely tell adolescents to "communicate well," but help them recognize concrete and accessible ways of showing

attention, appreciation, and care toward others. The relevance of adolescent friendship to *love language* communication has also been documented specifically in Indonesian research.

One framework that may provide such an accessible vocabulary is the concept of *love languages*. (Chapman & Campbell, 2012) describe five commonly recognized expressions of affection among adolescents: *words of affirmation, quality time, acts of service, receiving gifts,* and *physical touch*. Applied carefully to adolescent social interaction, these expressions can be understood not only in romantic terms, but also as everyday ways of communicating appreciation and interpersonal care. Encouraging a friend, listening without distraction, offering assistance, sharing a meaningful token, or using socially appropriate gestures of warmth may communicate concern in different ways. Research conducted in family contexts has shown that differences in how affection is expressed and interpreted can shape interpersonal communication between children and parents (Ayuningtyas & Zhahara, 2023), while studies of adolescent friendships have extended the relevance of *love languages* beyond romantic relationships (Yusuf et al., 2022). The concept therefore offers a potentially useful reflective framework through which adolescents can become more attentive to both their own communication patterns and those of their peers.

Empirical evidence concerning the *love language* framework, however, requires a measured interpretation. Mostova et al. (2022) found that responsiveness to a partner's preferred expressions of affection was associated with greater relationship satisfaction, while Pett et al. (2023) reported empirical support for several assumptions underlying the framework while also indicating that affectionate communication may be more diverse than the original five categories suggest. More recent scholarship has questioned the idea that each individual necessarily possesses one dominant *love language*. Impett et al. (2024) argue that evidence for a rigid five-category or single-primary-language interpretation remains limited, and Flicker & Sancier-Barbosa (2025) found that specific affectionate behaviors, particularly *words of affirmation* and *quality time*, predicted perceived love and relationship satisfaction more consistently than simply matching a partner's presumed primary language. For the present study, *love language* is therefore treated as a practical framework for reflection and interpersonal communication rather than as a fixed psychological classification.

The framework also requires attention to cultural and relational context. Bahtiar et al. (2024) developed and tested an Indonesian *love language* questionnaire and demonstrated that the construct can be operationalized with consideration of Indonesian cultural nuances.

Other Indonesian studies have explored *love language* in friendships, family communication, and adolescent romantic relationships. Putri et al., (2025), for example, examined its role in same-gender friendships through interpersonal dimensions such as openness, empathy, supportive behavior, positive attitudes, and equality, while Singal et al. (2025) reported an association between the five *love languages* and components of love among dating adolescents. These studies reinforce the relevance of affectionate communication in Indonesian interpersonal settings. Their dominant emphasis, however, remains descriptive, correlational, or interpretive rather than educational: they explain how *love languages* operate in relationships but provide relatively little guidance on how adolescents can systematically learn, reflect on, and practise constructive forms of affectionate communication in everyday peer interactions.

Research on educational module development provides another important foundation for addressing this need. Modules offer structured opportunities for learners to explore concepts progressively, engage in guided activities, and reflect on their understanding. Recent development studies have demonstrated that well-designed modules can be adapted to different educational objectives and learner characteristics. Andre et al. (2024) developed an electronic module that was evaluated for validity and practicality in vocational education, while Novianty & Rachel (2024) developed a basic mental health literacy module specifically for adolescents in school settings. Other studies have emphasized systematic design, validation, contextual learning, and learner-centered activities in module development (Annisa et al., 2024; Chrisyarani & Sulistyowati, 2022; Siregar et al., 2024). Existing module research nevertheless tends to focus on academic competence, subject-matter learning, or health literacy. Relatively little attention has been directed toward a structured module that helps adolescents understand interpersonal affection, recognize differences in expressions of care, and apply this understanding to peer relationships. The feasibility of structured modules for adolescent literacy and instructional development is supported by recent Indonesian development research.

The need for such a resource was also evident in the preliminary field findings in Gunung Pangilun Urban Village. Observations conducted on October 12, 2025 indicated that some adolescents rarely spent meaningful time with friends, showed limited cooperation during group activities, and were not consistently responsive when peers encountered difficulties. Expressions of encouragement, practical help, and simple forms of sharing were also relatively uncommon among several adolescents. Differences of opinion sometimes

resulted in withdrawal rather than open attempts to resolve the problem. Follow-up interviews with adolescents on October 18, 2025 revealed similar experiences. Several participants acknowledged that they rarely encouraged friends, had difficulty making time for meaningful interaction, and were not accustomed to offering assistance when peers needed support. Some also described misunderstandings that emerged because they were unsure how to communicate care or respond appropriately to the different ways their friends expressed it.

These local findings reveal a gap between adolescents' need for positive peer relationships and their practical understanding of how care, appreciation, and support can be communicated in everyday interaction. Previous studies have established the importance of peer interaction for social acceptance Andangjati & Soesilo (2021) , described the relevance of *love languages* to adolescent friendship (Yusuf et al., 2022), provided culturally responsive measurement of the construct in Indonesia (Bahtiar et al., 2024), and examined affectionate communication across several interpersonal relationships (Mostova et al., 2022; Pett et al., 2023; Putri et al., 2025; Singal et al., 2025). Module-development research has also demonstrated that structured learning materials can support adolescent learning and reflection (Andre et al., 2024; Novianty & Rachel, 2024). A clear gap remains at the intersection of these areas: limited research has translated the *love language* framework into a context-sensitive educational and self-reflection module designed specifically to strengthen non-romantic peer interaction among adolescents in a community setting.

The novelty of the present study lies in positioning *love language* as an educational framework for adolescent peer interaction rather than merely as a concept for romantic or family relationships. The proposed module integrates the five familiar expressions of affection with practical aspects of adolescent interaction, including giving encouragement, spending attentive time together, offering appropriate assistance, expressing appreciation, developing empathy, cooperating with peers, and responding constructively to interpersonal differences. Cultural appropriateness and the everyday experiences of adolescents in Gunung Pangilun Urban Village are placed at the center of the design, while the five categories are used flexibly rather than as fixed labels for individual personalities. Accordingly, this study aims to design a contextually appropriate *Love Language* module for adolescent interactions in Gunung Pangilun Urban Village that can help adolescents recognize differences in expressions of care, communicate appreciation more thoughtfully, and develop more supportive, empathetic, and positive peer relationships.

METHODS

This study employed a Research and Development (R&D) approach to develop a *Love Language* module for adolescent interactions in Gunung Pangilun Urban Village. The development procedure was adapted from the R&D model proposed by Borg and Gall (Gustiani, 2019) and adjusted to the scope and objectives of the study. The development process consisted of four main stages: needs analysis, product planning and development, expert validation, and product revision. The needs analysis was conducted through observations and interviews with adolescents to identify their needs and problems related to interpersonal interaction and expressions of care. The findings from this stage were used as the basis for formulating the module objectives, selecting relevant *love language* content, designing learning and reflective activities, and preparing the evaluation instruments. The initial module was subsequently evaluated by content and media experts. Feedback and suggestions from the validators were used to improve the content, language, organization, visual presentation, and practical relevance of the module. The study was conducted from April to July 2026 in Gunung Pangilun Urban Village.

The participants were adolescents aged 13–18 years living in Gunung Pangilun Urban Village. Total sampling was applied, involving all 40 adolescents, consisting of 28 females and 12 males. Data were collected through observation, interviews, and questionnaires. The questionnaire was developed based on five dimensions of *love language*, namely *words of affirmation, quality time, acts of service, receiving gifts,* and *physical touch*. The instrument was designed to identify adolescents' experiences in expressing and receiving attention, appreciation, support, and care in their everyday social interactions. It consisted of favorable and unfavorable statements measured using a five-point Likert scale. Prior to data collection, the questionnaire underwent expert judgment to assess the relevance of the content, clarity of language, suitability for adolescent respondents, and alignment of the items with the intended dimensions. The instrument was subsequently piloted, followed by item-validity analysis using Pearson's product-moment correlation and reliability analysis to assess its consistency.

The data were analyzed using descriptive quantitative techniques. Questionnaire scores were classified into five categories: *very inappropriate, less appropriate, moderately appropriate, appropriate,* and *very appropriate*. The classification was used to describe the general pattern of *love language* in adolescent interactions as the empirical basis for module development. Expert-validation data were analyzed based on five aspects: content feasibility, language accuracy,

systematic organization, attractiveness, and usefulness. The validation scores were calculated and converted into percentages, which were then interpreted according to the predetermined feasibility criteria. The results of the validation were used to determine the feasibility of the developed module and as a basis for revising the product before further use.

RESULTS

1. Adolescent *Love Language* Profile as the Basis for Module Development

The initial stage of the study examined adolescents' patterns of expressing and receiving care in their everyday social interactions. A 30-item questionnaire covering five dimensions of *love language* was administered to 40 adolescents in Gunung Pangilun Urban Village. The findings were used as an empirical basis for identifying adolescents' interpersonal needs and determining the direction of the module development.

As presented in Table 1, 26 adolescents (65.0%) were classified in the *appropriate* category and 12 adolescents (30.0%) in the *very appropriate* category. One participant (2.5%) was classified as *moderately appropriate* and one participant (2.5%) as *less appropriate*, while no participant was classified in the *very inappropriate* category.

Table 1. Overall Distribution of Love Language in Adolescent Interactions

No.	Category	Frequency	Percentage (%)
1	Very Appropriate	12	30.0
2	Appropriate	26	65.0
3	Moderately Appropriate	1	2.5
4	Less Appropriate	1	2.5
5	Very Inappropriate	0	0.0
Total		40	100.0

Overall, 95.0% of the adolescents were classified in the *appropriate* and *very appropriate* categories. This distribution indicates that positive expressions of attention, appreciation, support, and care were generally present in adolescents' social interactions. Nevertheless, variations were found across the five dimensions, providing useful information for determining the content and activities incorporated into the module.

2. General Distribution of the Five *Love Language* Dimensions

The questionnaire assessed five dimensions of *love language*: *words of affirmation, quality time, acts of service, receiving gifts,* and *physical touch*. Table 2 presents the distribution of adolescents across the five interpretive categories for each dimension.

Table 2. Distribution of the Five Love Language Dimensions in Adolescent Interactions

No.	Dimension	Very Appropriate n (%)	Appropriate n (%)	Moderately Appropriate n (%)	Less Appropriate n (%)	Very Inappropriate n (%)
1	Words of Affirmation	10 (25.0)	25 (62.5)	5 (12.5)	0 (0.0)	0 (0.0)
2	Quality Time	0 (0.0)	25 (62.5)	13 (32.5)	2 (5.0)	0 (0.0)
3	Acts of Service	1 (2.5)	12 (30.0)	25 (62.5)	2 (5.0)	0 (0.0)
4	Receiving Gifts	24 (60.0)	10 (25.0)	5 (12.5)	1 (2.5)	0 (0.0)
5	Physical Touch	7 (17.5)	18 (45.0)	13 (32.5)	2 (5.0)	0 (0.0)

As shown in Table 2, adolescents demonstrated varying patterns across the five dimensions of *love language*. Responses were generally distributed from the *moderately appropriate* to the *very appropriate* categories, while no participants were classified as *very inappropriate* in any dimension. The variation in these distributions indicates that adolescents differed in the ways they expressed and received attention, appreciation, and interpersonal support. These findings were used as a basis for designing the module content, examples, reflective exercises, and activities so that the developed product could respond to the diverse patterns of adolescent interaction identified in the needs assessment.

3. Expert Validation of the *Love Language* Module

The developed module was evaluated by three experts to determine its feasibility before further use. The validation covered five aspects: content feasibility, language accuracy, systematic organization, attractiveness, and usefulness. The results of the expert assessment are presented in Table 3.

Table 3. Expert Validation Results for the Love Language Module

No.	Validation Aspect	Total Score	Mean Score	Interpretation
1	Content Feasibility	112	3.73	Highly Feasible
2	Language Accuracy	59	3.93	Highly Feasible
3	Systematic Organization	68	3.78	Highly Feasible
4	Attractiveness	57	3.80	Highly Feasible
5	Usefulness	46	3.83	Highly Feasible
Overall		342	3.80	Highly Feasible

The validation results showed consistently high scores across all assessed aspects. Content feasibility obtained a mean score of 3.73, language accuracy 3.93, systematic organization 3.78, attractiveness 3.80, and usefulness 3.83. The total validation score was 342 out of a maximum score of 360, equivalent to 95.0%, with an overall mean score of 3.80. Based on the predetermined feasibility criteria, the developed *Love Language* module was classified as *highly feasible*.

The validators' feedback was subsequently used to refine several components of the module, including the clarity of explanations, organization of materials and activities, visual presentation, and relevance of examples to adolescents' everyday social experiences. The combination of the needs-assessment findings and expert-validation results provided the basis for producing a module that was responsive to adolescents' interpersonal needs and feasible for further use.

DISCUSSION

The findings indicate that adolescents in Gunung Pangilun Urban Village generally demonstrated positive patterns of *love language* in their everyday interactions, although the five dimensions were not expressed with equal strength. Most participants were classified in the appropriate or very appropriate categories overall, suggesting that expressions of attention, appreciation, and interpersonal care were already present in their peer relationships. A closer examination, however, revealed that *acts of service* and *quality time* required greater reinforcement than several other dimensions. This pattern is important because positive adolescent interaction is not shaped only by verbal expressions of care, but also by the willingness to be present, provide support, participate in shared activities, and respond to peers through concrete actions. The module was therefore developed not to introduce affection as an entirely unfamiliar concept, but to help adolescents recognize and strengthen forms of care that may already exist but are not always expressed consistently.

The use of needs assessment as the basis for module development is supported by previous studies. Nita et al. (2020) showed that adolescent needs assessment can provide an important basis for designing programs that correspond to the conditions and needs of the target group. Similarly, Nita & Hakimi (2021) found that needs assessment can be used to identify the conditions and problems experienced by adolescents as a basis for determining appropriate services. These findings are consistent with the present study, in which

observations, interviews, and questionnaires were used to identify adolescents' interpersonal needs and subsequently guide the development of the *Love Language* Module for Adolescent Interactions. Thus, the development of the module was grounded not only in conceptual considerations but also in empirical information concerning the characteristics, conditions, and interaction needs of its intended users.

The relatively moderate pattern found in *quality time* deserves particular attention. Although most adolescents were classified in the appropriate category, a considerable proportion remained in the moderately appropriate category, and no participant reached the highest category. This suggests that adolescents may spend time with peers without necessarily experiencing that time as focused, attentive, or emotionally meaningful. Kutrovatz et al. (2022) similarly explain that meaningful time with adolescents involves more than physical presence; it includes focused attention, shared activities, involvement, and interpersonal support. Sowmya, Siregar et al. (2024) also found that adolescents associate *quality time* with meaningful interaction, common interests, shared experiences, and mutual support. These findings reinforce the decision to include activities in the module that encourage adolescents to listen attentively, participate in shared activities, communicate without unnecessary distraction, and become more consciously present when interacting with friends. The emphasis on *quality time* is therefore consistent with evidence that the quality of interpersonal engagement matters more than the duration of time spent together.

A stronger developmental need was identified in *acts of service*, where most participants were concentrated in the moderately appropriate category. This finding suggests that concern for others may be understood emotionally but is not always translated into practical assistance. Helping a friend complete a shared responsibility, offering assistance during difficulty, or voluntarily responding to another person's needs are concrete forms of interpersonal care that require empathy as well as initiative. The finding complements research on adolescent friendship showing that expressions of affection are communicated through different forms of interpersonal behavior rather than through verbal communication alone (Yusuf et al., 2022). It also supports the broader position that *love language* can be meaningfully extended beyond romantic relationships when it is interpreted as a flexible framework for expressing appreciation, support, and relational attentiveness. Such an interpretation is particularly relevant to the present study because the module is intended for peer interaction rather than for romantic relationships.

The findings for *words of affirmation* and *receiving gifts* present a different picture. Adolescents appeared relatively comfortable with verbal encouragement and appreciation, while *receiving gifts* showed the largest proportion of participants in the highest category. These results indicate that some expressions of care are more readily recognized or practiced than others. The result should not be interpreted to mean that one form of *love language* is inherently more valuable. Rather, it illustrates the diversity of ways in which adolescents understand and communicate interpersonal appreciation. Bahtiar et al. (2024) demonstrated that *love language* constructs can be measured within the Indonesian cultural context, while Putri et al. (2025) showed that expressions associated with *love language* can also appear in same-gender friendships through openness, empathy, support, positivity, and equality. The present findings extend this perspective by showing that adolescents within a community setting may display uneven preferences and practices across the five dimensions. The module therefore treats these dimensions as reflective tools rather than fixed personality categories, allowing adolescents to recognize differences without assuming that every person must rely on a single dominant form of affection.

Expert validation further supports the suitability of the developed module. The content feasibility aspect obtained a mean score of 3.73, while usefulness reached 3.83. These scores indicate that the module was considered relevant to adolescents' interpersonal needs and sufficiently applicable to everyday social situations. The result is consistent with Novianty & Rachel (2024), who emphasized that educational modules for adolescents should be designed around the characteristics, needs, and experiences of the intended users. Handayani et al. (2022) similarly highlighted the importance of cognitive accessibility when educational materials are developed for adolescents. Information that is overly abstract or linguistically complex may reduce comprehension, whereas materials presented in a clear and accessible manner are more likely to be understood and used meaningfully. The present module follows this principle by connecting *love language* concepts with familiar situations such as spending time with friends, listening, providing encouragement, helping others, and reflecting on everyday interpersonal experiences.

Language accuracy received the highest validation mean of 3.93, while systematic organization obtained 3.78. These findings suggest that the module was not only considered conceptually appropriate but was also communicated in a manner suitable for adolescent readers. A well-designed module requires more than accurate content; its ideas need to be organized progressively so that users can move from understanding a concept to recognizing

examples and considering its application. Melisa et al. (2021) describe modules as learning resources that organize content systematically to support independent learning, while Chrisyarani & Sulistyowati (2022) emphasize the value of structured sequencing in helping users follow learning activities more easily. The organization of the present module reflects these principles by arranging material from conceptual introduction to practical examples, activities, and reflection. Such a structure allows adolescents to approach interpersonal communication as something that can be understood gradually and connected to their own experiences rather than simply memorized as a set of definitions.

The attractiveness aspect obtained a mean score of 3.80, indicating that the presentation of the module was also considered appropriate for its target users. Visual presentation is especially relevant when educational materials are intended for adolescents because interest and sustained attention may be influenced by how information is presented. Natalia et al. (2023) reported favorable user responses to an attractively designed module, while Siregar et al. (2024) noted that limited or monotonous learning resources can reduce learner interest. Similar findings were reported by Fatimah et al. (2023), whose interactive module received positive responses in terms of attractiveness, language, usability, and presentation. These studies support the view that attractiveness should not be treated merely as decoration. Visual organization, readable language, relevant illustrations, and relatable activities can make adolescents more willing to engage with the content, complete reflective tasks, and connect the material with their own relationships.

The usefulness score of 3.83 strengthens the practical significance of the module. The module provides adolescents with opportunities not only to understand what *quality time*, *acts of service*, *words of affirmation*, *receiving gifts*, and *physical touch* mean, but also to consider how these expressions may be communicated respectfully in everyday relationships. Particular attention to *quality time* is supported by previous studies showing that focused attention, shared activities, communication, and emotional involvement contribute to meaningful interpersonal experiences among adolescents (Kutrovatz et al., 2022). The module therefore has potential value as a reflective educational resource that can support adolescents in becoming more attentive to the ways they express care and respond to the needs of others. Its practical contribution lies in translating an abstract interpersonal concept into concrete situations that adolescents can recognize in friendships and community interactions.

The overall expert-validation score of 342 out of 360, equivalent to 95%, with a mean of 3.80, indicates that the module achieved a high level of feasibility across content, language, organization, attractiveness, and usefulness. This result also illustrates the contribution of the study to existing module-development research. Previous studies have largely employed modules to support academic learning, health literacy, or specific subject competencies, whereas the present study applies a developmental module to the interpersonal experiences of adolescents. Its contribution therefore lies in combining *love language* concepts with adolescent peer interaction and translating them into structured educational and reflective activities situated within a community context. Theoretically, the findings support a broader understanding of *love language* as a vocabulary for interpersonal care rather than solely as a framework for romantic relationships. Practically, the module may provide adolescents, youth facilitators, counselors, or community educators with structured material for discussing attention, empathy, interpersonal boundaries, support, and respectful communication.

Several limitations should be considered when interpreting these findings. The study involved only 40 adolescents from one urban village, which limits the extent to which the results can represent adolescents from different social, cultural, or geographical settings. The adolescent interaction data relied primarily on self-report questionnaires, making the findings susceptible to socially desirable responses and individual interpretations of questionnaire items. Expert validation was conducted by three validators and established the feasibility of the product, but the available findings do not yet provide strong evidence of long-term effectiveness or behavioral change following module use. The five *love language* dimensions should also be interpreted cautiously as flexible categories of interpersonal expression rather than fixed psychological types. Future studies could involve larger and more diverse adolescent populations, combine self-report data with observations or interviews, and conduct controlled or longitudinal evaluations to examine whether use of the module produces sustained improvements in empathy, communication, supportive behavior, and the quality of adolescent peer relationships.

CONCLUSION

Based on the research findings and discussion, it can be concluded that adolescents in Gunung Pangilun Urban Village generally demonstrated an appropriate level of *love language*

in their social interactions. Most adolescents were able to express and receive care, attention, and appreciation in their relationships with others, although several dimensions had not yet developed optimally. The findings particularly highlighted the need to strengthen *quality time* as a meaningful form of interpersonal interaction. This aspect involves not only spending time together, but also being fully present, listening attentively, communicating openly, engaging in shared activities, and providing emotional support. These findings indicate that adolescents already possess a positive foundation for interpersonal relationships, yet they still need structured opportunities to deepen their understanding of how care can be expressed in thoughtful and meaningful ways.

The *Love Language* Module developed in this study was therefore designed with an emphasis on *quality time* and was adapted to the interaction needs and everyday experiences of adolescents. The module presents the material through clear language, systematic organization, relevant examples, reflective activities, and an engaging presentation. Expert validation showed that the module met the established feasibility criteria and was considered highly feasible in terms of content, language accuracy, organization, attractiveness, and usefulness. These findings suggest that the module can serve as a supportive educational resource to help adolescents understand and apply *quality time* more consciously in their daily relationships. Future studies are encouraged to examine the implementation and effectiveness of the module with larger and more diverse adolescent populations and to evaluate its longer-term contribution to communication, empathy, supportive behavior, and the quality of peer relationships.

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