

## The Dynamics of Quarter Life Crisis and Coping Strategies for Final Year Undergraduate Students

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### Abstract

Quarter-life crisis is a crisis that occurs in individuals aged 20 years and over. In this phase it becomes a difficult phase because of a significant change, previously the individual focused on spending school years but after that he was forced to take responsibility for himself. The purpose of this study is to look at the dynamics of quarter-life crises and coping strategies by individuals who are currently running lectures at the final year undergraduate from IPB University. The respondents in the study were 11 final year undergraduate students who were carrying out lectures at the final year. Data were collected using semi-structured interviews and focus group discussions (FGD). The results showed that each individual experienced a different quarter-life crisis, with the most of problems faced are anxiety about the future. Each individual has a different coping strategy in dealing with the crisis they are experienced. The differences comes because of differences in responding problem, parenting style and personality.

Keywords: coping strategy, quarter-life crisis, undergraduate students

### Abstrak

*Quarter-life crisis* merupakan krisis yang terjadi pada individu yang berusia 20 tahun ke atas. Pada fase ini menjadi fase yang sulit bagi individu karena adanya perubahan yang signifikan, sebelumnya individu fokus menghabiskan masa sekolahnya namun setelahnya terpaksa harus bertanggung jawab terhadap dirinya. Tujuan penelitian ini untuk melihat dinamika *quarter-life crisis* dan *coping strategi* yang dilakukan individu yang sedang menjalankan perkuliahan di tingkat akhir. Penelitian ini menggunakan pendekatan kualitatif dengan desain penelitian fenomenologis dengan teknik *purposive sampling*. Responden dalam penelitian merupakan mahasiswa yang sedang menjalankan perkuliahan di tingkat akhir berjumlah 11 orang. Pengambilan data dilakukan menggunakan metode wawancara semi-terstruktur dan *focus group discussion* (FGD) Hasil penelitian menunjukkan bahwa setiap individu mengalami *quarter-life crisis* yang berbeda, dengan sebagian besar permasalahan yang dihadapi yaitu kecemasan terhadap masa depan. Setiap individu memiliki *coping strategi* yang berbeda dalam menghadapi krisis yang sedang dialaminya. Perbedaan ini muncul karena adanya perbedaan dalam menganggapi masalah, pola asuh orang tua dan perbedaan kepribadian.

Kata kunci: mahasiswa sarjana tingkat akhir, *quarter-life crisis*, strategi koping

## Introduction

In recent years, the issue of mental health has become a concern for the public. Different from previous years, today's society has begun to consider mental health as important as physical health. This awareness has finally made many terms from mental health become popular, one of which is the quarter life crisis. According to Robbins and Wilner (2001), a quarter life crisis is a major change that occurs in an individual's life, just like a midlife crisis. If the midlife crisis occurs in middle-aged individuals, this quarter life crisis is experienced by individuals aged 20 years and over. Reporting from Mindbodygreen.com (2019), as many as 6 out of 10 millennials reported experiencing quarter life crisis. The Guardian also stated in its research, 86 percent of millennials experience quarter life crisis which makes them feel insecure, disappointed, lonely and depressed. Based on Arnett's (2015) theory, the individual is in the developmental period of emerging adulthood, which is a period of transition from adolescence to adulthood. Arnett (2015) says that the emerging adulthood phase is a more mature exploration phase than the exploration of adolescence. In this phase, individuals already have freedom because most of them no longer live in the same house with their parents. However, this exploration phase was also a difficult phase for some individuals. During this period of development, individuals experience very significant changes. Individuals who previously spent time in school are then "forced" to think about plans for adult life, and take full responsibility for these choices. Robinson (2013) explains that the crisis in quarter life makes it difficult for individuals to determine what lifestyle they will choose. In line with that, Robbins and Wilmer (2001) say that quarter life crises often arise because of the culture shock experienced by individuals when they go away from the world with educational settings for a dozen to twenty years, into a new, more professional world.

The changes that appear during the quarter life crisis then will cause responses, such as stress, anxiety, and even depression (Allison, 2010). Several conditions such as anxiety, pessimism, low self-esteem, helplessness, and an exaggerated view of self-weakness are also experienced by individuals who experience quarter life-crisis (Mutiarra, 2018). These conditions indicate that the quarter-life crisis basically happens to anyone who enters early adulthood, including final year students who will finish their studies at university. The crisis experienced by final year students is usually caused by various difficulties such as finding a thesis title, limited funds, communication with supervisors, continuous revisions, demands for time in education, career worries, and various other demands after graduation (Riewanto, 2003). In addition, while at the final level, students are faced with various choices between continuing their studies to a higher level, looking for a job, having a romantic relationship, or giving a role to their social environment (Mutiarra, 2018). The gap between reality and expectations will lead final year students to experience a quarter life crisis. In addition to experiencing a lot of anxiety and tension due to the many demands that must be met, they are also sometimes overwhelmed with feelings of confusion about placing themselves and attention.

The impact of this quarter life crisis of course can be handled if individuals have good coping strategies. Coping strategies are dynamic cognitive and behavioral efforts to manage external and/or internal demands that burden or exceed individual resource capacities (Lazarus & Folkman, 1984). This coping strategy can then make it easier for individuals to get through the quarter life crisis phase. Afandi and Afandi (2021) conclude that in order to become healthy, happy individuals and avoid unpleasant

feelings during the quarter life crisis phase, individuals must try to use logic and consideration of reality in carrying out/executing (Afandi & Afandi, 2021). Coping strategies have a big role when someone experiences a quarter life crisis. Someone who has the ability to deal with and handle problems well will be able to rise from difficult times and crises in his life (Roellyana and Listiyandini 2016).

Based on the explanation above, the researchers are interested in looking at the dynamics of the quarter life crisis and coping strategies for final year undergraduate student. Researchers are interested because there are not many studies related to the quarter life crisis, especially in Indonesia, while the problems that arise as a result of the quarter life crisis can have a significant impact on the phase of an individual's life in the next phase of development. Therefore, this study aims to see the quarter life-crisis experience and the coping strategies used in dealing with problems by final year undergraduate student. This study also attempts to see the most important factors in the dynamics of the quarter life-crisis. This study hypothesizes that coping strategies play significant roles in quarter life-crisis that experienced by final year students.

## Methods

### Participants

This research involved five final year students (final year students) from IPB University, major Family and Consumer Sciences. Collecting data using interview techniques. As for the data collection forum group discussion (FGD), this study involved eight final year students. Participants who are interested in the research are the participants who know the most about the problems they are facing and are judged to provide the information they need. There were four respondents who participated in the interview method and 8 people for the FGD.

### Measurement

This study aims to analyze the dynamics of the quarter life crisis and coping strategies. Quarter life crisis is an identity crisis experienced by individuals aged 18-25 years as a result of the transition from adolescence to adulthood that causes individuals to feel worried, stressed, and anxious about the future, especially for final year undergraduated students. Coping strategies are efforts made by individuals to overcome or face problems and demands that exceed their capacity.

Data collection techniques in this study used two data collection techniques, namely semi-structured in-depth interviews and group discussion forums (FGD). This type of interview is more than a structured interview. Interviews used guidelines containing open-ended questions posed to informants. According to Yusuf (2014), in-depth semi-structured interviews are when the researcher arranges a solid interview but does not use a standard format and sequence. Meanwhile, a group discussion forum (FGD) is a qualitative data collection with the aim of obtaining information on the desires, needs, viewpoints, beliefs, and experiences of participants on a topic under the direction of a facilitator or moderator (Paramita & Kristiana, 2013). Participants should consider the discussion non-threatening and participants feel free to give any opinion.

The researcher used the same question guide for the second data collection method. The following is a guide to the questions used for data collection:

1. Are you aware of the quarter-life crisis?
2. In your opinion, what is a quarter-life crisis?

3. Have you had a quarter-life crisis recently?
4. Please tell me what kind of crisis you experienced?
5. In your opinion, why did the crisis occur?
6. How do you deal with the quarter-life crisis?

Interviews were conducted online through various platforms such as WhatsApp video and zoom meeting cloud. All information that the informant has conveyed is recorded after the interview process is complete. The interview participants involved were obtained from researcher relations. The interview process is carried out in three stages, the first is the introduction stage to build a relationship between the researcher and the informant so that mutual trust grows. The second stage is the stage of asking questions and informants provide information in accordance with the research topic, this stage is an essential and core stage of the interview process. In the third stage, the researcher confirms from the researcher to the informant.

After collecting temporary data, the next step is to collect FGD data. Several respondents involved in collecting interview data were re-involved in the FGD data collection. The FGDs were conducted in one session lasting approximately 60 minutes. Forum Group Discussion (FGD) was held on a predetermined schedule. The Forum Group Discussion (FGD) process involves participants, moderators, note-takers, and operators. Forum Group Discussion (FGD) is conducted online via Zoom meeting. During the discussion, brief notes were made and activities were also recorded to gain the credibility of the data.

### **Analysis**

The data obtained from semi-structured interviews and forum group's discussion were processed and analyzed through the following stages: 1) doing verbatim or transcripts of interviews and FGDs; 2) editing data, namely ensuring that the data that has been taken is accurate; 3) coding data, namely the process to provide a code on the transcript of the interview; 4) classification, namely data that is classified based on the similarity of the characteristics of the sub-themes and themes that will be created; 5) data tabulation, i.e. data is displayed in the form of column and row arrangements or tables or quotes. Checking the validity of the data is done by triangulation technique. We involved interview respondents again in collecting FGD data to see the consistency of the respondents' answers. It can be seen that there is consistency in the answers of these respondents.

### **Findings**

All data taken from 12 respondents. All respondents were final year undergraduate students who were in their final year. Subjects in this study aged 20-29 years. The findings of this study are divided into four discussion themes related to the dynamics of the quarter-life-crisis and coping strategies for undergraduate students at the final year undergraduate student. The four themes are knowledge about the quarter-life crisis, the form of the quarter-life-crisis experienced, the impact of the quarter-life-crisis, and coping strategies in dealing with the quarter-life-crisis.

## Final Year Students' Knowledge of Quarter Life-Crisis

The phenomenon of the quarter life-crisis is actually quite close to the lives of final year students who claim to have experienced the crisis. Several students expressed their opinion regarding the definition of a quarter life-crisis based on their own understanding and experience. Quarter life-crisis is defined as worry, uncertainty, maturity, identity crisis, and the search for identity.

*Quarter life-crisis is like worrying about the future (ER).*

*Quarter life-crisis is more like we are faced with uncertainty in a certain age range that will be faced or are being faced (NK).*

*I call the quarter life-crisis a period of self-maturity, the time shift from late adolescence to early adulthood. At that time the emotional condition tends to be unstable, often angry, but suddenly happy again, a bit strange. Then, it can also be referred to as the search for identity (NVT).*

*The quarter life-crisis is an identity crisis (MJ).*

*Quarter life-crisis is a period of self-discovery (LA).*

Quarter life-crisis is also described as a stressful condition experienced by adolescents or early adults.

*Based on what I understand, quarter life-crisis is like stress experienced by teenagers or early adult individuals (AA).*

There is also an opinion that the quarter life-crisis is a problem that inevitably comes at a certain age.

*Having read a little bit about this issue, what I catch is that quarter life-crisis is a normal problem to be experienced in a certain age range of around 25-30 years (IN).*

## The Form of Quarter Life-Crisis experienced by Final Year Students

Students stated that they had experienced the symptoms of a quarter life-crisis. The form of the crisis experienced by each student tends to be different, but still refers to the known scope of the quarter-life crisis.

During the quarter life-crisis, students think that they think too much about the future. Feelings of indecision in setting goals, career plans, or when faced with several choices also often arise. In addition, lack of self-confidence is also the most common crisis experienced by students.

*Emotions become unstable and feel very indecisive when faced with difficult situations. Two very important things sometimes demand equal priority, such as academic assignments and organizational tasks which both have the same deadline. In addition, socializing with friends when you are feeling this crisis also seems very painful because you feel you are not much better than other people. Seeing that my friends were already happy with their choice made me think too much and finally chose to stay away from the association. For a year I chose to be alone because I was haunted by insecurity. Not only that, I'm also still confused in determining career plans after graduating from college. I*

*dream of becoming a teacher in primary or secondary school, but it seems that dream is difficult to realize because it does not match my current educational background (NVT).*

*Feeling at the age that has grown up, the feeling of confusion becomes even greater especially in determining the direction of life. What do you want to do and what is the purpose? I admit this confusion is caused by lack of confidence. When I want to try new things but always fail because I don't feel brave, I finally don't know my strengths or potential (MJ).*

*Realizing that now is the time to have a more serious and purposeful life goal. Having a clear vision and mission is also important so that the goals can be achieved. But it still feels very indecisive in determining the purpose of life. Especially regarding the choice of being a working woman or a housewife. Both are certainly not an easy choice and both need to be prepared. Even the field of work is currently still changing because it is confusing what to choose (NS).*

In addition to causing doubt and confusion in determining future plans, this quarter life-crisis also causes individuals to feel powerless in realizing the plans that have been made.

*Suppose we have made a list of targets, but to work on it seems difficult or difficult because it does not match reality. Or when you have the courage to try but fail. So I felt in the end it was not up to expectations (LA).*

For final year students who are required to do their final project, quarter life-crisis is an issue that is often associated with academic problems. When entering the fourth year of lectures, students seem to be required to immediately complete their final project in order to graduate on time. Starting from determining the title of the thesis, conducting the guidance process with lecturers, conducting field research, processing data, conducting seminars and hearings, until finally graduating. All of that is a long process that must be passed with passion and confidence. In addition, support is also needed from family, lecturers, and friends so that the thesis process can be carried out more easily. However, students often experience obstacles in going through all the processes caused by certain factors. This eventually causes feelings of anxiety and fear that lead to stress.

*Sleep patterns and eating patterns have become irregular since entering the final semester. In the near future, stress is also often experienced when seeing friends who have already conducted research seminars. Sometimes they also feel pressured when they find out that the progress of their research has progressed or are asked about graduation. I realized that the main trigger for the stress I was experiencing was seeing the progress or lives of friends on social media, which made me worry too much. Even now I feel very scared and always want to cry. As if I need someone's acknowledgement that I can get through all of this (ER).*

*As a student of the fast track program, I feel anxious that I can't continue this program because I haven't finished my final project for the undergraduate program. It should be finished soon because the schedule for collecting documents for the master's program is almost here. Master's application starts from May 5 to July 16. Automatically I must have obtained a certificate of graduation before July 16. Meanwhile, it is now the month of May but the research progress is still processing the data. So feel unsure whether this fast track program can be continued or not (IN).*

Financial problems also do not escape the discussion of the quarter life-crisis for final year students. The fear of being a burden on their parents made the respondents choose to be financially independent and change their career plans. Some respondents think that if they do not graduate on time it will be a financial burden on their parents. The other one want to be independent for financial but they still confuse for their future career.

*Yes, now is the time to think about many things, mainly related to post-graduate plans. Thinking that he will soon graduate from college and worried about being a contributor to the unemployment rate in Indonesia. Thinking in the future about what role and career you want to play in. Initially I wanted to become a lecturer but became hesitant because in fact to become a lecturer must be highly educated. Trying to think realistically that there are many things that must be achieved at this age and the most needed is money so that you must immediately become financially independent. However, right now I'm really worried that I won't be able to make it happen (NV).*

*For the quarter life-crisis that is being experienced related to personal finances. I really want to be financially independent. Initially, he planned to continue his studies to a master's program, but was finally canceled because he didn't want to bother his parents. During this pandemic, many unexpected things have happened. My parents were forced to stop working and this certainly had an impact on the family's economic condition which made me feel I had to be able to help in this matter (NK).*

Not only when making choices, quarter life-crisis can also be experienced when individuals feel they have lost their internal motivation to do a job. Some respondents feel like they not capable to do something, e.g their final thesis or course work, and they make it general for whole things in their world.

*If I feel it myself tend to be disappointed with myself. I was very motivated to graduate on time, but now I feel no longer motivated to do so. Initially, he was undecided between participating in the competition or focusing on working on the thesis. However, when it was decided to focus on working on the thesis but it turned out that the place of research was not as expected, the motivation was finally lost (NVT).*

### **The Impact of the Quarter Life Crisis for Final Year Students**

The impact of the quarter life crisis on each student is different. The impact felt by one of them is withdrawing from the surrounding environment to avoid interaction.

*If so, I prefer to be alone. Especially when activities are limited and coupled with excessive thoughts, they tend to isolate themselves from the environment. This happened for almost a year until finally offline activities began to be carried out again. At that time I felt very unstable emotions so I was afraid to make mistakes in interacting. But it turned out that my attitude was considered to hurt other people which finally made me realize that it was not good (NVT).*

The students also explained that the quarter life crisis they had experienced, e.g. feeling unmotivated, feeling confuse about future, caused a sense of insecurity that was quite disturbing.

*Regarding the impacts of the quarter life crisis, I personally feel less confident and think too much about something that has not been achieved. The closest achievement targets such as thesis make me think I have to graduate on time. Then think again after*

*graduation I have to work but not even any ideas related to it. It made me feel insecure. I feel unsure about it all (ER).*

Social media is one of the sources that can escalate the crisis. The feeling of comparing yourself to others often triggers feelings of depression. In addition, feelings of anxiety and worry also often appear every night. Students feel restless thinking about the future to become insecure and overthinking.

*Tend to compare themselves with others. Actually opening social media with the reason to gather motivation but the conditions are often contrary to the goal. I even feel bad when I see my friends have gone far ahead of us. It's stressful and to deal with it I usually choose to sleep (NK).*

*Fear of what the future will be like. About career and life whether it will be fun and as expected. Sometimes we have to accept that things in our lives don't go as expected because there are external factors that come into play like our parents. The most disturbing impact is finally excessive thoughts when they want to rest at night. Like being haunted by future puzzles that eventually lead to feelings of fear, anxiety, and insecurity. Thinking about activities after graduation, ideal partners, to a happy family. Then reality was slapped when you saw a friend who had already graduated and asked yourself when will you be like them (RH).*

### **Coping Strategies for Final Years in Facing Quarter Life Crisis**

Students realize that the previous behavior and attitudes that led to the quarter life-crisis are not good to continue to maintain. After experiencing a downturn from the crisis they experienced, students tried to improve the situation and solve the problem by taking several actions known as coping strategies.

One of the coping strategies adopted by students is establishing social relationships by prioritizing characters that are considered beneficial or asking for advice from older seniors who are more experienced.

*Lots of stories and ask for advice from seniors. The living environment in the village also demands to always be friendly and interact with fellow residents. When I'm at home I try to do productive activities such as creating study groups for children. When I was in the campus dormitory, I tried to ask my brother or friends for their opinion who understood me. I also usually approach people who are boisterous and expressive, such as those who are extroverted (NVT).*

Another action taken by the respondent as an effort to overcome the quarter life-crisis that is being experienced is by observing the surrounding environment. When we experience certain problems, we need to open our eyes wider to be able to see things that were previously missed so that we don't forget to always be grateful.

*Walk alone and look around. Seeing the lives of others who are not more fortunate than the life we have now. This made me realize that everyone has their own problems (NK).*

Students admit that getting closer to the Creator and always being grateful can make it easier for them to go through the problems or crises they are facing.

*Gratitude allows us to better understand and accept everything that happens. One of the ways I usually do to always be grateful is to take a walk to see the environment around*



*me. During the trip there will be many things to observe. Often find that a lot of people who are also experiencing difficulties out there. This makes me more grateful because I believe that God is good enough to give me this problem so that I can become more mature (FR).*

*Complain to God when you feel confused about life's matters. After that, he was quite sure of God's provision and tried his best (MJ).*

Another form of coping strategy described by students is changing perspectives. We have to accept that a quarter century crisis is a natural thing for every individual to experience at this stage of development. By changing the point of view, it is hoped that individuals will be able to get through the quarter life crisis more easily

*Quarter life crisis is a form of worry, confusion, indecision, all of which are triggered by each individual's point of view. Try to change your perspective on things that haven't happened yet which won't necessarily be a bad thing. When we learn about developmental tasks, we will know that there are developmental tasks at every age phase. The point is, you should not feel alone because they, our friends, must also experience the same crisis (IN).*

Handling the quarter life-crisis can also be done by reducing the consumption of unfavorable spectacles.

*Reducing shows that are less beneficial for mental health. Spectacle of luxury that makes low self-esteem. Replacing it with spectacles about spiritual studies and increasing the quantity of reading books (NVT).*

Trying to be more confident in your own abilities is also a coping strategy that can be done. Moreover, many of the final year students experience problems related to self-confidence.

*If I try to strengthen myself and be more confident. When the opportunity arises, I will try, even though in the end it failed I feel no regrets and am still excited to try again (LA).*

Avoiding the source of stress can be a coping strategy that can solve the quarter life-crisis being experienced.

*Try to create a time management plan. Because the main problem is in time management, so try to organize your daily agenda to be more organized. Support from the environment such as friends is also very helpful in the success of this plan (ER).*

Students try to deal with the problems they experience by focusing on problem-focused coping and emotional-focused coping. In problem-focused coping, students try to find ways to reduce their anxiety by returning to the boarding house so they can work on their thesis with friends.

*Returning to the boarding house was one of the steps I took so I could focus on doing my final project. I feel I have a regular schedule when I'm at the boarding house. In addition, I feel more enthusiastic when I am in the boarding house because I can meet friends who are struggling for the same thing. Sometimes I also deal with the stress that comes with sleeping (IN).*

## Discussion

In the span of life, each individual will go through several stages of development ranging from infancy, adolescence, adulthood to the elderly. According to Rahmania & Tasaufi (2020) over time, individuals begin to have greater demands and pressures from the environment when facing adolescence towards adulthood. According to Erikson's theory of Social Development each individual has stages of crisis categorized by age. Adolescence has stages of crisis identity vs inferiority which can be interpreted as an individual still has doubts about his identity such as life goals to his desires. Furthermore, young adulthood has a crisis stage intimacy vs isolation which can be interpreted as saying that the self begins to have the desire to commit to others and build close and compassionate relationships. In these times various problems arise in a person's life until it is often referred to as a quarter life-crisis. According to Robbins and Wilner (2001), the quarter life crisis is a major change that occurs in an individual's life.

Based on the results of interviews and FGDs, several individuals expressed opinions about understanding the meaning of quarter-life-crisis which can be interpreted as a period of self-maturation with various problems such as worries about the future to feelings of stress due to uncertainty over what is currently happening and what is about to happen. The results of this study are in accordance with the opinion of Fischer (2008) who said that quarter life-crisis is a feeling of worry that is present over the uncertainty of future lives around relationships, careers, and social life that occurs around the age of 20s. Another opinion presented by Nash and Murray (2010) quarter life-crisis is a problem related to dreams and hopes, challenges of academic interests, religion and spirituality, as well as work and career life.

Based on the interview results, the individual said that the quarter-life-crisis he experienced started from confusion over life choices to secession from his social environment. This opinion is in accordance with research conducted by Robinson and Wright (2013) which says that the quarter life-crisis has several stages that begin with a feeling of being trapped in the various choices faced. Furthermore, the separation from the activities carried out daily. Then the individual begins to reflect and explore for a new life. When he has found his purpose in life again, the last phase in the quarter life-crisis is to rebuild a new, more stable life. The results of the FGD with respondents said that in this phase, motivation loss is one of the problems in the quarter life-crisis. According to Ambarwati (2016) motivational loss is caused by feelings of fatigue experienced by individuals. If there is continuous saturation in oneself, the motivation becomes lost and the sense of enthusiasm in achieving life goals is reduced. Learning saturation is an emotional condition when a student feels tired and saturated mentally and physically as a result of excessive academic work demands or a person's mental state when experiencing a very very strong sense of boredom and fatigue that results in the emergence of a feeling of lethargy, lack of enthusiasm or life is not passionate about doing learning activities (Naldi, Daharnis & Ilyas, 2018). The inability to manage these various problems becomes a challenge in the future.

According to interviews submitted by respondents, they said that the quarter-life-crisis made him like to be alone and isolate himself from the surrounding environment. This opinion is in accordance with the results of research Karpika & Segel (2021) said that a person who experiences a quarter life-crisis tends to make an individual stuck about what to do to isolate themselves from the surrounding

environment. In addition, according to respondents with the initials ER, the impact of the quarter-life-crisis makes him a figure who lacks confidence, insecure, and is easily overthinking. A person caught up in this crisis makes himself helpless, easily doubts himself, fears failure, as well as insecure about long-term plans (Martin, 2016; Pande, 2011).

The impacts felt by respondents regarding the quarter-life-crisis made themselves more aware of their coping strategies. Respondents who are trying to improve their situation and solve their crisis problems by taking several actions, namely by trying to re-establish their main social relationships with expressive people such as extroverts and telling stories to older siblings to get enlightenment. The results of this study are in accordance with the opinion carried out by (Artiningsih & Savira, 2021) that the better the interpersonal relationship of individuals and the high level of social support received, the lower the quarter life-crisis. This can make self-coping strategies by forming good interpersonal relationships. Another action taken by respondents as an effort to overcome the quarter-life-crisis that is being experienced is to observe the surrounding environment. According to respondents with the initials NK, usually when they are experiencing certain problems, the thing they do is to travel to the surrounding environment and observe the living conditions of others. The feeling of gratitude for the life being experienced can be one of the good coping strategies in the quarter life-crisis. According to (Habibie et al., 2019) religiosity or feelings of gratitude can reduce various negative feelings felt so as to become individuals with more stable emotions.

This study has several limitations that can be improved for further research. The limitations of this study include that the study only involved female students and only from one faculty, so that further research could involve male students and other faculty as well so that the results can be analyzed more deeply.

## **Conclusion and Recommendation**

### **Conclusion**

Based on the results of the study, there are differences in the experience of a quarter-life crisis between individuals with one. This difference arises due to many factors, such as different interpretations of the problems faced, differences in parenting, differences in individual characteristics to differences in experience. However, most of the quarter-life crises experienced were anxiety about the future. The impact of the quarter-life crisis includes a lack of self-confidence, loss of motivation, withdrawal from the environment, to feeling depression because they often compare themselves with others.

This difference in the experience of the quarter-life crisis also gives rise to different coping strategies between individuals. Individuals will try various ways as a coping strategies to solve the problems at hand. Not a few individuals use maladaptive coping strategies to solve their problems.

### **Recommendation**

There are several recommendations based on the research results that have been done. First, University must be concern about these issues and make an institution of student counseling so the student can get professional help. Second, the next study is

expected to research male and students from another major or university. So, get a comprehensive picture of the dynamics of quarter life crisis and coping strategies for final level undergraduate students

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