

ANALYSIS OF THE COMPARISON OF QUARTER LIFE CRISIS LEVEL OF 2ND SEMESTER STUDENTS AND FINAL-LEVEL STUDENTS OF UIN SYARIF HIDAYATULLAH JAKARTA

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Abstract

Quarter-life crisis is a psychosocial phenomenon that is in the same age range as new adulthood, which is between 18 to 29 years and is characterized by the emergence of emotional reactions such as stress, frustration, panic, helplessness, worry about the future, no purpose, etc. Our study aims to compare and analyze the differences in the level of quarter life crisis experienced by second semester and final semester students. The object of this research is the students of UIN Syarif Hidayatullah Jakarta. The method used is qualitative with a survey, namely by making 25 questions through a google form. This data analysis technique is that if an individual answers "YES" 12 or more then he is experiencing a quarter life crisis. The results of the analysis of this study are the level of quarter life crisis experienced by final year students is higher than semester 2 students. In semester 2 students, many have experienced and thought about the future but did not think deeply as in final year students because final year students are already late. college period where you have to be ready and start thinking about and moving your life to the next level.

Keywords: *Quarter Life Crisis ; Emerging Adulthood ; Anxiety ; Frustration*

Abstrak

Quarter-life crisis merupakan fenomena psikososial yang berada pada rentang usia yang sama dengan masa dewasa baru, yaitu antara 18 hingga 29 tahun yang ditandai dengan munculnya reaksi emosional seperti stres, frustrasi, panik, tidak berdaya, khawatir akan masa depan, tidak ada tujuan, dll. Tujuan penelitian kami adalah untuk melihat perbandingan dan menganalisis uji perbedaan tingkat quarter life crisis yang dialami oleh mahasiswa semester 2 dengan mahasiswa tingkat akhir. Objek penelitian ini adalah mahasiswa UIN Syarif Hidayatullah Jakarta. Metode yang digunakan ialah kualitatif dengan survei yaitu dengan membuat 25 pertanyaan melalui google form. Teknik analisis data ini adalah apabila individu menjawab "YA" 12 atau lebih maka ia sedang mengalami quarter life crisis. Hasil analisis dari penelitian ini adalah tingkat quarter life crisis yang dialami oleh mahasiswa tingkat akhir lebih tinggi dibandingkan dengan mahasiswa semester 2. Pada mahasiswa semester sudah banyak yang mengalami dan memikirkan akan masa depan tetapi tidak memikirkan lebih dalam seperti pada mahasiswa tingkat akhir dikarenakan mahasiswa tingkat akhir sudah dipenghujung masa perkuliahan yang dimana sudah harus siap dan mulai memikirkan dan melanjutkan kehidupan dijenjang berikutnya.

Kata Kunci: *Krisis Seperempat Hidup ; Kedewasaan yang baru muncul ; Kecemasan ; Frustrasi*

PENDAHULUAN

At the student age, namely the age that has been reached by adolescence, the end of this period is a stage in a person's life, namely the transition period from adolescence to

adulthood. Where at that time someone tends to think about goals for the future, namely what they want to achieve. Adolescence is a period of transition from childhood to adulthood, individuals are expected to be able to think more randomly, be independent and responsible. However, with the end of adolescence, individual demands and pressures increase because individuals will soon enter more complex adulthood. Reactions that arise in welcoming the age of adulthood are varied. There are individuals who feel happy and enthusiastic, but there are also those who feel afraid because they feel unprepared. The condition of the emergence of these various reactions is a separate phase that is passed by all individuals at the end of their teenage years and is no longer a short transition period. This phase is known as new adulthood.

The term new adult appeared first coined by Arnett (2001) with an age range ranging from 18 years to 29 years. At this time, individuals face many challenges from the environment both in terms of certain skills to maturity and the start of the transition to adulthood. The independent period of childhood and adolescence has passed, but on the other hand, the absence of the ability to assume responsibility as an adult makes individuals explore themselves more in terms of work, love and their view of the world itself. Exploration of self-identity also contributes to making new adulthood a phase of instability because in an effort to explore oneself, individuals often experience changes, both in terms of love, education, and work more than at other stages of development (Tanner et al, 2008). Individuals who are in this period usually experience indecision, uncertainty, frustration and insecurity because they feel immature but are no longer teenagers (Martin, 2016).

Not all individuals are able to cope with the emerging challenges of adulthood, some of them will be confused to try to overcome them and if successful will move on with their lives. Meanwhile, some others are very likely to be going through a difficult time and need therapy to help them cope and find solutions to their problems. Forms of emotional crisis that occur in individuals in their 20s include feelings of helplessness, isolation, self-doubt, and fear of failure. This condition is known as the quarter life crisis (Atwood & Scholtz, 2008).

The quarterlife crisis phenomenon is a psychosocial phenomenon that is in the same age range as new adulthood, which is between 18 to 29 years which is characterized by the emergence of emotional reactions such as stress, frustration, panic, helplessness, worry about the future, no goals, etc (Pasaribu, 2021). Carol Cilligan in her book *In a Different Voice: Psychological Theory and Women's Development* reviews the story of Claire, a student study participant,

being interviewed again at the age of twenty-seven. When asked, as a senior student, how he would describe himself, he replied “confusing”.

“Should be able to say “yes”, me this and that,” he found himself “more uncertain now than I ever thought.” Realizing that “people see me in a certain way,” he eventually finds that these impressions are conflicting and inhibiting. “I found myself forced, caught in the middle: I had to be a good mother and daughter; As a student, I had to be aggressive and have high power and be career oriented.” But when the feeling of being stuck in the middle had changed, namely when he was a senior student, to a feeling of being blocked from acting, “forced to start making decisions for himself”, he then realized that all sorts of roles just weren't quite right”. Claire's condition shows that the Quarterlife Crisis is very widely experienced by final year students. This is because final year students are required to be able to immediately make decisions to make choices after graduating from college, whether it involves work, love, education, or life goals (Ciligan, 1982).

There are many previous studies related to this present topic. Study by Risna, Suroso & Niken (2021) examined the relationship between psychological well-being, self-efficacy and quarter life crisis in early adulthood. The results of the study revealed that there was a significant relationship between psychological well-being and self-efficacy with the quarter life crisis. This shows that two independent variables, namely psychological well-being and self-efficacy have a significant relationship with the quarter life crisis, then there is a negative relationship between psychological wellbeing and the quarter life crisis. These results suggest that psychological well-being is negatively correlated with significant quarter-life crises. The assumption is that the lower the psychological well-being, the higher the quarter life crisis in early adulthood and the negative correlation between self-efficacy and the quarter-life crisis is not significant. So it can be concluded that self-efficacy is not correlated with the quarter life crisis in early adulthood.

Moreover, Sujudi studied (2020) regarding the quarter life crisis phenomenon in final semester students at the University of North Sumatra. The results of the study through a series of data collection carried out by researchers through in-depth interviews with informants. This illustrates the fact on the ground that the quarter life crisis phenomenon actually occurs in the midst of the final semester students of the University of North Sumatra. The most common symptoms felt are worry, anxiety and fear. The cause of worry, anxiety and fear is the future, which is related to the ideals of dreams and work.

Not a few also admitted that they were worried and anxious when they had to finish college. Based on the results of Sari's study (2021) the quarter life crisis experienced by millennials is in individuals with an age range of 20-25 years. It was concluded that there were several factors that influenced the emergence of the Quarter Life Crisis LC in the millennial generation, namely (1) the influence of social media (2) educational background, (3) current job, (4) family support, (5) environmental demands, and (6) alignment between personal desires and environmental demands. Furthermore, a study conducted by Herawati & Hidayat (2020) regarding the quarter life crisis in early adulthood in the new week. The results of this study indicate that the factors that affect the Quarter Life Crisis include gender, status and occupation. The conclusion of this study shows that early adults in Pekanbaru who experience the Quarter Life Crisis are dominated by unmarried women and do not have jobs.

Other study based on Sujudi & Ginting (2020) regarding the Quarter life crisis during the Covid-19 pandemic in final semester students at the Universitas Sumatra Utara. The result of this study is that the quarter life-crisis phenomenon appears in USU's final semester students, there are connecting factors that connect external factors, namely living financing, college financing and various other external factors related to economic aspects with the impact of the Covid-19 pandemic on the economy. Indonesia. The increasing number of poverty and unemployment can clearly have an impact on the cost of living for students. Be it tuition fees, living expenses abroad, or pressure from students' parents to immediately complete their studies. Therefore, this pandemic is closely related to the quarterlife crisis phenomenon faced by USU final semester students. Based on Wijaya & Saprowi's (2022) study on "Dimensional Analysis: Social Support and the Quarter Century Age Crisis in Emerging Adulthood," the results reveal that social support is correlated with the quarter life crisis with the highest aspect being family support at 11%. Thus, the support provided by family has a greater role than the support provided by friends and closest people.

METHOD

Our research method is qualitative with a survey, namely by providing instruments in the form of questions to students at UIN Syarif Hidayatullah Jakarta. This research data collection was carried out by asking questions as many as 25 statements were given via google form and distributed in WhatsApp groups to second semester and final semester students of UIN Syarif Hidayatullah Jakarta. The number of our respondents was 60 people, namely 30 people from

semester 8. All results or answers from respondents were of good quality and we used them all. The instrument in this study used the Quarter-Life Crisis Diagnosis Quiz from Hassler (2009) which was used to select subjects who had a quarter-life crisis. The questions presented are from Hassler's eight years of research into what most of us experience during our twenties which is a lot of questions! Twenty years is a confusing, scary, frustrating, and exciting, stimulating, and transformational time. This measuring instrument has been used in Rahmania and Tasauji's (2020) research, Rosalinda and Michael's research (2019), and Agustin's research (2012). The higher the score obtained, the higher the individual's quarter life crisis. On the other hand, the lower the score received, the lower the quarter life crisis.

RESULTS

The results we found were differences in the level of quarter life crisis experienced by semester 2 and 8 students as seen from the respondents' answers, namely those who answered "Yes" as many as 12 or more than 25 questions. If the respondent answers "Yes" 12 or more, it can be said that the respondent is experiencing a quarter life crisis. From the answers of 60 respondents, the difference that does not seem significant is that the second semester students who answered "Yes" 12 or more were 25 respondents, while the 8th semester students who answered "Yes" were 12 or more. as many as 26 respondents. so that the difference between students who experienced a quarter life crisis in semester 2 and the final semester there was only one different respondent. However, the 8th semester students who answered "Yes" were more than 12 people and above, while the 2nd semester students who answered "Yes" were only 12 people out of 25 questions. So that the level of quarter life crisis experienced by 8th semester students is higher than that experienced by 2nd semester students.

The above shows that there are always more respondents who answered "yes" than those who answered no. In the second semester of 30 respondents, the number of respondents who answered "Yes" was 25 people. The results that answered "Yes" were 458 respondents in the second semester of the total. In the final semester of 30 respondents, the number of respondents who answered "Yes" was 26 people. The results that answered "Yes" as a whole were 485 respondents in the final semester. So that the level of quarter life crisis experienced by final semester students is higher than second semester students.

Discussion

The result of comparative analysis in this study is that the quarter life crisis level of final semester students is higher than that of second semester students. It is said in a study that the quarter-life crisis phenomenon is a psychosocial phenomenon in the same age range as the new adult age, which is between 18 to 29 years which is characterized by the emergence of emotional reactions such as stress, frustration, panic, helplessness, worry about the future, lack confidence, goals and so on. This is true because students aged 18-29 have started to think about their future and start thinking about what they will do in the future, but from the results of this research questionnaire, second semester students are not so worried about their future because they are still far from the world of work. Meanwhile, based on the results of Sujudi's research (2020) regarding the quarter life crisis phenomenon in final semester students at the Universitas Sumatra Utara The results of the study through a series of data collection carried out by researchers through in-depth interviews with informants.

This illustrates the fact on the ground that the quarter life crisis phenomenon actually occurs in the midst of the final semester students of the Universitas Sumatra Utara. The most common symptoms felt are worry, anxiety and fear. The cause of worry, anxiety and fear is the future, which is related to the ideals of dreams and work. Not a few also admitted that they were worried and anxious when they had to finish college. This quarter life crisis occurs in final semester students because they are very close to the world of work, they must be able to prepare for life after graduation.

Robins and Wilner (2011) refer to the quarter-life crisis as a transition period from the academic world to the real world. Individuals will be disturbed by questions about their future and what they have or have not done in the present that will affect their future. This is what makes quarter life crises more often experienced by final year students as in the results of research which states that final year students have a higher level of quarter life crisis and their anxiety is because at the end of their lectures they really have to know how and what to do. What to do. what to do after graduation There are also 2nd semester students who have experienced it, the difference between final semester students is not too far but the level of anxiety is different because 2nd semester students still have enough time to think about their future.

The limitation of this study is that it does not discuss in more detail why the quarter life crisis is prone to occur in final semester students. In our opinion, the next researcher can discuss how to overcome the quarter life crisis in students and what are the factors.

CONCLUSION

The result of comparative analysis in this study is that the quarter life crisis level of final semester students is higher than that of second semester students. The high level of quarter life crisis in final semester students is because final semester students are very close to graduation where they have to prepare what they want after graduation.

We conducted this study because no one has discussed whether early semester students also experience a quarter life crisis, so we chose this title because we think this research is important to provide information that this quarter life crisis can occur in early semester students even though they are more vulnerable and have high level of risk. quarter life crisis experienced by final semester students.

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