

# Resilience in Final Year Students Experiencing Quarter Life Crisis

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## Abstract

Students who experience quarter life crisis have resilience skills. This study uses a quantitative method with a comparative descriptive research type. The number of research samples was 60 final year students selected using purposive sampling techniques. The instrument used was the Connor-Davidson Resilience Scale (CD-RISC) 25-item resilience questionnaire which has been adapted. The research findings show that: 1) The resilience of students experiencing quarter life crisis is generally in the high category . 2) There is no difference in the resilience of final year students experiencing quarter life crisis BK FIP UNP in terms of year of entry. To increase resilience in final year students who are experiencing a quarter life crisis , it is important to organize counseling services in universities to provide various counseling services that can help final year students understand their personal conditions, identify their problems and provide support tailored to the individual needs of students.

**Keywords :** Resilience, Final Year Student, Quarter Life Crisis.

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## Introduction

Every individual will experience stages of growth and development in the phase of life. Starting from children, adolescents, adults, to old age. At the stages of development, they have different characteristics and demands as well as tasks that must be fulfilled (Mutiar, 2018). One of the important phases that is of concern in human development is the emerging adulthood phase or early adulthood. (Arnett, 2014: Habibie , Syakarofath & Anwar , 2019). Early adulthood is considered important in human development because it is a period in which individuals begin to experience significant changes in various aspects of their lives, including physical, cognitive, emotional, and social. In this phase, individuals will make important decisions regarding education, work or career, and lifestyle, as well as choices to become the kind of individual they want to be.

Individuals who are in the early adult development phase who are required to be able to fulfill their roles in developmental tasks, one of which is final year students. Papalia, Olds, & Feldman (2014) stated that final year students are classified as early adults based on their developmental stages, and in this phase students will also receive many demands from the environment, both in terms of skills and maturity (Gunawan, 2015). Where students are able to take responsibility responsible for their adult life which is different from the previous

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process, starting to explore themselves , being able to manage their lives independently, freeing themselves from economic, psychological and sociological dependence on their parents , and having goals accompanied by mature plans in organizing their future .

For students who prepare for this period well, they feel ready to become adults, while students who are unable to face the challenges and changes that occur in adulthood will experience difficult and anxious times that can cause emotional crises in the form of negative responses such as hesitation, anxiety, anxiety, frustration and even depression in individuals called quarter life crisis (Azmy, 2022; Muray & Arnett , 2019; Robinson, 2015). Quarter Life crisis is an unstable emotional condition , in the form of feelings of hesitation, anxiety, worry and fear faced with many choices, especially regarding the future and helplessness in something faced , which often occurs in the age range of 18 to 29 years (Robbins & Wilner, 2001; Fischer, 2008). Final year students are among those who are vulnerable to experiencing quarter life crisis problems because they are worried about their future after graduating from college. Annisa (2020) stated that students who are in the quarter life crisis phase including experiencing uncertainty regarding academics that are never resolved, career concerns and other demands after graduating from college (Hulukati & Djibran, 2018; Hombing & Nenny, 2023; Robinson, 2019).

Research by Agusti , Ifdil & Amalianita (2022) on final year guidance and counseling students found that final year guidance and counseling students experienced a high category quarter -life crisis . Mutiara (2018) stated that 82% of final year students experience a quarter life crisis with symptoms of anxiety, panic, depression, unstable emotions, and confusion and loss of control over themselves. Meanwhile, research by Azizah & Ahmad (2022) stated that the results of research on the quarter life crisis in BKI students from the 2018 IAIN Ponorogo class were susceptible to experiencing a quarter life crisis , namely 1) students feel excessive anxiety, 2) feel worried, disappointed and hesitant, 3) lose their identity, 4) are afraid to make decisions. If left untreated and not resolved properly, it can cause various psychological problems such as depression, anxiety, and impaired mental health (Robbins & Wilner, 2001). Therefore, coping skills are needed in individuals to be able to deal with various pressures in the quarter life crisis phase (Agusti, Ifdil & Amalianita, 2022).

One of the coping skills that can help individuals to survive in adversity and crisis situations is to have resilience in the individual. Keye & Pegeon (2013) stated that resilience is the alleviation of the negative effects of stress, increasing adaptation, and developing effective coping skills to deal with change and difficulties. This is supported by Reivich & Shatte (2002) who explain that resilience can help an individual to survive in a crisis or problem situation, especially in final year students from pressure, crisis, or difficulties, rise from a slump to become a better person, develop and continue to function positively despite facing life's challenges. Balzarie & Nawangsih (2019) stated that resilience is one of the factors that influence quarter life crisis because resilience has a strong relationship with quarter life crisis, where in facing quarter life crisis, individuals must have the ability to survive and continue to develop even under pressure. So resilience is an important aspect that individuals must have when experiencing pressure during the quarter life crisis.

A high level of resilience can help individuals respond to quarter-life crisis in a more adaptive way and reduce the risk of mental health problems. Azmy's (2022) research on the effect of resilience on quarter-life crisis found that resilience contributed 86% to quarter-life crisis. Andy (2022) stated that individuals who are able to be resilient will be able to overcome the challenges faced in the quarter -life crisis. life crisis . Final year students who have resilience are able to overcome problems and try to rise from adversity to become

stronger and better individuals (Ifdil & Taufik, 2012). The factors that form resilience are personal factors, family factors and community factors. (Sari, Ifdil & Frischa, 2019 ). Resilience that is formed within a person is having personal competence, standards and tenacity, trust in instincts and tolerance of negative influences, positive self-acceptance of change and having safe relationships, having control, and spiritual influence (Connor & Davidson, 2003).

Based on the background, it can be understood that resilience affects behavioral patterns and emotional conditions in final year students who are in the quarter life crisis phase . This study discusses the resilience of final year students who experience a quarter life crisis as reviewed from the year of entry.

## Method

This study uses a quantitative method with a comparative descriptive research type. The number of samples in this study was 60 students registered in the 2020 (28 people) , 2019 (13 people) , and 2018 (28 people) classes in the Guidance and Counseling (BK) FIP UNP department with a purposive sampling technique. Data collection in the study used the Connor-Davidson Resilience Scale (CD-RISC) 25-item resilience instrument (questionnaire) which has been adapted. Data analysis using descriptive statistical techniques and one-way ANOVA test techniques using Microsoft Excel and SPSS. 26.

## Results and Discussion

This study describes the resilience picture of final year students who experience quarter life crisis reviewed from the aspects of resilience and year of entry. The results of this study were obtained from the administration, collection, and processing of student resilience instrument data consisting of 21 statement items and a sample size of 60 final year students who experienced quarter life crisis in the BK FIP UNP department.

Before describing in detail the resilience picture in final year students who experience quarter life crisis . It is necessary to know the interval and categorization of resilience, namely as follows:

**Table 1. Resilience Intervals and Categorization**

Category	Interval	Frequency	%
Very high	$\geq 90$	15	25 , 0
Tall	73-89	37	61 , 7
Currently	56-72	8	13 , 3
Low	39-55	0	0 , 0
Very Low	$\leq 38$	0	0 , 0
<b>Amount</b>		60	100

Based on Table 1, the total respondents in this study were 60 people, the resilience of final year students experiencing quarter life crisis 15 people (25.0%) students have resilience in the very high category, 37 people (61.7%) students have resilience in the high category, 8 people (13.3%) students have resilience in the moderate category, and no students have resilience in the low and very low categories in facing quarter life crisis. This finding reveals that the resilience condition of final year students experiencing quarter life crisis is in the high category. This means that final year students have good resilience and are able to face quarter life crisis.

Furthermore, the results of the analysis of the level of resilience in final year students experiencing a quarter life crisis are as follows:

**Table 2. Analysis of Student Resilience Levels Based on Resilience Variable Indicators (n= 60)**

No.	Indicator	Ideal	Max	Min	Total	Mean	SD	%	Capti on
1.	Personal competence, high standards, and tenacity ((7)	35	35	20	1766	29.4	3.9	50.0	T
2.	Trust in one's instincts, tolerance of negative affect, and strengthening effects of stress (6)	30	30	15	1331	22.2	3.8	40.0	T
3.	Positive acceptance of change, and secure relationships (4)	20	20	10	968	16.13	2.2	45.0	T
4.	Control (3)	15	15	7	722	12.03	1.8	61.7	ST
5.	Spiritual influences (1)	5	5	3	271	4.5	0.6	56.7	ST
Overall			105	21	5058	84.3		61.7	T

Information:

Note : Description

SD : Standard Deviation

T : Height

ST : Very High

overall resilience of final year students experiencing a quarter life crisis is in the high category with an average of 84.3 and a percentage of 61.7%. This means that the resilience of final year students experiencing a quarter life crisis tends to be in the high category. In detail, it can be seen in various resilience indicators of students experiencing a quarter life crisis : (1) personal competence, high standards, and tenacity indicators are in the medium category with an average of 29.4 and a percentage of 50.0%. (2) trust in one's instincts, tolerance of negative affect, and strengthening effects of stress indicators is in the high category with an average of 22.2 and a percentage of 40.0%. (3) positive acceptance of change, and secure relationships indicators is in the very high category with an average of 16.13 and a percentage of 45.0%. (4) the control indicator is in the very high category with an average of 12.03 and a percentage of 61.7%. (5) the control indicator spiritual influences is in the very high category with an average of 4.5 and a percentage of 56.7%.

Based on the findings from the discussion above, it can be concluded that the indicators (1) personal competence, high standards, and tenacity, (2) trust in one's instincts, tolerance of negative affect, and strengthening effects of stress, (3) positive acceptance of change, and secure relationships show high resilience . The control and spiritual influences indicators show very high resilience. Final year students who experience quarter life crisis with high and very high resilience show that students have capacity Which very good at dealing with pressure and challenges in the quarter life crisis phase . Balzarie & Nawangsih (2019) conducted a study on 421 Bandung students who experienced a quarter life crisis in the high category and found that their lives were meaningful, tended to be positive and full of

enthusiasm. Masten (2018) stated that individuals with high resilience are able to deal with emotional stress better. good, adaptable, and find solutions in crisis situations . Gempito (2022) conducted on 3 respondents stated that resilience can help recover from the quarter life crisis problems they face. This can be seen from the output results of students who have succeeded in resilience from the quarter life crisis they experienced. So it can be said that final year students experience a quarter life crisis , they are able to face challenges and are able to develop resilience capacity well.

The next analysis is a comparative analysis to see whether there is a difference in the resilience of final year students who experience a quarter life crisis in terms of the year of entry, as follows:

**Table 3. Results of the Test of Differences in Resilience Levels of Final Year Students Experiencing Quarter Life Crisis BK FIP UNP Reviewed by Year of Entry /Class**

ANOVA					
Resilience	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	117,824	2	58,912	0.532	0.591
Within Groups	6316.776	57	110,821		
Total	6434.600	59			

Based on Table 3, the difference in the average resilience value of students experiencing a quarter life crisis reviewed from the year of entry/class of 2020, 2019, and 2018 was tested . anova with the help of SPSS (Statistical Product Service and Solutions) for Windows version 2.6 . The significance coefficient value obtained is 0.590 or > 0.05 which indicates that the data is homogeneous. The Sig. (2 tailed) value obtained is 0.591 or > 0.05 so that it can be interpreted that  $H_0$  is accepted and  $H_a$  is rejected , meaning that there is no significant difference between the resilience levels of students experiencing quarter life crisis in terms of the year of entry/class of 2020, 2019, and 2018. Students in the final phase of their studies, regardless of their year of entry, generally face similar challenges, such as the demands of completing final assignments, career uncertainty, and pressure from the surrounding environment. These experiences tend to create similar levels of stress, so their resilience responses may not show significant differences based on year of entry.

Based on the results of the study, the description of resilience in final year students who experience quarter life crisis is included in the high category, where final year students who experience quarter life crisis are able to survive by having good resilience skills. Therefore, counseling services can be provided to students to help improve resilience in final year students who experience quarter life crisis. Prayitno & Amti, (2013) stated that counseling services help individuals to achieve optimal development and solve problems faced by individuals. This is supported by Syukur, Neviyarni, & Zahri (2019) who stated that the provision of guidance and counseling services plays a role in helping to achieve individual development tasks, namely personal, social, learning, and career development. Ruiz & Heras (2016) stated that counseling services are effective in developing resilience in students. Padesky and Mooney developed a counseling approach known as Strengths-Based CBT (Cognitive Behavioral Therapy), which aims to strengthen individual resilience. In this study, they showed that counseling services with a strength-based CBT approach were able to

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increase resilience by helping individuals identify and develop their personal strengths in dealing with crises.

## Conclusion

The resilience of final year students who experience quarter life crisis is in the high category, meaning that students are able to face challenges and develop resilience capacity well. In addition, there was no difference in the resilience of final year students who experience quarter life crisis reviewed from the year of entry. From the results of the study, counseling services can be provided to help improve and develop student resilience.

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