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## Analysis of final student quarterlife crisis based on gender

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### Abstract

This study aims to analyze the quarterlife crisis level of final students of the Guidance and Counseling Department and to evaluate the difference in the level of quarterlife crisis of male and female final students of the Guidance and Counseling Department, Universitas Negeri Padang . This type of research is descriptive and comparative. The sample of this study was the final students of Guidance and Counseling including 37 male students and 163 female students. Data were analyzed using descriptive analysis and T-test with the help of JASP for windows version 16.4. The results of the study revealed that the quarterlife crisis of the final Guidance and Counseling students was in the moderate category, the quarterlife crisis of the female final Guidance and Counseling students was in the high category and there was a significant difference between the level of quarterlife crisis of the final male and female students of Guidance and Counseling.

**Keywords:** Quarterlife crisis, final student

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## Introduction

Humans at this stage of life will experience a period of transition. It is a transition period that every individual will experience. One of the transition periods that will be experienced by each individual is the transition period from adolescence to early adulthood. This transition period is experienced at the age of 18 to 25 years. This period is experiencing many changes and demands experienced by individuals. Individuals will find out a lot related to their identity, future career, interpersonal relationships, and how they view.

In early adulthood individuals has extra health and endurance so that there are many things that an early adult can do, even an early adult will appear to be more creative, faster, more initiative and energetic. Development and growth in the physiological aspects of adult individuals are already at the end point and early adulthood will show a perfect physical appearance (Amalianita & Nirawana, 2021; Fitri, Zola, & Ifdil, 2018). Where at this time individuals will experiment and explore more about the career to be taken, lifestyle, and choices to become what kind of individual they want to be (Denich & Ifdil, 2015; Ifdil, Denich, & Ilyas, 2017).

Not only have academic, career and social roles and responsibilities, students must also fulfill their developmental tasks as early adults. Developmental tasks are tasks that arise at or around certain periods in an individual's life, where successful achievement plays an important role in happiness and the achievement of subsequent tasks (Ardi, Ibrahim, & Said, 2012; Prayitno & Amti, 2004). One of the developmental tasks that students must complete in early adulthood is getting married and fostering household relationships (Putriani, Daharnis, & Ahmad, 2019). There are two criteria that must be met to indicate the end of adolescence and the beginning of adulthood, namely economic independence and independence in making decisions. Independence in making decisions is characterized by a person's stability in making decisions related to love or life partners (Santrock, 2012; Suryahadikusumah & Kurniasari, 2020; Yendi, Ardi, & Ifdil, 2013).

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The early adult stage is between the ages of 20 to 30 years (Arnett, Žukauskienė, & Sugimura, 2014; Wisma, Nirwana, & Afdal, 2018). At this stage, humans begin to accept and assume heavier responsibilities, and have begun to choose to live independently and let go of dependence both economically, psychologically and sociologically from their parents (Del Rio-Lozano, García-Calvente, Marcos-Marcos, Entrena-Durán, & Maroto-Navarro, 2013; Sihotang, Yusuf, & Daharnis, 2016). The transition from adolescence to adulthood occurs in the age range of 18-25 years which is also known as emerging adulthood (Fernández-Ketcham, 2022; Gianozza, 2013b; Murray & Arnett, 2019). This period takes place when the individual has begun to make a commitment to organize his future life. The developmental task at this early adult stage is the establishment of life (Abidin, Jaudi, Imaduddin, & Mukhaemin, 2022; Exner-Cortens, Hurlock, Wright, Carter, & Krause, 2020; Gianozza, 2013a).

The response to emerging adulthood is also different for each individual, for individuals who prepare for this period well, feel ready to become adults (Fadhilah, Sudirman, & Zubair, 2022; Flynn, 2022). Others find this phase difficult and full of anxiety, the individual will feel unable to face the challenges and changes that occur in emerging adulthood (Murray & Arnett, 2019). This then leads to an emotional crisis and a negative response in the individual which is called the quarterlife crisis (O. Robinson, 2015; Rossi & Mebert, 2011; Walshe, 2018).

Quarterlife crisis which will be the initial process towards adulthood. Individuals who are in early adulthood, one of them is a student (Flynn, 2022; Ihsani & Utami, 2022; O. C. Robinson, 2019). Revealed that high school graduates showed the highest anxiety in facing their phase in the quarterlife crisis, followed by undergraduate students in their research (Rossi & Mebert, 2011). The quarterlife crisis phase can cause symptoms of depression and disturbed mental health due to difficult feelings experienced, feeling depressed, even unstable, so this is an important moment that is part of life (Amalianita & Nirawana, 2021; O. Robinson, 2015). The findings of previous research conducted the quarter-life crisis a common experience show that entering adulthood is a challenging time and for some people, this is a time of crisis. Various problems usually arise in the lives of early adult individuals, especially those related to personal relationships, living arrangements, financial problems and identity development (Murphy, 2011).

The phenomenon that the researchers found from the results of interviews with students who ended the Guidance and Counseling of the Faculty of Education, Padang State University batch 2018 as many as 5 people on February 2, 2022. It is known that there are students who feel anxious about not completing their study period on time as is known from the study period. The undergraduate study program is 8 semesters or about 4 years, there are students who are confused about the career path that will be taken after graduation. In this case, it can be seen that some Guidance Counseling students have feelings of fear, anxiety regarding the continuity of life and their future.

Seeing the facts on the ground shows that there are still many students who are not aware of something they are experiencing and have not been able to overcome the quarterlife crisis (Fauzi, Karneli, & Netrawati, 2020; Simon, 2009; Syahri, Netrawati, & Syahrial). So that students do not realize that they are experiencing a quarterlife crisis. The quarterlife crisis is a feeling of fear, anxiety about future life, identity confusion, and disappointment over something that can cause a response in the form of stress and even depression that appears when the individual reaches the age of 20 years (Frew, 1997; Gading, 2020; Sukmawati, Neviyarni, Karneli, & Netrawati, 2019). Meanwhile, Olson-Madden defines the quarterlife crisis as a phase where individuals want to achieve and realize their wishes, dreams and expectations of parents, build a career, form a suitable identity, become part of a group or community, choose a partner, adjust to the social environment, and develop emotional stability (Putra, Daharnis, & Syahniar, 2013).

In particular, the quarterlife crisis is a condition that results in an emotional crisis that affects the individual's psychological condition. This crisis occurs in individuals who enter early adulthood or ranging from 18-25 years. This condition occurs in early adult individuals, because at the age of growing up, individuals are faced with many choices, challenges, and demands related to the individual's future in early adulthood (Amalianita, Firman, & Ahmad, 2021; Firman, 2012; Ifdil, Putri, & Amalianita, 2021).

Based on this, it is necessary to further analyze the quarterlife crisis experienced by early adults, especially in this study focused on final students majoring in guidance and counseling, Padang State University. This study aims to look at the differences in the quarterlife crisis experienced by students based on gender.

## Method

The method used in this study is a quantitative method with a descriptive and comparative approach (Creswell, 2002; Sugiyono, 2011; Tashakkori & Creswell, 2008). The population in this study was the final student of the Guidance and Counseling department of Padang State University, then a random sample was taken, a sample of 200 people was obtained including male 37 and female 163. Data collection was carried out by giving a quarter life crisis instrument using a Likert scale. The instrument used has been tested for validity and reliability. Then the data were analyzed using the T test with the help of JASP for window version 16.4.

## Results and Discussion

Based on the research that has been done, here are the results of the student quarterlife crisis research collected through the quarterlife crisis scale consisting of 28 statement items given to 37 male respondents and 163 female respondents. From the analysis of the data obtained:

**Table 1<Student Quarter of Life data distribution>**

		Valid	Missing	Mode <sup>a</sup>	Median	Mean	Std. Deviation	Minimum	Maximum
Quarter life_Crisis	M	37	0	78.000	78.000	78.973	14.785	53.000	113.000
	F	163	0	103.000	96.000	95.699	12.619	65.000	124.000

Based on table 1 above, it is known that the amount of data is 37 for male final students and 163 for female final students. The mean column shows the average value for each of these groups, where the average score for male final students is 78.97 and the average value for female final students is 95.7

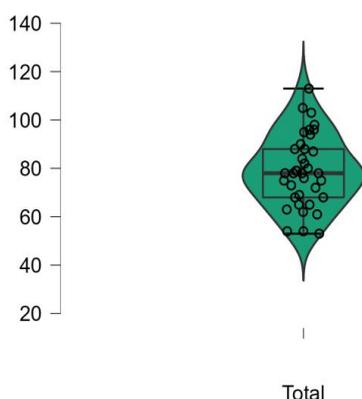
The data obtained regarding the results of the quarterlife crisis of male and female final students at the Guidance and Counseling Department, UniversitasNegeri Padang can be seen in the following table,

**Table 2<Frequency Distribution QuarterlifeCrisis (Male) n=37>**

Interval	Frequency	%	Category
≥116	0	0	Very High
≥94- <115	8	21,62	High
≥72- <93	18	48,65	Moderate
≥50- <71	11	29,73	Low
≥28- <49	0	0	Very Low
Total	37	100	

Based on table 2, it is known that the student's quarter life crisis of male condition is mostly in the Medium category with a percentage of 48, 85% as many as 18. Then in the low category experienced by 11 students with a percentage of 29.73% and in the high category experienced by 8 students with a percentage 21.62%.In this case, the majority of students' quarter life crises of male re in the Medium category.

Furthermore, the visualization of student quarterlifecrisis of male data can be seen in Figure 1 below.



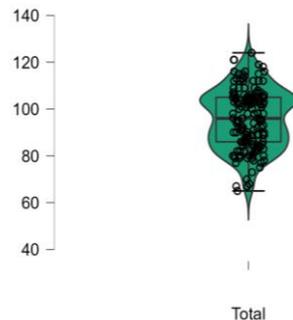
**Figure 1<Boxplots Quarterlife Crisis based on male>**

Based on table 2 and Figure 1, the results of the study indicate that the quarterlife crisis experienced by the final male Guidance and Counseling students is in the moderate category with a frequency of 18 students with a percentage of 48.65%. Furthermore, there were 8 students whose quarterlife crisis was in the high category with a percentage of 21.62% and 11 students whose quarterlife crisis was in the low category with a percentage of 29.73%.

**Table 3<Distribution of Quarterlife Crisis Frequency (Female)n=163>**

Interval	Frequency	%	Category
≥116	8	4,91	Very High
≥94- <115	82	50,31	High
≥72- <93	68	41,72	Moderate
≥50- <71	5	3,07	Low
≥28- <49	0	0,00	Very Low
Total	163	100	

Based on table 3, it is known that the student's quarter life crisis of female condition is mostly in the High category with a percentage of 50,31% as many as 82. Then in the low moderate experienced by 68 students with a percentage of 41,72 and in the very high category experienced by 8 students with a percentage 4,91%. In this case, the majority of students' quarter life crises of female in the High category. Furthermore, the visualization of student quarterlifecrisis of female data can be seen in Figure 1 below.

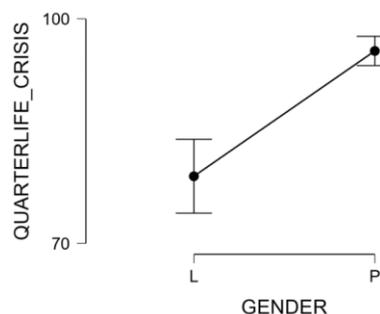


**Figure 2<Boxplots Quarterlife Crisis (Female)>**

Based on table 3 and Figure 2, the results of the study show that the quarterlife crisis experienced by male final guidance and counseling students is in the high category with a frequency of 82 students. Furthermore, there were 8 students whose quarterlife crisis was in the very high category and 68 students whose quarterlife crisis was in the moderate category and in the low category there were 5 students who experienced it.

**Table 4.<Quarterlife Crisis T-Test for Male and Female Final Students>**

	Independent Samples T-Test			Cohen's d	SE Cohen's d
	t	Df	P		
Quarterlife_Crisis	-7.044	198	< .001	-1.283	0.235



**Figure 3<Differences in Student Quarterlife Crisis Levels by Gender>**

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Based on table 4 and Figure 3, the results of data processing using JASP for Windows version 16.4, it can be stated that there is a significant difference between the quarterlife crisis of male final students and female final students at the Guidance and Counseling Department, Universitas Negeri Padang with a p value of 0.001 where that value.

Based on the results of descriptive analysis, data obtained that the average level of quarterlife crisis for male final guidance and counseling students is generally in the medium category, while female students have an average quarterlife crisis level in the high category. A high level of quarterlife crisis means that guidance and counseling students experience high anxiety about their future. A quarterlife crisis is an identity crisis, it causes conflicting emotions to emerge in different ways. It even reaches a state of panic triggered by feelings of loss and uncertainty. Many individuals in their twenties realize that things seem to be missing from their lives (O. Robinson, 2015; O. C. Robinson, 2019).

The cause of this crisis itself is the pressure and demands from the environment as well as oneself in achieving life and dreams that have not been achieved. Because the severity of this thing that happens to someone can result in suppressing a person's psyche so that they can be in a quarterlife crisis. Individuals who experience a quarterlife crisis are advised to have a coping mechanism in dealing with various pressures in a quarterlifecrisis (Atwood & Scholtz, 2008)

In addition, it was also found that there was a difference between the level of quarterlife crisis of male and female students. Where, women have a higher level of quarterlife crisis than men. The results of this study are also supported by which also showed that women were found to be more likely to report experiencing crises in early adulthood than men (O. C. Robinson, 2019). The demands from families and the surrounding environment to marry and have children before the age of 30 were found to be one of the things that could affect the high quarterlife crisis felt by women compared to men (Herawati & Hidayat, 2020). Furthermore, a study conducted by (Artiningsih & Savira, 2021) average score for the quarterlife crisis in women was higher than that in men even though both were equal. in the medium category. The average quarterlife crisis scores for women and men were 48.71 and 44.88, respectively. From the description above, it can be concluded that there is a significant difference between the quarter-life crisis of male final students and female students in the Department of Guidance and Counseling, Universitas Negeri Padang.

Seeing the facts on the ground shows that there are still many students who are not aware of something they are experiencing and have not been able to overcome the quarterlife crisis (Tauzel, 2007; Vanrenen, 2007; Walshe, 2018). So that students do not realize that they are experiencing a quarterlifecrisis. This requires assistance from counselors so that this phase of the quarterlife crisis can be handled properly. Counseling is a process of providing assistance by an expert through interviews to individuals who are experiencing a problem to alleviate the problems they face. Guidance and counseling services provided by counselors can help students understand themselves and can decide what attitude they will take so that they can take responsibility for the decisions they have taken (Amalianita, et al., 2021; Firman, 2012; Ifdil, et al., 2021)

The quarterlife crisis can be overcome with the help of group setting Guidance and Counseling services, namely group counseling services using a gestalt approach that is proven to be effective in helping to overcome the quarterlife crisis in students, the technique used to help overcome the quarterlife crisis is my responsible training technique (Fauzi, et al., 2020; Simon, 2009; Syahri, et al.). In gestalt group counseling, group members can take advantage of their presence in the group to channel and express their thoughts, feelings, and behaviors that have been problematic so far. To be able to achieve effective and efficient group activities, a gestalt group leader must be able to carry out activities according to the stages of group counseling formation (Frew, 1997; Gading, 2020; Sukmawati, et al., 2019). Group guidance services are intended to prevent the development of problems or difficulties in clients (Putra, et al., 2013). So it can be understood that this group guidance service emphasizes the prevention aspect in dealing with individual problems. Meanwhile, research conducted by (Zaini, Adi, Wahyuningtyas, & Zaihullah, 2021) showed that solution focused therapy had an effect on the quarter-life crisis in adolescents. The solution-focused approach is focused on the individual by involving all the positive potential within him, so that the therapist only changes perspective to explore potential.

## Conclusions

Based on the results of the research described previously, the following conclusions can be drawn: Quarterlife crisis of male final students at the Guidance and Counseling Department, Padang State

University is in the moderate category, Quarterlife crisis of female final students in the Guidance and Counseling Department ,UniversitasNegeri Padang. is in the high category. There is a significant difference between the quarter-life crisis of male and female final students. Based on the research results, discussion, and conclusions that have been put forward, there are several suggestions that can be recommended as a follow-up to this research. Some suggestions that can be submitted are as follows: Based on the research results, counselors are expected to be able to guide students to understand and overcome the quarterlife crisis through the provision of guidance and counseling services such as information services, individual counseling services and group guidance services to discuss topics that can overcome the quarterlife crisis. Future researchers are expected to enrich this research by taking different variables in order to compare the findings of this study as well as deepen, clarify, and provide the latest findings related to the quarterlife crisis variable.

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