

Overview of Quarter Life Crisis in College Students in the Millennial Era

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Abstract

The purpose of this paper is to find out the description of the quarter life crisis in students in the millennial era. This study uses a descriptive quantitative research method. The research subjects were students aged 18-22 years in Makassar who were willing to be research subjects. The research instrument was a questionnaire consisting of questions related to the quarter life crisis in college students. The data obtained was in the form of percentages. Based on the results of research conducted on 32 student subjects aged 18-25 years in Makassar who were willing to fill out a questionnaire, the data obtained consisted of 25% (8 people) male and 75% (24 people) female. There were 60% of subjects who thought that their new roles and tasks as adults were difficult to implement. There were 38% of subjects who felt that subjects were required by themselves and the environment to fulfill various new roles and tasks as early adults. When thinking about the future, most of the subjects, namely 59.5%, felt worried emotions, 68.75% people were worried about their financial condition or financial condition in the future, 25 were worried about their education and career, 31.25% were worried about building a family, and there are 59.5% of respondents who are still confused about their life goals. Thus, it is known that there are students in the digital era who are experiencing a quarter life crisis, especially in the aspect of worrying about their financial condition and future career. The implications of this research are expected to be useful for students, educators, and parents in understanding the condition of students in the current the millennial era in assessing their readiness for the future.

Keywords: college students, the millennial era, quarter life crisis



INTRODUCTION

In individuals, the transition from adolescence to adulthood is an important period for a person. This is because individuals from their teens to adulthood begin to explore themselves, live independently, build relationships, and develop values (Papalia & Feldmad, 2014). Generally, individuals aged 18-25 years also have a role as undergraduate students who are entering a developmental stage called emerging adulthood (Arnett, 2014). Tanner, et al (2008) stated that college students are young people who are in a transitional phase from the adolescent stage to the adult stage between the ages of 19 to 28 years.

Students as learners are of course required to keep up with the times in the millennial era as it is today. Students as the millennial generation who live in technological advances, of course, get various conveniences in receiving various information. However, students in the millennial era also gain influence in the crisis experienced by the millennial generation. Students who use social media and see social media content tend to often feel less confident seeing the achievements of others. These students sometimes want to be and live life like other people they see on social media. This is due to the ease of accessing information.

This is in line with the results of research from Sari (2021) which states that there are millennials who experience anxiety in facing the future, pressure coming from the family environment, fear of disappointing their parents, feeling unprepared for the future and its responsibilities, lack of trust self that appears and likes to compare oneself with others, problems related to financial needs often occur, feeling less than what has been achieved, there is a feeling of worry about life in the future, unsure of partners and other problems related to relationships of the opposite sex to friendship. In addition to the challenges in the millennial era, students are of course inseparable from the demands of their roles starting from academic challenges, relationship problems both personal and interpersonal, confusion in making choices because of the many choices presented, starting to think about their future goals, and work, especially in the millennial era. at the moment.

The various challenges experienced by students caused not all students to survive and get through this period well, making it possible to experience a negative emotional crisis. Some of them are unable to carry out and overcome existing challenges will experience anxiety, stress, depression and even other psychological problems. This emotional crisis is then called the quarter life crisis (Atwood & Scholtz, 2008). Quarter Life Crisis is a feeling of worry in a person caused by the uncertainty of the future life. These feelings of worry about relationships,



career/work, and social life that happen to them in their 20s. (Habibie, Syakarofath and Anwar, 2019).

A survey conducted using the semi-structured interview method conducted by Gardens and Stapleton in 2012 regarding the Quarter Life Crisis found that the major challenges experienced by groups in this phase were around identity, inner pressure, feelings of uncertainty, and depression. (Stapleton & Gardens, 2012), worries about work, romantic relationships and finances (Fitrianti, 2020). This quarter life crisis appears in the age range of 18-30 years. Currently, people aged 18-30 years are known as millennials.

Based on the explanation above, the researcher wants to know how the quarter life crisis is described for students in the current millennial era.

LITERATURE REVIEW

Students in The Millenial Era

Students are individuals who are studying at the tertiary level, whether private or state or other institutions that are equivalent and on the same level as universities (Siswoyo, 1996). A similar definition was also expressed by Aji (2020) who stated that students are people who are currently studying and studying at an institute or university to obtain a degree. Meanwhile, according to Tanner, et al (2008) stated that college students are young people who are in a transitional phase from the adolescent stage to the adult stage between the ages of 19 to 28 years.

In learning activities students experience experiences that have never been experienced while studying at the previous school level (Aji, 2020). Someone who is at the age of 19 to 28 years tends to get a lot of demands from the environment, both in terms of certain skills to maturity as the transition begins. towards adulthood. But on the other hand, the absence of the ability to assume responsibility as an adult makes individuals explore themselves more in aspects of work, love and their views on the world itself. Exploration of self-identity also contributes to making the early adult phase a phase of instability, because in an effort exploring themselves, individuals often experience changes both in terms of love, education to work, more than at other developmental stages (Tanner, et al, 2008).

Kupperschmidt (2000) suggests generations as a group of individuals who know similarities based on year of birth, age, place and story events that occurred in those years in the lives of these individuals who have a very big influence on this stage. The millennial generation is



a special generation because this generation was born during a time of increasingly advanced technological developments. One of the scopes of the early generation is millennial students.

Based on the definition above, it can be seen that students in the millennial era are individuals who are studying at the tertiary level, either private or state or other equivalent institutions that are moving towards adulthood towards the adult stage between the ages of 19 to 28 who were born during the increasingly advanced technological developments.

Quarter Life Crisis

Quarter life crisis can be interpreted as a response to mounting instability, constant changes, too many choices and feelings of panic and helplessness that usually appear in the early adult phase. The beginning of its emergence is marked when individuals finish lectures with emotional characteristics such as frustration, worry, panic, and not knowing direction. This crisis leads to psychological disorders and depression (Robbins, A. and Abby Wilner, 2014). Robbins and Wilner (2014) also stated that in general the quarter life crisis shows the emotional changes experienced by individuals when experiencing the transfer of life from college to real life with a range of ages 18 to 30 years, however this will more felt by individuals when the age of 20 years and over.

Vasques (2015) said that individuals in early adulthood tend to be vulnerable to experiencing Quarter Life Crisis which can be caused by pressures experienced from work demands, relationships, and various expectations to become successful adults. Fischer (2008) also stated that Quarter Life Crisis is a feeling of worry that is present because of the uncertainty of future life around relationships, careers, and social life which usually occurs around the age of 20s. Quarter Life Crisis can also be defined as a response to mounting instability, constant change, and feelings of panic and helplessness that usually appear in individuals aged 18 to 29 years (Robbins and Wilner, 2018)

Robbins and Wilner (2018) then argued that a person tends to experience various psychological problems, feels adrift in uncertainty and experiences emotional crises or what is commonly called the Quarter Life Crisis. Quarter Life Crisis can arise when a person is still confused about his identity and is unable to carry out and complete developmental tasks according to his age and stage of development. According to Robinson, there are four phases in a quarter life crisis (Robinson, 2018), including:



1. There is a feeling of being trapped in situations, such as work, relationships (friendships), and relationships.
2. The emergence of thoughts to change circumstances.
3. Build a new foundation, so that individuals can control the direction of their life goals.
4. Living a new life that is more focused with interests and values that can be trusted by the individual himself.

Atwood and Scholtz (Tuhva, 2021) stated that the cause of quarter life crisis is due to fear that the goals to be realized are not as expected or are afraid of failing to achieve their goals, this can cause mental health problems. Arnett (2014) explained the factors that influence QLC, namely there are internal factors and external factors. On the internal factors there are identity exploration, instability, focus on oneself (being self-focused), feelings in between, and possibility/optimism (possibilities/optimism). Then for external factors there are friends, romance, relationships with family, life at work and career, as well as academic challenges. Robbins and Wilner (2001) divided aspects of QLC into indecisiveness in decision making, feeling hopeless, negative self-assessments, being trapped in difficult situations, anxiety, feeling depressed, and worried about interpersonal relationships.

METHODOLOGY

The purpose of this paper is to find out the description of the quarter life crisis in students in the digital era. This study uses a quantitative descriptive research method. Arikunto (2013) argues that quantitative research is an approach that uses numbers, starting from data collection, interpretation of the data, and the appearance of the results. The definition of descriptive quantitative research is put forward by Sudjana and Ibrahim (2004) as research that seeks to describe a symptom, event, events that are happening at the present time. Sugiyono (2012) explains that descriptive research is research conducted to determine the value of an independent variable, either one or more independent variables without making comparisons, or connecting with other variables.

The research subjects were students aged 18-22 years in Makassar who were willing to be research subjects. The research instrument was a questionnaire containing questions related to the quarter life crisis in students. The data obtained is in the form of a percentage. Based on the results of a study conducted on 32 student subjects aged 18-25 years in Makassar who were willing to fill out a questionnaire, 25% (8 people) were male and 75% (24) female.



RESULT

Based on the results of the assessment data collected from 32 students in the age range of 18-25 years consisting of 8 students and 24 female students in Makassar who are willing to fill out the question. The following are the results of a study with 6 item questions related to quarter life crisis conditions in students in the millennial era, namely:

TABLE 1. item questions

Number	Problems during the Quarter Life Crisis	Number of Subjects (%)	
		Unable to Handle QLC	Able to cope with QLC
1	the subjects thought that their new roles and tasks as adults were difficult to carry out	60%	40%
2	subjects who feel worried when thinking about their future	59.5%	40.5%
3	the subjects are worried about their financial condition or financial condition in the future	68.75%	
4	the subjects are worried about their education and career	78.125%	
5	the subjects are worried about starting a family	59.5%	
6	the subjects are still confused about their life goals.	59.5%	

DISCUSSION

Based on the results of the study, it was found that 60% of the subjects thought that their new roles and tasks as adults were difficult to implement, while the other 40% thought they were able to overcome their worries. In addition, based on the results of this study it was also known that there were 59.5% of the subjects who feel worried when thinking about their future, and 40.5% say it's normal. The conditions experienced by the subjects illustrate that most of the subjects have not been able to overcome the quarter life crisis or QLC they experienced, which can be seen from the existence of emotional crises that occur in individuals in their 20s, emotional crises that occur in individuals in the Quarter Life Crisis includes feelings of



helplessness, doubt or self-doubt, isolation and often fear, anxiety about failure in the future. (Balzarie & Nawangsari, 2019).

Based on this research, it is also known that 68.75% of the subjects are worried about their financial condition or financial condition in the future. In addition, based on the results of the study it was also known that there were 78.125% of the subjects who were worried about their education and career. Billings, Hauser, and Allen, (2008) stated that some individuals in the transition to adulthood have more developmental and financial resources than others. Individuals at that age are more dependent on ego development. This means that someone who is approaching adulthood shows a combination of the ability to understand themselves and the world of others which is then integrated and synthesizes what is seen and known to make life plans within themselves. Papalia, Feldman, and Martorell (2012) then stated that the support of the family in this case is very important. This is because adolescents who are heading to adulthood are still immature at the age of 25 years. That is, since the individual is 14 years old, these adolescents tend to still be under the auspices of their parents which hinder their autonomy, do not respect and often enmity occurs between them.

Based on the results of the study it was also known that 59.5% of the subjects were worried about starting a family. Erick Erikson (Papalia, Olds & Feldman, 2009) explains that individuals who are adults around 20 to 30 years old have a developmental task, namely forming close relationships with other people. Erikson describes intimacy as both finding oneself and losing oneself in another. If young adults form healthy friendships and close relationships with others, intimacy will be achieved, otherwise self-isolation will result.

Based on the picture above, it is known that 59.5% of the subjects are still confused about their life goals. Robbins and Wilner (Black, 2004) in their research stated that the reaction of an individual who will move towards the reality of real life, then the individual will encounter a lot of instability, ongoing changes, many alternative choices and a feeling of panic because of a feeling of powerlessness. This is usually also marked by reactions in individual emotions, one of which is the feeling of not having goals or life goals and so on (Balzarie & Nawangsari, 2019).

CONCLUSION

This study aims to describe the quarter life crisis of college students in the millennial era. Based on the results of research conducted on 32 student subjects aged 18-25 years in Makassar who were willing to fill out a questionnaire, the data obtained consisted of 25% (8 people) male

and 75% (24 people) female. There were 60% of subjects who thought that their new roles and tasks as adults were difficult to implement. There were 38% of subjects who felt that subjects were required by themselves and the environment to fulfill various new roles and tasks as early adults. When thinking about the future, most of the subjects, namely 59.5%, felt worried emotions, 68.75% of people were worried about their financial condition or financial condition in the future, 78.125% of the subjects were worried about their education and career, 31.25% of people were worried to build a family, and there are 59.5% of subjects who are still confused about their life goals.

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