

THE RELATIONSHIP OF HOPE WITH QUARTER LIFE CRISIS IN FINAL YEAR STUDENTS IN WEST SUMATRA

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ABSTRACT

This research aims to determine the relationship between hope and quarter life crisis in final year students in West Sumatra. Hope is the ability possessed by an individual to create a strategy in achieving a goal with the overall motivation he has to recognize the strategy chosen in achieving a goal. Meanwhile, the quarter life crisis is a process of high instability, drastic changes, too many choices and feelings of panic and helplessness. This phase appears in individuals aged 18 to 29 years. This research uses quantitative methods with a quantitative correlational research design. The population in this study were final year students in West Sumatra with a total of 195 students as subjects. The sampling technique used was purposive sampling. The data collection tool uses the quarter life hope and crisis scale. Data analysis uses the product moment correlation coefficient. The results of the research show that there is a negative relationship between hope and the quarter life crisis in final year students in West Sumatra ($r=-0.514$; $p=0.00$). A significant negative relationship means that if an individual has high hopes then the level of quarter life crisis for the individual will be low, and if the level of quarter life crisis is high then the level of hope experienced by the individual will tend to be low.

Keywords: *Quarter Life Crisis, Hope, College Students*

INTRODUCTION

Students who are in early adulthood, with an age range of 18-25 years are those who enter the developmental stage from adolescence to adulthood, where this stage is commonly referred to as emerging adulthood with an age range of 18-29 years (J. J. Arnett, 2014). Students are often considered as "agents of change" as agents of change, of course, students have their own challenges and demands. Being a student has a dual role, apart from being a student, students also play a role in the social life of the community with the hope of being a channel for aspirations from the community.

The variety of problems experienced by students ranging from academic challenges, personal and interpersonal problems, indecision in making choices, thinking about the future to work. This results in not all students being able to survive and pass this phase well, making it possible to experience a negative emotional crisis. Among them are not being able to run and overcome challenges to the circumstances they experience such as anxiety, stress, depression and other psychological problems. This emotional crisis is known as quarter life crisis (Atwood & Scholtz, 2008).

Quarter life crisis or QLC is a condition that occurs in individuals during early adulthood where the situation that arises is instability, has many choices that must be set, worries, and feels hopeless about oneself (Robbins, A., & Wilner, 2001). This statement is reinforced by the results of a survey conducted in the UK stating that out of 1000 people 70% of people said that the toughest crisis in their lives was experienced in their 20s (Robinson, 2019). Quarter life crisis is experienced by almost all early adults, especially in their 20s.

Hurlock (1980) said that the characteristics that occur during the transition period from adolescence to early adulthood are happy to explore and experiment, economic independence, independent decision making in terms of work, finance and thinking (Fasilita & Psychology, 2012). Another characteristic is feeling depressed, anxious with all the other problems experienced by students can be caused by the QLC phenomenon experienced in individuals in their 20s

(Robbins, A., & Wilner, 2001). Judging from the cases that have been described, it is very necessary for students who are in the emerging adulthood phase to know the phenomenon of quarter life crisis, knowing this so that students can face various challenges so that they can survive and overcome the problems they experience.

Robbin and Wilner (2001) divided the aspects of QLC into seven, namely, decisionmaking, feeling hopeless, negative self-assessment, being trapped in difficult situations, anxiety, feeling depressed, and worrying about interpersonal relationships. Arnet (2014) explains the factors that influence QLC, namely internal factors and external factors. In internal factors there is identity exploration, instability, being self-focused, feeling in between, and possibilities/optimism. Then for external factors there are friends, romance, relationships with family, life in work and career, and academic challenges. Meanwhile, according to Murray and Nash, the factors that influence QLC are hopes, dreams, religion and religiosity (Nash, R. J., & Murray, 2010).

According to (Santrock, 2004) explains that final students are students who are in their eighth semester or more at tertiary institutions consisting of academics, polytechnics, colleges, institutes and universities. The transition phase from high school to the college phase involves many changes. The various changes that occur in this phase can lead to stressful conditions which will become an obstacle for an individual if not handled properly.

One of the main causes of crisis in final year students is the demands of their parents on their future plans and academic problems (Arnett, 2000). When students decide to enter college or a particular training program, they expect to be successful in the field they are studying. But with the development of the times, students are required to be willing to learn new things quickly. Because of this, students who work are not in accordance with what they learned in their formal education (Olivia, 2015)

The phenomenon of QLC in students is in accordance with research conducted by Mutiara (2018) which shows that 73.2% of final year students experience QLC in the moderate category. The academic burden of final year students causes someone to experience QLC such as unfinished theses, demands from parents to immediately complete their studies and other concerns such as confusion about determining their life goals after their lecture period ends (Mutiara, 2018). QLC begins to appear when individuals are at the end of their lecture period until they have completed their studies (Allison S. Black, 2010).

Final year students often experience a variety of negative feelings such as confusion, sadness, guilt, anger towards themselves and the conditions they experience, as well as feeling depressed, and losing hope for their future. This quarter life crisis can be overcome by increasing the ability to think positively, one of the positive thoughts that can be developed is Hope. The hope that individuals have allows them to reduce distress and foster positive effects (C. R. Snyder, 2000).

Hope is a process of thinking of a goal, with the motivation to obtain those goals (agency), and the ways to reach those goals (pathways). Hope is a dynamic motivational system. In this case, emotions follow consciousness in the process of reaching goals. Hope means a form of crossover situation related to self-esteem, problem-solving ability, mind control, optimism, positive tendencies and positive expectations (C. R. Snyder et al., 2002). There are two factors that cause an individual to have hope, namely a strong determination to complete the lecture, and have pathway thinking in order to find ways to complete the final project. Hope is one of the internal factors that influence quarter life crisis. Hope is referred to as a rational activity rather than an optimistic activity which is a positive view of future events (Julianto et al., 2020).

Previous research conducted by Setiawan & Milat (2022) showed a significant negative relationship between hope and Quarter Life Crisis (Setiawan & Milati, 2022). In the research conducted by Setiawan and Milat, it discusses the relationship between hope and quarter life crisis in students who experience toxic relationships, while in this study researchers want to see the relationship between hope and quarter life crisis in final year students. Based on the description above, researchers are interested in knowing the Relationship between Hope and Quarter Life Crisis in Final Year Students in West Sumatra.

RESEARCH METHODS

This research uses quantitative research methods. This is because the data collected will be processed statistically. Quantitative is a method used in research by presenting data using statistical analysis in the form of numbers (Sugiyono, 2013). This study uses a type of correlational research, the purpose of which is to determine the level of relationship between two or more variables, by making no changes to existing data (Arikunto, 2010). The sample technique used is purposive sampling. The purposive sampling technique is a data source sampling technique with certain considerations. Where these considerations are taken into account in determining the sample to be used in research (Sugiyono, 2013). The sample in this study were final year students in West Sumatra with an age range of 18-29 years.

The instruments in this study used a hope scale based on Syder's (2000) theory and a quarter life crisis scale using aspects of Robinson and Wilner's (2001) theory. Data were collected through questionnaires and processed using person product moment correlation.

RESULTS AND DISCUSSION

Respondents of this study amounted to 195 final year students in West Sumatra. In this study, respondents will be given two types of research scales, namely the hope scale and the quarter life crisis scale. The description of this research data will be carried out in the form of hypothetical scores and empirical scores in this study obtained from the hope and quarter life crisis scales. In this case, the hypothetical score is obtained manually, while the empirical score is obtained with the help of SPSS 19

Table 1. Description of Hypothetical Mean and Empirical Mean of Hope Scale and Quarter Life Crisis Scale (n=195)

| Variabel | Hypothetical | | | | Empirical | | | |
|----------------------------|--------------|-----|------|----|-----------|-----|-------|--------|
| | Min | Max | Mean | SD | Min | Max | Mean | SD |
| <i>Hope</i> | 12 | 96 | 54 | 9 | 36 | 79 | 62.97 | 7.898 |
| <i>Quarter life crisis</i> | 20 | 100 | 60 | 10 | 37 | 86 | 58.81 | 11.526 |

From table 1. It is concluded that the empirical mean on the hope scale is greater than the hypothetical mean, meaning that final year students have hope above average. On the quarter life crisis scale, the empirical score is lower than the hypothetical score, meaning that final year students have a level of quarter life crisis below the hypothetical average.

Table 2. Hope Scale Categorization Criteria and Distribution

| Score | categorization | F | percentage |
|----------------------|----------------|-----|------------|
| 67,5 | Very High | 60 | 30.8 |
| $58,5 \leq X < 67,5$ | High | 83 | 42.6 |
| $49,5 \leq X < 58,5$ | Medium | 42 | 21.5 |
| $40,5 \leq X < 49,5$ | Low | 6 | 3.1 |
| 40,5 | Very Low | 4 | 2.1 |
| Total | | 195 | 100% |

Based on table 2. It can be seen that the majority of respondents have a level of hope in the high category with 83 respondents (42.6%). In the very high category there were 60 people (30.8%). In the medium category, there were 42 respondents (21.5%). In the low category, the number of respondents was 6 people (3.1%). In the very low category, the number of respondents was 4 people (3.1%).

Table 3. Hope Scale Categorization Criteria and Distribution

| Score | categorization | F | percentage |
|------------------|----------------|----|------------|
| 75 | Very High | 27 | 9.7 |
| $65 \leq X < 75$ | High | 45 | 22.6 |
| $55 \leq X < 75$ | Medium | 57 | 32.8 |
| $55 \leq X < 45$ | Low | 37 | 20.0 |

| | | | |
|-------|----------|------------|-------------|
| 45 | Very Low | 29 | 14.9 |
| Total | | 195 | 100% |

Based on table 3 above, it can be seen that most respondents have a level of quarter life crisis in the moderate category with 57 respondents (32.8%). In the very high category, the number of respondents was 27 people (9.7%). In the high category, 45 respondents (22.6%). In the medium category, the number of respondents was 37 people (20%). In the very low category the number of respondents was 29 people (14.9%).

Based on the results of research that has been conducted, regarding quarter life crisis in final year students, it is found that the majority of the subjects of this study have a moderate level of quarter life crisis. This is also seen from research conducted by previous researchers, namely that conducted by Mutiara, (2018) found that as many as 82% of final year students experienced a quarter life crisis. Quarter life crisis is mostly experienced when students must be faced with a real world full of challenges and demands. Individuals who experience quarter life crisis are those who have difficulty in adjusting to existing demands, both from their own demands and demands that come from their parents, family, and social environment. This crisis arises when individuals do not have a picture or guideline in facing the demands that are present at the age of 20 years (Robbins, A., & Wilner, 2001).

The results of this study also show that the subjects in this study have a quarter life crisis in the moderate category. According to Black, (2010), the factors that influence quarter life crisis are divided into two, namely internal factors consisting of identity exploration, instability, being self focused, and the age of possibilities. External factors are friends, partners, family relationships, academic challenges and the world of work. In addition, Nash, R. J., & Murray, (2010) suggest that there are two factors that cause quarter life crisis, namely Dreams, hope, Religion and spirituality.

Based on research that has been conducted, the results show that there is a negative relationship between hope and quarter life crisis in final year students in West Sumatra. The results of this study regarding the relationship between hope and quarter life crisis have a significant negative relationship. In this study the hypothesis that researchers found was H_a accepted and H_o rejected. These results can also be seen from previous research conducted by Setiawan & Milati, (2022) regarding hope and quarter life crisis in students who experience toxic relationships, it was found that there was a significant negative relationship between hope and quarter life crisis. These results explain that if hope is higher, the lower the level of quarter life crisis and vice versa.

Research conducted by Suyono et al, (2021) found that there is also a significant negative relationship between quarter life crisis and subjective well-being in college students. Where this research strengthens this research, the results of which also find that there is a significant negative relationship between quarter life crisis and hope. students are a group of individuals who are in the young adult age range and have the possibility of experiencing a quarter-life crisis (Robbins & Wilner, 2001).

Hope means a form of crossover situation related to self-esteem, problemsolving ability, mind control, optimism, positive tendencies and positive expectations (C. R. Snyder et al., 2002). Someone who has low hope will easily lose motivation for their life. A person with high hope will find it easier to face a life full of challenges. Hope is a process of thinking of a goal, with the motivation to obtain those goals (agency), and the ways to reach those goals (pathways). Hope is a dynamic motivational system. In this case, emotions follow consciousness in the process of reaching goals. Hope means a form of crossover situation related to self-esteem, problem-solving ability, mind control, optimism, positive tendencies and positive expectations (C. R. Snyder et al., 2002).

Based on the theories that have been expressed by experts related to high hope. According to Robbins (2006), hope is the strength of an action in a certain way to get it by seeing how big the hope is. So if an individual has high expectations then they will have the motivation and enthusiasm to make the best effort to achieve it. Individuals who think about the future will expect the best results in their results and goals. If individuals have hope individuals will be encouraged to make great efforts in order to achieve their goals. Hope is also the way a person trusts others who develop by having creativity, sensitivity, and enthusiasm for life.

CONCLUSIONS AND SUGGESTIONS

Based on the results of research and hypothesis testing regarding the relationship between hope and quarter life crisis in final year students in West Sumatra, it can be concluded that the level of hope in final year students in West Sumatra is in the high category. Based on the results of the research that has been done, it can be concluded that the level of quarter life crisis in final year students in West Sumatra is in the medium category. Based on the research that has been done, it can be concluded that there is a significant negative relationship between hope and quarter life crisis in final year students in West Sumatra. This means that the higher the hope in the individual, the lower the level of quarter life crisis. Conversely, the higher the level of quarter life crisis, the lower the level of individual hope.

In this study, it can be seen that the level of quarter life crisis of final year students in West Sumatra is in the category that tends to be moderate and hope has a negative relationship with quarter life crisis in final year students in West Sumatra. It is suggested to final year students to minimize feelings of hopelessness, so that individuals can better control the negative feelings they experience. As for suggestions for future researchers related to the same topic, namely the relationship between hope and quarter life crisis in order to enrich the study of hope and quarter life crisis. Then to be able to choose other variables related to hope and quarter life crisis and can replace and expand research subjects according to research needs.

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