

# PsychoEducation

## “Quarter Life Crisis : Handling Of The IMM Legal Supremacy Activist”

Yusfia Hadisty Bahjatunnufuz<sup>1</sup>, Yuni Nurhamida<sup>2</sup>

<sup>1,2</sup>*Institute of Psychological Science, University of Muhammadiyah Malang,  
yusfiahadisty8075@gmail.com*

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**Abstract:** The beginning of adulthood is a phase where a person is searching for their identity, which is often accompanied by challenges, emotional stress, periods of social loneliness, as well as changes in values and adaptation of lifestyle. This condition is called the Quarter Life Crisis (QLC). The Quarter Life Crisis is the anxiety that arises due to the uncertainty about the future. If the QLC is not handled effectively, the emotional crisis has the potential to last for a long time. The purpose of the research was to determine the effect of psychoeducation and Self-Compassion Writing training. The method was carried out by providing psychoeducation in the form of presentations and lectures. The research design used pre-test and post-test. The research was conducted on 15 participants (IMM Supremasi Hukum cadres). The results of the pre-test showed that the participants had a fairly large difference in total score compared to the post-test, where the pre-test Mean result was 21.33 while the post-test Mean result was 78. As for the results of the Self-Compassion Writing training, the Mean value was 88.

## 1. INTRODUCTION

Every human being goes through complex stages of life development, starting from childhood, adolescence, adulthood, and up to old age. Each stage has its own characteristics, tasks, and responsibilities that must be lived through. When someone enters early adulthood, it can be a period of searching that is fraught with problems, emotional stress, loneliness, and changes in lifestyle. At the beginning of adulthood, new problems usually arise that demand responsibility. During this period, individuals experience many changes, including physical, mental, and emotional changes, with the goal of achieving a more mature and wise personality (Syifa'ussurur et al., 2021). The beginning of adulthood is a phase where a person is searching for their identity, which is often accompanied by challenges, emotional stress, periods of social loneliness, as well as changes in values and adaptation of lifestyle (Ansar et al., 2023). According to Robinson (2018:14), when the pressure increases, a person tends to experience negative feelings towards themselves, such as lack of self-confidence and feelings of helplessness, and this condition is referred to as the Quarter Life Crisis (Jamain et al., 2023).

The Quarter Life Crisis is a condition experienced by someone as a result of an unstable situation, continuous change, various choices, and also anxiety that arises because they feel unable to cope with their current situation. The Quarter Life Crisis is the anxiety that arises due to the uncertainty about the future. Nash and Murray (2010) said that when experiencing a Quarter Life Crisis, a person is usually faced with problems about what they want for their future, challenges in academics, religion and spirituality, as well as work and career matters (Mahmud et al., 2021). If the Quarter Life Crisis is not handled effectively, then this emotional crisis has the potential to last for a long time. The impact can include feelings of panic, anxiety, frustration, loneliness, confusion about the direction of life, vulnerability to depression, stagnation in life, dissatisfaction with life, and possibly other mental health disorders as well (Ansar et al., 2023).

According to Robinson and Wrig (2013), someone experiencing a Quarter Life Crisis tends to go through several stages. First, they may feel trapped with many choices that need to be made regarding relationships or careers. Then, they may start to withdraw from their daily activities. At this point, they may begin to reflect and explore options for a different life. After finding

the desired direction, they then enter the final stage where they rebuild a new and more stable life (Siswanti et al., 2023). In a study conducted by Vasquez (2015), it was found that individuals in early adulthood often experience a Quarter Life Crisis as a result of pressures in their work, relationships, and expectations for success as an adult. The Quarter Life Crisis is often experienced by those who have just completed or are still pursuing higher education, who feel anxious and concerned about their future (Zwagery & Yuniarrahmah, 2021).

The survey results conducted by Artiningsih & Savira (2021) on 63 early adults in Surabaya showed that 55.6% of the survey participants exhibited signs of experiencing a Quarter-Life Crisis (QLC). This finding was further reinforced by the survey results obtained by Qonita & Puspitadewi (2022), where 73% of the 40 early adult respondents surveyed displayed symptoms of QLC. (Wibisono & Hakim, 2022). The issue of the Quarter-Life Crisis (QLC) is increasingly becoming a focus of attention due to its impact, which not only affects the individual but also influences their environment and social relationships. Student communities in higher education institutions are often among the groups that are vulnerable to experiencing QLC, as they are currently facing the transition from adolescence to adulthood.

One of the communities in higher education institutions in Malang is IMM Supremasi Hukum, which is a student organization within the Faculty of Law at the University of Muhammadiyah Malang (UMM). Based on an initial assessment of this community, there are problems that often occur among its members, who are mostly between 19-23 years old, experiencing the Quarter Life Crisis (QLC). Some members of IMM Supremasi Hukum experience anxiety and concern about their future, loss of previous interests and hobbies, decreased motivation, emotional instability, reduced interaction and withdrawal from their social environment, and decreased productivity in community activities, among other issues.

Previous research on QLC has tended to focus on individuals as a whole, without considering the influence of their social environment. Therefore, there is a need to explore QLC, particularly in the context of student communities. As such, there is a need to understand the Quarter Life Crisis and how to address it among the activists of IMM Supremasi Hukum. Consequently, the researcher aims to provide psychoeducation on the Quarter Life Crisis, which is expected to provide new insights and strategies for overcoming the challenges faced. Psychoeducation can be defined as an intervention that can be conducted individually or in a group, with a focus on

helping participants develop sources of social support to address the problem. (Silviana & Sholichah, 2023).

Some interventions that have been carried out regarding QLC include: Media Zine, which is a preventive intervention based on print media that aims to provide comprehensive information about the quarter-life crisis to early adult individuals. The limitation of this intervention is that its distribution is still limited to major cities. Curative Approaches (Supportive Group Therapy, Building Self-Concept, Nrimo Card Media, Religious Coping, Emotion-Focused Therapy, Experience of Buddhist Life Teachings) have the advantage of providing a better subjective experience for individuals, such as increased self-understanding, better self-acceptance, positive interactions with peers, a sense of connection with loved ones, decreased psychological distress, and increased positive behavior, as well as helping individuals develop effective coping strategies in facing the quarter-life crisis. The limitation of curative interventions is that they are individual and small-group interventions, making it difficult to reach a wider population, requiring trained professional resources to implement the interventions, and the sustainability and generalization of the intervention results are not guaranteed. (Wibisono & Hakim, 2022).

In this study, the researchers are using psychoeducation, which is a suitable method for communities experiencing the quarter-life crisis because it can provide comprehensive benefits. Through psychoeducation, individuals can increase their understanding of the quarter-life crisis, realize that their experiences are normal, and obtain effective coping strategies to address these challenges. Additionally, psychoeducation can also help prevent more serious mental health issues and enhance individuals' self-efficacy in navigating this life transition phase. Therefore, psychoeducation becomes an appropriate intervention to assist communities experiencing the quarter-life crisis. Based on the introduction presented above, the researchers are interested in conducting a psychoeducation activity with the theme "Quarter Life Crisis: Handling of the IMM Legal Supremacy Activist". The purpose of this field activity is to help the participants, who are the activists of IMM Supremasi Hukum, to increase their knowledge and understanding of the Quarter Life Crisis and how to overcome and emerge from this problem with the skills of Self-Compassion Writing.

## 2. METHOD

The type of research used in this study is experimental research, which is a research method used to see the effect of a particular treatment. The design of this research is a quantitative study with a quasi-experimental approach. The research design uses a pre-test and post-test before and after the implementation of the psychoeducation intervention and self-compassion writing training. The pre-test is a measurement or assessment conducted before the intervention or treatment is given. The purpose is to determine the initial condition of the participants or research subjects before receiving the intervention. The post-test is a measurement or assessment conducted after the intervention or treatment has been given. The purpose is to determine the effect or impact of the intervention by comparing the participants' condition after the intervention with their initial condition before the intervention.

According to Walsh (2010), psychoeducation is a process carried out on individuals or groups with the aim of providing knowledge and awareness to the participants regarding the related topic, as well as enhancing the participants' ability to manage and adapt to the challenges they face, and also helping participants to access sources of social support in addressing those challenges (Ansar et al., 2023). Meanwhile, the self-compassion writing intervention uses writing activities as a means to help individuals develop a self-compassionate attitude, which includes a gentle attitude towards oneself, the understanding that suffering is part of the human condition, as well as awareness and acceptance of the feelings currently being experienced (Inaya et al., 2024).

The research location is the secretariat of IMM Supremasi Hukum in Dau, Malang. The target in this research is the IMM (Ikatan Mahasiswa Muhammadiyah) Supremasi Hukum community. The subjects of this research are IMM Supremasi Hukum cadres consisting of males and females aged 19-23 years who are students at the University of Muhammadiyah Malang (UMM). The research subjects number 15 participants, consisting of 10 daily leaders (PH) and 5 cadres from the 2023 class. The sampling technique used is purposive sampling in accordance with the predetermined criteria.

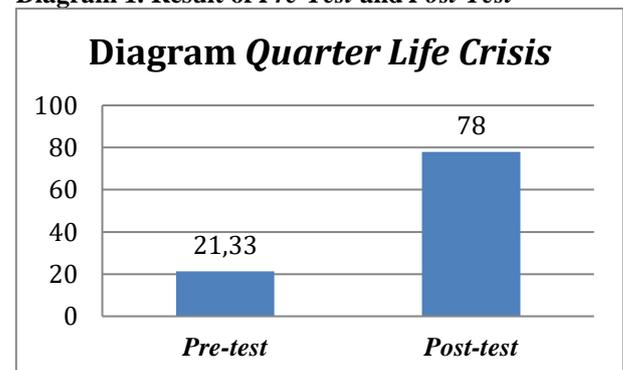
The data collection methods in this research are interviews and observations. The interviews conducted are semi-structured interviews with open-ended questions. The purpose of conducting open-ended interviews is to obtain answers that reflect the participants' experiences and to analyze the causes and impacts of someone experiencing a Quarter Life

Crisis. Observations are made to collect data through direct field observations. This aims to align the stories from the community members and cadres with the facts occurring in the field. The data analysis in this research uses the paired t-test. The paired t-test is used to compare the average measurements before and after an intervention or treatment is provided. The purpose of this analysis is to see the significance or meaningfulness of the difference between the pre-test (before the intervention) and post-test (after the intervention) values on the same subjects. There are two intervention targets, namely the knowledge aspect and the skill aspect. The knowledge aspect is to provide knowledge and understanding about Quarter Life Crisis (QLC), while the Self-Compassion Writing skill is through writing to cope with QLC.

## 3. RESULTS

Based on the results of the intervention that has been carried out, it was found that there were changes from before and after the intervention was given, where the participants consisting of 10 PH and 5 cadres from the 2023 class who were given psychoeducation on Quarter Life Crisis (QLC) had an understanding of Quarter Life Crisis. They also had an understanding of the characteristics of the QLC phase, the impact, and the steps that can be taken to address the QLC phase. This can be seen from the increase in the pre-test and post-test scores given to the participants, namely 10 Daily Leaders (PH) and 5 Cadres of the 2023 class.

**Diagram 1. Result of Pre-Test and Post-Test**



The results of the pre-test obtained by the participants have a quite large difference in total scores compared to the post-test, where the average result of the pre-test is 21.33, while the average result of the post-test is 78. This can be interpreted as a change in the participants' understanding of Quarter Life Crisis. The significant difference between the

pre-test and post-test results indicates a positive change in the participants' understanding of Quarter Life Crisis after receiving psychoeducation. Before receiving psychoeducation, the participants' understanding of Quarter Life Crisis was still

relatively low, as seen from the low pre-test scores. However, after participating in the psychoeducation, their understanding of Quarter Life Crisis has increased significantly.

**Table 1.** Description of Pre-Test and Post-Test Statistics

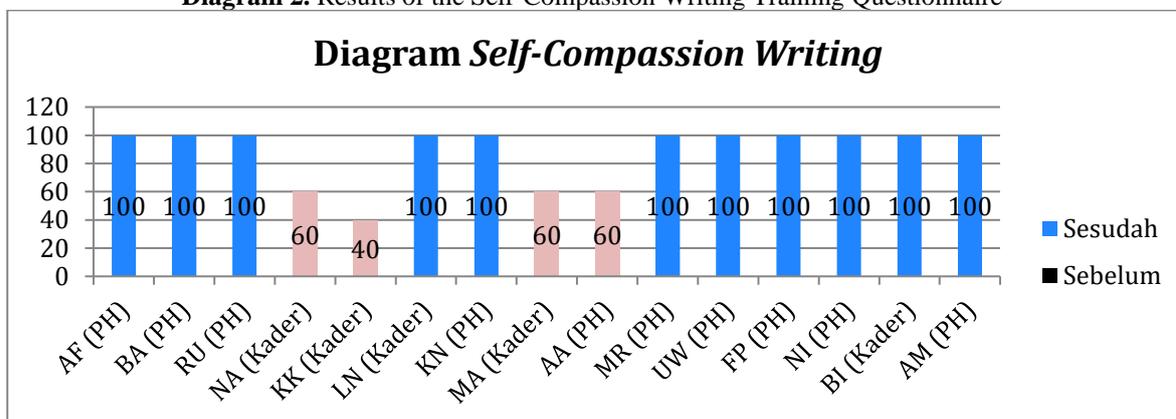
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	21.3333	15	6.93507	1.79063
	Posttest	78.0000	15	9.59911	2.47848

The analysis shows that there is a difference between the pre-test and post-test results for the 15 participants (N = 15). The average value for the pre-test variable is 21.33, while the average value for the post-test variable increased significantly to 78. This indicates a change in the understanding of the participants (IMM Law Supremacy Cadres) regarding the Quarter Life Crisis after receiving psychoeducation. For the pre-test variable, the standard deviation value obtained is 6.93. This indicates a moderate or moderate variation among the measured pre-test values. Meanwhile, for the post-test variable, the standard deviation value obtained is 9.59. The larger standard deviation value in the post-test data compared to the pre-test indicates that there is slightly more variation or difference among the measured post-test values.

This indicates that the psychoeducation program provided to the participants was effective in increasing their understanding of the Quarter Life Crisis. Participants were able to absorb the information and knowledge conveyed during the psychoeducation, resulting in a positive change in their level of understanding on the topic. The significant difference between the pre-test and post-test results is concrete evidence of the success of the psychoeducation program in increasing the participants' knowledge and understanding.

The results of the intervention in the Self-Compassion Writing skills training can be seen in the following diagram.

**Diagram 2.** Results of the Self-Compassion Writing Training Questionnaire



**Table 2.** Statistical Description of Self-Compassion Writing Training

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Before	.00000	15	.00000	.00000
	After	88.0000	15	21.11195	5.45108

Before the training was conducted, all participants did not know about the Self-Compassion Writing exercise, so they were all given a score of 0. Then, after the training was provided, the participants filled out a questionnaire regarding Self-Compassion Writing. The questionnaire data results given to the participants to measure the effectiveness of the Self-Compassion Writing training showed a Mean (average) of 88. The Mean value of 88 indicates that overall, the participants felt the Self-Compassion Writing training was very effective in helping them develop Self-Compassion skills through writing activities. The high average score indicates that the participants assessed the training as highly beneficial and aligned with the intended objectives. They felt that the training was able to improve their understanding and ability in practicing Self-Compassion. There is a larger standard deviation value for the variable after the training, which is 21.11, compared to before the training. This indicates that there is more variation or difference among the values after the training.

The results indicate a very high level of satisfaction and positive perception from the participants regarding the effectiveness of the Self-Compassion Writing training. The mean value of 88 obtained can be concluded that the participants assessed the training as highly effective in helping them develop self-Compassion skills through writing activities. This indicates the success of the training program that has been implemented. However, there were 4 participants who did not have high scores, which suggests that they have not consistently applied the training, resulting in lower outcomes. The observed outcomes of the Self-Compassion Writing training include participants exhibiting self-love behaviors, being able to be gentle with themselves by controlling their emotions when angry, paying more attention to their appearance, maintaining a regular sleep pattern and eating habits, and starting to actively exercise again. The participants also became more aware of their thoughts and were able to accept themselves more objectively compared to before. After the Self-Compassion Writing training, the participants became more attentive to themselves and reduced their previously unhealthy habits.

#### 4. DISCUSSION

The psychoeducation and psychological training that have been conducted have demonstrated an increase in the participants' understanding and skills in navigating the Quarter Life Crisis. This change could

occur due to the efforts of the participants, namely PH and the 2023 Batch Cadets, in applying what they have learned. The psychoeducation provided the participants with a deep understanding of how to identify the signs of the Quarter Life Crisis phase, enabling them to be more proactive in addressing it. Furthermore, the guest speakers invited to each meeting expanded the participants' knowledge and provided them with new perspectives. Meanwhile, the skills gained from the Self-Compassion Writing exercises helped the participants to better recognize and understand themselves.

One of the crisis periods experienced in life is the transition from adolescence to early adulthood, often referred to as the Quarter Life Crisis (QLC). According to Atwood and Scholts (2008), QLC is a feeling of anxiety that makes life seem full of pressure and a loss of meaning. This period is characterized by various challenges and uncertainties faced by individuals as they enter the developmental stage of early adulthood. This transition can trigger feelings of anxiety, confusion, and a loss of direction in life, causing individuals to feel their lives are filled with pressure and a loss of meaning. Therefore, providing psychoeducation to this community is greatly needed to expand their understanding about the Quarter Life Crisis (QLC).

Psychoeducational intervention, as described by Walsh (2010), is a form of intervention that can be applied at the individual, family, or group level. The main focus of this intervention is:

1. Equipping participants with a better understanding of the challenges or problems they face in their daily lives.
2. Helping participants develop support resources and social support networks that can be utilized in addressing these challenges.
3. Developing coping skills that participants can use to overcome the various challenges they encounter in life. Through psychoeducational intervention, the community can gain a better understanding of the challenges they face and develop the ability to address those challenges more effectively (Zwagery & Yuniarramah, 2021).

When someone faces a problem, a solution is needed to be able to get out of that problem. Likewise, when someone is in a difficult situation, an effort is needed to resolve that condition so that they can get out of the difficult situation without affecting their surrounding environment. The same thing also happens to communities experiencing the Quarter Life Crisis. In this phase, strategies and motivation are needed to encourage oneself to get out of the crisis.

One strategy that can be used to deal with the Quarter Life Crisis is Self-Compassion Writing training.

Self-Compassion Writing training is one intervention that can help individuals experiencing the Quarter Life Crisis. In this training, individuals are asked to write a letter to themselves in a loving and understanding tone. The purpose of this training is to help individuals be more gentle and supportive towards themselves when facing challenges and uncertainties that arise during the transition to early adulthood. Some of the benefits of Self-Compassion Writing training include:

1. Increasing self-acceptance: By writing a letter containing support and understanding for oneself, individuals can learn to better accept the shortcomings and difficulties they are facing.
2. Reducing stress and anxiety: The process of writing in a loving tone can help alleviate the feelings of pressure and anxiety that are common in the Quarter Life Crisis.
3. Increasing motivation: The letter written can be a source of inspiration and motivation for individuals to be more proactive in facing life's challenges.
4. Maintaining a balanced perspective: This training helps individuals see problems more objectively, rather than being too involved or exaggerating them.

Self-compassion is an emotion regulation strategy, where individuals consciously accept their own failures and shortcomings as part of the common experiences shared by everyone. Neff (2003) explains that self-compassion consists of three basic components:

1. Self-kindness : being kind and giving self-compassion to oneself, instead of being harshly critical and negatively judgmental towards oneself.
2. Common humanity : viewing failures as part of the common human experience, instead of separating oneself and isolating.
3. Mindfulness : being aware of difficult thoughts and feelings with balance, instead of exaggerating or becoming too immersed in those thoughts and feelings.

Therefore, Self-Compassion Writing training becomes important for individuals experiencing the Quarter Life Crisis. This intervention can help them to be more gentle and supportive towards themselves, enabling them to better manage their emotions and problems during this challenging transitional period (Nabila et al., 2020).

## 5. CONCLUSION

Based on the explanation above, it can be concluded that there are problems within an IMM Supremasi Hukum community where the members are experiencing the Quarter Life Crisis, which affects their interactions and roles within the community. In this case, the issue can be addressed by providing psychoeducation on the Quarter Life Crisis as an intervention. Through educational sessions, the community members are given in-depth understanding about what the Quarter Life Crisis is, its contributing factors, and the potential impacts. The aim is for the members to better recognize and understand the condition they are experiencing. Additionally, the facilitators also provide the Self-Compassion Writing training intervention to the community members.

In this training, the members are asked to write a letter to themselves with a sense of compassion and understanding towards their own personality. The goal is to help the members be more gentle and supportive towards themselves when facing the challenges of the Quarter Life Crisis. After receiving both interventions, improvements were observed in the community members. They became more aware of the Quarter Life Crisis they were experiencing. Furthermore, through the Self-Compassion Writing training, the community members reported being better able to accept themselves, manage their emotions, and maintain motivation in facing the challenges of the transition to adulthood.

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