SURVIVE OR THRIVE? STUDENTS' FUTURE ORIENTATION DURING QUARTER LIFE CRISIS

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ABSTRACT:

The average age of undergraduate students in Indonesia is 19-24 years. In terms of period development, students can experience a transition period from adolescence to early adulthood. The main responsibilities during early adulthood are both personal and professional development. Developmental period tasks and the knowledge that students have presents many alternative routes and choices for their future, but some also have an impact on psychological dynamics and raise anxiety. This can be included in the characteristics of the quarter life crisis. The purpose of this study was to describe the future orientation of students during the quarter life crisis.

This research is a descriptive quantitative research. The sample was 344 students during the quarter life crisis, so the sampling technique used was convenience sampling. The analytical method used is descriptive analysis with data collection using a scale of entrepreneurial intentions with a reliability coefficient of 0.931 and 29 of 30 valid items.

Based on the results of analysis of research data regarding future orientation of students during the quarter life crisis, it can be concluded that there is a future orientation for students during the quarter life crisis. The general orientation of students during the quarter life crisis was in the high category with an empirical mean value of 117.616.

Keywords: Future orientation, students, quarter life crisis

INTRODUCTION:

In Indonesia, according to a survey by the Ministry of Research, Technology and Higher Education in 2018, the age of undergraduate students ranges from 19 to 23 years. In that age range, students generally have entered the early adult development stage. The early god stage itself is a transitional period in individuals from adolescence to early adulthood which occurs in their late 20s and only ends at about 30 years of age (Santrock, 2012).

According to Santrock (2012), it is explained that early adulthood is marked by various characteristics such as personal and economic independence, career development, and for some people it can also be a period of choosing a life view. The traits of early adult development lead to a future orientation to the individual. Prepared career development and personal independence can make it easier for individuals to achieve the future they want.

But at this time, looking for a job for undergraduate bachelor's graduates must be able to pass the many existing competitors. As quoted from the data from the Ministry of Research, Technology and Higher Education, in 2018 the number of undergraduate degree graduates in Indonesia reached 7.5 million. In addition to the large number, the capabilities demanded by the company are growing. According to research by Wardani

(2012), large companies today do not only need highly educated resources, but also have hard and soft skills, are resistant to pressure, are able to adapt to the environment and face challenges.

The large number of competitors, as well as the demands to enter the developing world of work can put pressure on students. The pressure and developmental tasks that enter into the individual can affect the psychological dynamics of the individual. According to Hanim & Ahlas (2020) the pressure that comes into individuals regarding their future orientation can result in psychological disorders such as stress, difficulty sleeping, frequent anxiety, irritability, frustration, loss of motivation and delay completing final assignments.

Future orientation is a person's goal in life and how to achieve it, it can also be interpreted as a way of life and everything they must approach or avoid (Rarasati, 2012). Another opinion regarding future orientation was put forward by Bandura (in Triana, 2013) which states that future orientation is one of the abilities possessed by individuals to plan future lives. From several meanings, the researchers concluded that future orientation is a description of the ideals, hopes, goals formed by individuals based on experiences and hopes that exist in the future, so that the individual is able to evaluate his actions.

From the conclusions that have been concluded, future orientation can make individuals feel less developed by making plans for their future. This is in line with Agustin (2012), there are students who feel that early adulthood in college is an exciting time, this is because students can have the opportunity to try various things in their lives. Some students can actualize themselves more in early adulthood, by being able to overcome challenges and developmental tasks so that they become learning in their life.

Students in early adulthood can experience psychological pressure and there are students who can complete tasks in early adulthood well, this can happen because at the age of 18-25 years students are more likely to enter a quarter life crisis. The quarter life crisis is a period where a teenager experiences a transition before entering adulthood as an important period (Black, 2010).

According to Nash & Murray (2010), there are several individuals who undergo a quarter life crisis with feelings of panic, full of pressure, insecure and meaningless. According to Nash & Murray, some of the things experienced during the quarter life crisis are similar to what happened to students who are currently pursuing undergraduate education with an ever-evolving future orientation, so that students have a large enough chance of entering into a quarter life crisis.

In this study, the researcher hypothesized that there was an influence on the future orientation of students during the quarter life crisis. This was found by researchers related to the existence of the same period when individuals were in college, so that there was a possibility of the influence of future orientation on individuals during the quarter life crisis. However, there are other possible alternatives considering that future orientation can vary from person to person.

METHOD:

This research is a descriptive quantitative research. The variable used in this study is future orientation. The future orientation has an operational definition as a plan for the individual clearly and describes the individual's life in the future completely.

The measurement of the theory

used based on the character Nurmi (1989) who has been used by many other researchers. The dimensions measured in this study are based on theoretical figures, which amount to 3 dimensions, namely motivation, planning, and evaluation.

The instrument used in this study was a future orientation scale instrument that the researcher made himself with 3 (three) dimensions of the Nurmi figure above. The scale was tested for reliability with a coefficient value of $0.931 \geq 0.05$ so that it was stated that the measuring instrument was reliable, and had 29 items out of 30 items that were declared valid.

The sample used in this study amounted to 344 students who had been selected with a quarter life crisis questionnaire based on the character Nash & Murray (2010), using 5 (five) items with a minimum of "YES" answers to 3 (three) items based on the percentage of categorization. 50% + 1 for grouping a sample. Subjects were selected using convenience sampling technique by distributing links via google form media. The results of the subject's data were analyzed by researchers using descriptive analysis techniques research methods with the help of data processing programs.

RESULTS:

Table 1. General Descriptive Statistics of Future Orientation

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
OMD	344	69.00	145.00	117.6163	13.85802
Valid N (listwise)	344				

Table 2. Descriptive Statistics of Future Orientation Based on Motivation Dimensions

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Motivasi	344	27.00	55.00	45.7645	5.55700
Valid N (listwise)	344				

Table 3. Descriptive Statistics of Future Orientation Based on Planning Dimensions

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
PLANNING	344	28.00	60.00	48.0116	6.22090
Valid N (listwise)	344				

4. Descriptive Statistics of Future Orientation Based on Evaluation Dimensions

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Evaluation	344	14.00	30.00	23.8401	3.21359
Valid N (listwise)	344				

Based on table 1, it can be seen that the value of descriptive analysis in the general description of future orientation gets an empirical mean value of 117.616 with a standard deviation value of 13.858. Based on table 2, it can be seen that the value of the descriptive analysis of the motivation dimension obtained a mean of 45.764 with a standard deviation of 5.557. Based on table 3, it can be seen that the value of the planning dimension descriptive analysis obtained an empirical mean value of 48.011 with a standard deviation value of 6.220. Based on table 4, it can be seen that the value of the descriptive analysis of the evaluation dimension obtained an empirical mean value of 23.840 with a standard deviation of 3.213.

Based on the table 1-4 above, it shows the description of this influence on the future orientation of students during the quarter life crisis. Thus, it can be concluded that there is an influence of the dimensions of motivation, planning, and evaluation on the future orientation of students during the quarter life crisis. After knowing the effect of future orientation dimensions on students during the quarter life crisis, the researcher tested the categorization of each dimension as well as the general description of students in the mas quarter life crisis which is described in the following table;

Table 5. Categorization of General Criteria for Future Orientation in students during QLC

Rumus	Interval Skor	Kategori	F	Persentase
(μ + 1σ) ≤ X	106,3 ≤ X	Tinggi	284	82,6%
(μ - 1σ) ≤ X < (μ + 1σ)	67,7 ≤ X < 106,3	Sedang	60	17,4%
X < (μ - 1σ)	X < 50	Rendah	0	0,0%
Total			344	100%

Based on table 5, the future orientation of students during the quarter life crisis (QLC) of 344 subjects, with details of 284 subjects in the high category (82.6%), 60 subjects in the medium category (17.4%) and 0 in the low category (0.0%). In the results of descriptive statistical calculations, the empirical mean is obtained at 117.616, if seen in table 5, the empirical mean value is included in the high category which is in the score interval 106.3 ≤ X. From the data processing results in the general description above, it can be concluded that the future orientation of students during the quarter life crisis is in the category high.

Table 6. Criteria Categories for Future Orientation Based on Motivation Dimensions

Formula	Score Interval	Category	F	Percentase
(μ + 1σ) ≤ X	40,3 ≤ X	High	295	85,8%
(μ - 1σ) ≤ X < (μ + 1σ)	25,7 ≤ X < 40,3	Medium	49	14,2%
X < (μ - 1σ)	X < 25,7	Low	0	0,0%
Total			344	100%

Based on table 6, the future orientation based on the motivational aspects of students during the quarter life crisis from 344 subjects, with details of 295 subjects in the high category (85.8%), 49 subjects in the medium category (14.2%) and 0 subjects in the category low (0.0%). In the calculation of descriptive statistics, the empirical mean was obtained at 45.7. seen in table 6, the empirical mean value is included in the high category which is in the score

interval 40.3 ≤ X. From the results of data processing in the general description above, it can be concluded that future orientation is based on aspects of motivation in students during their quarter life. crisis in high category.

Table 7, Future Orientation Criteria Categories Based on Planning Dimensions

Formula	Score Interval	Category	F	Percentase
(μ + 1σ) ≤ X	44 ≤ X	High	271	78,8%
(μ - 1σ) ≤ X < (μ + 1σ)	28 ≤ X < 44	Medium	73	21,2%
X < (μ - 1σ)	X < 28	Low	0	0,0%
Total			344	100%

Based on table 7, the future orientation based on the planning aspects of students during the quarter life crisis of 344 subjects with details of 271 subjects in the high category (78.8%), 73 subjects in the medium category (21.2%) and 0 subjects in the low category. (0.0%). In the results of descriptive statistical calculations, the empirical mean is obtained of 48.0, when seen in table 7, the empirical mean value is included in the high category at the score interval 44 ≤ X. From the results of data processing in the general description above, it can be concluded that that the future orientation based on the planning aspect of students during the quarter life crisis is in the high category.

Table 8, Category of Future Orientation Criteria Based on Evaluation Dimensions

Formula	Score Interval	Category	F	Percentase
(μ + 1σ) ≤ X	22 ≤ X	High	273	79.4%
(μ - 1σ) ≤ X < (μ + 1σ)	14 ≤ X < 22	Medium	71	20.6%
X < (μ - 1σ)	X < 14	Low	0	0,0%
Total			344	100%

Based on table 8, the future orientation based on the evaluation aspect of students during the quarter life crisis of 344 subjects with details of 273 subjects in the

high category (79.4%), 71 people in the medium category (20.6%) and 0 subjects in the low category (0.0%). In the results of descriptive statistical calculations, an empirical mean of 23.8 is obtained which, when seen in table 8, the empirical mean value is included in the high category at the score interval 22 ≤ X. future orientation based on the evaluation aspect of students during the quarter life crisis in the high category.

DISCUSSION:

In this study, researchers used the dimensions of future orientation that had been proposed by Nurmi (1989), namely motivation, planning, and motivation. The researcher chose this theory based on the dimensions contained in it having a close relationship with the existing population experience.

The descriptive test conducted shows a description of the dimensions influenced by students during the quarter life crisis, namely the dimensions of motivation in the high category, planning in the high category, and evaluation in the high category. These results indicate that students during the quarter life crisis influenced the dimensions of future orientation.

The other research results that support the results of this study are Gloria's (2014) research regarding future orientation of final year students. In this research, final year students have similar characteristics to students in a quarter life crisis. Where final year students aged 21-25 years who have developmental tasks and challenges regarding the career world in the future. The results of Gloria's (2014) study explain that students who have high self-confidence both will have an impact on future orientation which increases as well. In Gloria's (2014) study, it correlates with the results of research by researchers where the higher the student's self-confidence, the more his future orientation will be. Meanwhile, the quarter life crisis is only related to a sense of worry about future conditions, not with self-confidence. Thus, students who have concerns about future conditions but have good self-confidence, the future orientation created by these students can change for the better too.

According to the results of research by Afnan (2020) regarding stress in students during the quarter life crisis, it shows that each individual has a different response to other individuals, where there are several individuals who have a planned future orientation and do not experience excessive anxiety. Students who have prepared themselves for the change in the transition period from adolescence to early adulthood can go through the quarter life crisis with ease.

From the research results, the previous figures are in line with the results of this study, which shows that students during the quarter life crisis have a high influence on the dimensions of future orientation. Even though students during the quarter life crisis had developmental and social tasks, they still had a high future orientation.

Students who have high education and an environment that can provide experiences for the student's future can affect future orientation. Hermawati's research (2013) shows that students who experience obstacles in forming future orientations are ultimately environmental factors in higher education that affect these students. From this environmental factor, it eventually forms the future orientation of students. So that environmental factors in these students have an influence on the orientation of these students.

Based on the previous research above,

it can be concluded that this study has the same results and is aligned in terms of the dimensions of variables and phenomena on the subject. Although the results of this study are in accordance with the hypothesis as well as previous studies, researchers still have limitations in the research process. Limitations include data collection that cannot meet face to face with the subject, due to pandemic conditions so that it is less able to directly observe the subject's behavior as a whole.

CONCLUSION:

Based on the analysis of research data regarding the future orientation of students during the quarter life crisis, it can be concluded that there is a forward orientation to students during the quarter life crisis. In general, the future orientation of students during the quarter life crisis is in the high category with the empirical mean value of 117.616. The dimensions of entrepreneurial intention, namely motivation, planning, and evaluation are in the high category, which is in line with the research of previous figures.

There is a suggestion from researchers for the campus to be able to provide developmental psychology classes, so that students can provide psychological insights for students to be able to understand themselves so that students are able to complete their developmental tasks properly during the quarter life crisis. For the next researcher in selecting the subject, it would be nice if the subject was selected using a measuring instrument based on more comprehensive characteristics.

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