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Quarter Life Crisis and Self-Awareness of Biology Education Students at Universitas Riau in Completing their Final Assignment

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ABSTRACT

The student's final assignment is proof of the success of the process of achieving academic achievement. However, in the completion process, students often experience various obstacles both from within and outside themselves. These obstacles cause students to experience Quarter Life Crisis (QLC). Self-awareness can help them understand themselves completely, both in terms of nature, character and emotions so they are able to face QLC. This research aims to find out how much influence self-awareness has on QLC experienced by Biology Education students at FKIP (Faculty of Education and Teacher Training), Universitas Riau. To achieve this goal, descriptive research was carried out using a survey method. The results of the research show that the self-awareness and QLC level of Biology Education students at FKIP Universitas Riau are both classified as medium. The level of self-awareness has a negative effect. These findings indicate that efforts are still needed to increase self-awareness of Biology Education students at FKIP Universitas Riau. This can be achieved by getting students into the habit of carrying out regular self-evaluations so that they can find out their strengths and weaknesses. If these efforts are achieved, students' QLC levels are expected to decrease.

1. Introduction

Quarter life crisis (QLC) is a crisis condition that often involves anxiety about the direction and purpose of one's life. QLC is often felt by individuals when they enter their early twenties to thirties. Students are individuals who experience QLC, because students are individuals who have started to think about their survival in the future. Students who experience QLC often have their own psychology

affected, such as feeling worried, anxious, and even depressed by thinking about the future. This is what causes students to experience QLC.

Students experience QLC with emotional characteristics such as frustration, panic, worry and lack of direction (Afnan et al., 2020). The crisis that is often experienced refers to final year students, this is caused by obstacles in completing their final assignments. These obstacles include difficulty

finding the title of the final assignment, anxiety about facing the supervisor, continuous revision and academic demands to be able to complete it within the specified time (Fatchurrahmi et al., 2022). The data of Biology Education students at FKIP Universitas Riau have the potential to experience QLC in completing their final assignments. It was found that 70.62% of Biology Education students at FKIP Universitas Riau had the potential to experience QLC. Students who experience QLC are students who have low self-awareness. The crises faced by students often involve self-awareness. Self-awareness can be interpreted as an ability that allows individuals to recognize and regulate emotions in themselves and others. It is important for students to control their feelings in order to determine their future, because people who can control their feelings well will be able to control their lives (Arfah et al., 2019). The higher the student's self-awareness, the higher the student's self-management in controlling feelings of anxiety, worry, and even stress in completing their final assignment.

Based on the problems above, the aim of this research is to find out how much influence self-awareness has in influencing the QLC of Biology Education students at FKIP Universitas Riau. This research academically provides an overview of the QLC experienced by Biology Education students at FKIP Universitas Riau so that they can pay more attention to and understand the crisis they experience in the process of completing their final assignment, and can provide information about the importance of self-awareness in dealing with QLC in the world of education.

2. Methodology

This research uses a quantitative descriptive approach with survey methods. Focusing on Biology Education students at FKIP Universitas Riau who are completing their final assignments, totaling 212 students. A total of 53 students participated in this research. Respondents for this study were selected using purposive sampling with the criteria of Biology Education students at FKIP Universitas Riau who were still active and completing their final assignments.

This research data was obtained from a descriptive questionnaire which included QLC and Self-Awareness items. The QLC questionnaire was developed based on the theory of Robbins et al., (2001) which includes seven aspects, namely hesitation in decision making, despair, negative self-assessment, being trapped in a difficult situation,

anxiety, depression and worry about interpersonal relationships. The self-awareness questionnaire was developed from Goleman's theory (2016), covering four aspects, namely emotional awareness, self-concept, self-confidence, openness.

This research interview is unstructured and open. The goal is to find out further unknown information from the variables being measured. To measure the extent to which self-awareness influences the QLC of Biology Education students at FKIP Universitas Riau. This research uses simple linear regression. Simple linear regression is a statistical technique that involves one independent variable. Simple linear regression analysis is carried out to determine the direction and how much influence the independent variable has on the dependent variable. Decision making in this simple linear regression analysis can be done by comparing the significance value with the probability value of 0.05. In this research, simple linear regression analysis was carried out using SPSS for Windows version 22.0. The simple linear analysis formula is as follows:

$$Y = a + bX$$

Description :

Y = Quarter Life Crisis

a = Constant

b = Regression coefficient of self-awareness variable

X = Self-Awareness

3. Results and Discussion

QLC Status of Biology Education Students, FKIP, Universitas Riau

The questions given to student respondents in this study can be seen in Table 1 and Table 2. These questions have been modified after Robbins et al., (2001) and validated by three experts.

The results of this research show that none of the QLC status of Biology Education Students at FKIP Universitas Riau is classified as "low", a small number are classified as "high" and the majority are classified as "medium". This proves that the majority of FKIP Biology Education students at Universitas Riau are experiencing a crisis in completing their final assignments. This QLC occurs when individuals experience a crisis such as experiencing doubts in making decisions, feeling hopeless, having a negative self-evaluation, feeling trapped in the life they are living, feeling anxious and depressed and worried about interpersonal relationships (Artiningsih et al., 2021). The research results can be seen in Figure 1.

Table 1. Students to Experience Quarter Life Crisis (QLC) Questionnaire

No	Question	+/-	Very agree	Agree	Not agree	Very not agree
Indecision in making decisions						
1	I feel doubtful and afraid to meet my supervisor again because I feel that my understanding of research methodology is low.	+				
2	I always feel confident, sure and sure when answering questions and dealing directly with my examiners and supervisors.	-				
3	In my opinion, the courses I studied previously such as (basic biology, cell biology, genetics and evolution or others) really helped me in developing the title of this thesis (final assignment).	-				
4	I doubt my ability to understand the content (material) contained in the thesis (final assignment) that I have written.	+				
5	I understand and am an expert in research methodology.	-				
6	Sometimes I am confused and question the explanations, suggestions and criticisms given by the supervisor.	-				
7	I am able to find references that are rational and in accordance with empirical phenomena.	-				
Hopeless						
8	I am fed up and frustrated with my title submissions always being rejected.	+				
9	I don't know what applications and how to find references to support the preparation of this thesis (final assignment).	+				
10	I chose to work while completing this thesis (final assignment)	+				
11	In my opinion, my journey in writing this thesis (final assignment) has always been smooth and in accordance with my plans and desires.	-				
12	I always feel confident that the thesis I wrote will always be approved and praised by my supervisor.	-				
13	It was difficult for me to graduate on time (in semester 8)	+				
14	I often feel weak and unsure about my ability to follow the directions and demands of my supervisor, which I think are too high.	+				
15	I am confident that the courses I studied previously can help me get a job later.	-				
16	I have difficulty in experimenting with biology learning which makes me unsure that I can be a good biology teacher in the future.	+				
Negative self-evaluation						
17	I am not very proficient and know how to use SPSS, Mandeley, Anates, ms.exel or others which makes it difficult to complete this thesis (final assignment).	+				
18	I feel like I have a gap in understanding this area of biology.	+				
19	I am confident that I will work and become a creative and innovative biology teacher in the future.	+				
20	I don't have the ability and mastery of biology and apply it in the world of education.	+				
21	I feel that I lack motivation in working on this thesis (final assignment).	-				
22	I think this lecture is so short that it makes me not ready to leave this campus world.	+				
23	In my opinion, working on this thesis (final assignment) is more important and primary than anything else.	-				
Stuck in a difficult situation						
24	I am currently in a difficult situation which is hindering the completion of this thesis (final assignment).	+				
25	I was ashamed, afraid and hesitant to meet my supervisor because my previous fellow students were more advanced than me and had left me behind.	+				
26	I feel left behind when I see friends who have already received their BA degrees.	+				
27	I am able to divide my time between completing my final assignment and other activities.	-				
28	My friend's current success motivates me to work on this thesis (final	-				

	assignment).	
29	I often think about what good and decent job I can do after graduating from here.	-
30	I haven't thought about any work other than thinking about this thesis (final assignment).	-
31	I know what I should do without having to delay in order to complete this thesis (final assignment).	-
32	I am confused between choosing my parents' wishes or my own wishes.	+
Worried		
33	I am worried to see many graduates who are unemployed and working in jobs that are not in line with the abilities and skills they previously acquired and trained for on campus.	+
34	I am confident and confident that my abilities in the field of biology will eventually lead me to work in the world of education and research.	-
35	My low level of understanding in the content area (biology material) makes me anxious about facing the comprehensive exam later.	+
36	I am anxious and panic if I cannot finish my thesis this semester.	-
37	I always think positively about my future and I will be successful.	-
38	I'm afraid it will be difficult to get a job later.	-
39	I have a lot of understanding, knowledge and experience which makes me calm in looking for a job later.	-
Stressed		
40	I feel that as a student I must be able to be successful in the future.	+
41	I think a job that suits my skills is not my top priority.	-
42	The will and wishes of my parents are currently putting me under pressure in working on this thesis.	+
43	I appreciate every process that I am going through right now.	-
44	I am depressed seeing friends who are not in college can be more successful than me who is currently in college.	+
Worry about interpersonal relationships		
45	Having few relationships and friends at the moment means I have to make more friends and socialize now.	+
46	I often can't focus on working on my thesis (final assignment) when I have problems with my partner.	+
47	I don't mind how few relationships I have.	+

Table 2. Self-Awareness Questionnaire

No	Statement	+/-	Very agree	Agree	Not agree	Very not agree
Emotional Awareness						
1	I am able to suppress emotions within myself	+				
2	I have a hard time understanding my feelings when I have a problem.	-				
3	I easily forgive others when they hurt me	+				
4	I prefer and focus on face-to-face guidance with my supervisor.	+				
5	I am able to postpone guidance time in order to prioritize the feelings of other friends.	-				
Self concept						
6	I am always enthusiastic about working on revising this thesis (final assignment).	+				
7	I don't care which semester I can complete this thesis (final assignment), the most important thing is to finish it before I'm expelled.	-				
8	I feel proud if I am more successful than my friends.	-				
9	I always sincerely accept every failure that occurs	+				
10	I enjoy making friends with people of different religions	+				
Confidence						
11	I felt nervous, doubtful and afraid when asked by the examiner	-				
12	I am confident and sure if the examining lecturer asks about this thesis (final assignment)	+				
13	I often use my weaknesses as my motivation to achieve success later.	+				
14	I know my strengths and weaknesses	+				

15	I doubt I can complete my thesis (final assignment) well.	-
Open		-
16	I am never afraid or hesitant to ask when I have difficulty understanding a concept in the thesis (final assignment) that I have written.	+
17	I prefer to keep to myself and search for the ignorance and lack of understanding that I experience rather than asking and discussing.	-
18	I always accept input from friends	+
19	I prefer to stick to what I know and understand rather than listening to my friends' opinions.	-
20	I don't trust other friends easily	-

This QLC occurs when individuals experience a crisis such as experiencing doubts in making decisions, feeling hopeless, having a negative self-evaluation, feeling trapped in the life they are living, feeling anxious and depressed and worried about interpersonal relationships (Artiningsih et al., 2021). The research results can be seen in Figure 1.

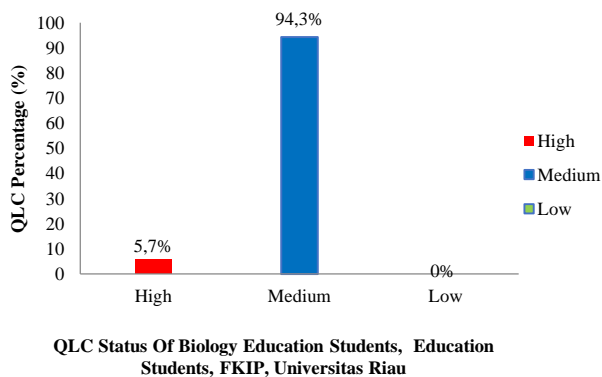


Figure 1. Percentage of QLC Status of Biology Education Students, FKIP, Universitas Riau

QLC for Biology Education students at FKIP Universitas Riau is one of the crises that causes students to be late in completing their final assignments. The delay in completing the final assignment of Biology Education students at FKIP Universitas Riau began with their difficulty in determining and choosing a research title. This is proven by the results of student interviews where they stated that one of the biggest obstacles in completing their final assignment was the difficulty in creating and determining a research title that was purely biological or educational.

Supported by Purba et al., (2022) who stated that the reason why students take a long time to prepare and work on their thesis is that students often feel worried when deciding on a research topic, in this situation students will need a long time to determine a topic that suits their abilities. Therefore, students will

experience QLC, because they will not be able to complete their thesis on time. A competitive environment can also cause students to feel anxious when working on their thesis (Diah, et al., 2020). Final year students' QLC occurs because of pressure and demands from the surrounding environment (Azizah et al., 2021)

Students of Biology Education, FKIP, Universitas Riau, feel excessively worried about the results of their writing being rejected and repeating the preparation of their planned thesis. Factors that cause anxiety in final year students who are working on their thesis are mental factors. Thoughts that can cause feelings of discomfort and prevent students from carrying out their obligations, so that students still complain, are restless and anxious when they encounter an obstacle, where students have negative thoughts about their future. This indirectly makes them pessimistic and anxious about their thesis (Machmudati et al., 2017).

The obstacles faced by students in completing their thesis are difficulty meeting their supervisor, pressure from parents, low self-motivation, and poor relationships. Despair in completing a thesis is caused by feeling bored with repeated revisions. This makes students bored so it is difficult to get ideas for working on their thesis. This opinion is supported by Fikry et al., (2017), QLC often occurs because students experience many obstacles in carrying out thesis guidance, such as difficulty finding a title for the thesis, difficulty finding literature and reading material, or fear of meeting the supervisor.

Students who are working on their final assignments tend to experience several problems such as a lack of motivation which often delays the completion of their thesis, coupled with personal problems which continue to pressure them so they cannot concentrate on completing the thesis, difficulties in managing time where the preparation of the thesis is not in a short time, supervisors who are difficult to find and demands from parents to finish quickly so that students experience QLC (Etika et al., 2016). According to Wakhyudin et al., (2020) stated that there is nothing that makes students uncomfortable

when undertaking thesis guidance, but they often feel anxious and afraid of being blamed during guidance, which then gives rise to feelings of fear, anxiety and skepticism so that students are afraid to meet the supervisor.

Self-Awareness Level of Biology Education Students of FKIP, Universitas Riau

Self-awareness is important for students who are completing their thesis. Students who have high self-awareness are students who are able to control stressful conditions in life, including the QLC they are experiencing. On the other hand, students who have low self-awareness are students who are unable to control stressful conditions in their lives and are at a high level of anxiety. Self-awareness is important for students to have, because self-awareness is a student's ability to reflect on their inner state. Having good self-awareness will help students make every decision in life, and with self-awareness students will also be able to understand other people's situations or feelings (Akhnaf et al., 2022). The self-awareness of Biology Education students at FKIP Universitas Riau can be seen in Figure 2.

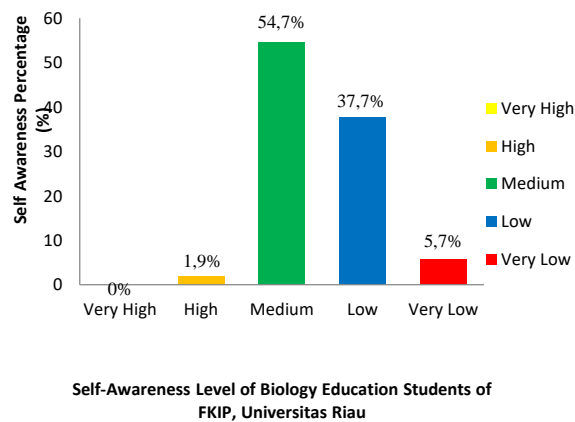


Figure 2. Level of Self-Awareness of Biology Education Students, FKIP, Universitas Riau

The picture above shows that there were no students who had "very high" self-awareness. The factor that influences self-awareness is the stimulation of the mind in action (Anisah et al., 2018). Boredom in completing final assignments makes students unable to improve themselves when they are in a crisis, such as working on their thesis. This is caused by distractions such as cellphones and invitations to play from friends. Hasbillah (2022) revealed that students who are completing their final assignments tend to often feel bored, and this boredom arises because of obstacles and disturbances in the process of

completing their final assignments. This is what makes it difficult for students to control and improve themselves, so that students cannot focus on doing their final assignments. Supported by Cahyani, et al., (2017) revealed that students actually have different ways of overcoming the difficulties they face. Having an open nature can reduce stress for students in overcoming problems and difficulties in completing their thesis (Handayani, et al., 2019).

Students of Biology Education at FKIP Universitas Riau lack confidence in their abilities, and are unable to recognize their strengths and weaknesses. This is caused by low motivation, which gives rise to a feeling of laziness in doing the final assignment and feeling left behind by other fellow students, giving rise to a feeling of lack of confidence in being able to complete the thesis quickly. The results of student interviews prove that they lack confidence in being able to complete their thesis and graduate this semester, where they feel that there are still many revisions and things that must be studied and that it is still difficult to find references that support their research.

According to Venanda (2022), students who have low self-confidence tend to procrastinate in working on and completing their thesis. Supported by research by Hanapi, et al., (2018), the results of this research found that students often feel unsure about their ability to complete their thesis. This can be seen from the feelings of students who are unable to put words together, have difficulty determining research topics, are not too sure about graduating this year, and even students who do not have a target in completing their thesis.

Self-confidence is very important for every individual to have. Students who have good self-confidence tend to have an attitude of not giving up easily in achieving their life goals. According to Sari et al., (2021) that with self-confidence, a person will be able to overcome problems, believe in themselves when they are in a difficult situation, and be able to develop a positive attitude without having to worry about various existing situations and conditions.

The Relationship between Self-Awareness and QLC of Biology Education Students, FKIP, Universitas Riau

Hypothesis testing was carried out using SPSS version 22 with a simple regression test. Hypothesis test results show a correlation of Sig. between self-awareness and QLC of Biology Education students at FKIP Universitas Riau is 0.000 <0.05 so it can be concluded that there is a significant relationship

between self-awareness and QLC experienced by Biology Education students at FKIP Universitas Riau in completing their final assignments with a confidence level of 95%. Hypothesis testing can be seen in the results of the simple regression test in Table 1.

Table 1. Simple Regression Test Results

Model	Unstandardized Coefficients		R	R Square	t	Si g
	B	Std. Error				
(Constant)	144.659	2.229	.613	.376	64.886	.000
Self-awareness	-.267	.048			5.538	.000

a. Dependent Variable : QLC

Self-awareness with QLC shows a strong relationship. This can be seen from the R value of 0.613 or 61.3%. Negative values indicate that each increase in self-awareness is followed by a decrease in QLC. The coefficient of determination value was obtained (R Square = 0.376) or 37.6%. This shows that the variation in the regression line equation obtained to predict QLC is only 37.6%. So the formula can be written, $Y = 144.659 + (-0.267) \text{ Self-Awareness}$. This shows that for every 1% increase in self-awareness, QLC decreases by 0.267. So it can be concluded that the increase in self-awareness of Biology Education students at FKIP Universitas Riau

4. Conclusion

QLC causes the process of completing students' final assignments to take a long time. QLC is influenced by self-awareness. This research shows that high QLC is a result of low self-awareness. The high QLC of Biology Education students at FKIP Universitas Riau is caused by difficulties in determining a title

in completing their final assignments was followed by a decrease in QLC.

Biology Education students at FKIP Universitas Riau who were working on their thesis experienced difficulties in meeting their supervisors, deciding on a title that was purely biology or education, overcoming distractions in the form of cell phones and friends inviting them to play, as well as difficulties in finding supporting references. The lack of consistency and motivation in carrying out revisions results in students often feeling bored with repeated revisions, often delaying completion of the thesis resulting in students not being confident in their ability to graduate this semester.

Students who have good self-awareness are students who are able to manage themselves well. Confidence in one's abilities and building self-concept by knowing one's strengths and weaknesses, as well as being open to others are efforts to help students improve their QLC. The biggest obstacles experienced by students in working on their thesis are fighting their ego to get out of their comfort zone, lack of motivation and support from people around them, lack of social interactions, pressure from parents and fear of meeting their supervisor. Student self-awareness influences the QLC experienced by students. This can be seen from the results of students' level of self-awareness which is at a medium level. The higher the student's self-awareness, the lower the QLC in the process of completing their thesis.

that is purely biology or educational, fear of meeting the supervisor, boredom due to repeated revisions and difficulty finding supporting references. Thus, efforts are needed to increase the self-awareness of Biology Education students at FKIP Universitas Riau by getting into the habit of carrying out regular self-evaluations so that they can identify their strengths and weaknesses. If these efforts are successful, it is hoped that students' QLC levels will decrease.

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