

# THE RELATIONSHIP BETWEEN QUARTER-LIFE CRISIS AND SUBJECTIVE WELL-BEING IN EARLY ADULT STUDENTS OF THE FACULTY OF PSYCHOLOGY AT UNIVERSITAS PRIMA INDONESIA

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## Abstract

Early adulthood is a transitional period in an individual's life that is often accompanied by the phenomenon of the quarter-life crisis. During this phase, individuals frequently experience confusion in determining life direction, academic pressures, and uncertainty about the future. Such situations can affect the level of subjective well-being among students, which relates to life satisfaction as well as positive and negative emotional experiences. This study was conducted to examine the relationship between quarter-life crisis and subjective well-being among early adult students at the Faculty of Psychology, Universitas Prima Indonesia. The study employed a quantitative correlational design. The sample consisted of 100 students for the instrument trial and 200 students for the main study, selected using purposive sampling. Data were collected using Likert scales to measure levels of quarter-life crisis and subjective well-being. The research instruments demonstrated excellent reliability, with Cronbach's Alpha scores of 0.950 for the quarter-life crisis scale and 0.927 for the subjective well-being scale. Data analysis techniques included descriptive statistics and the Pearson Product-Moment correlation test. The analysis revealed a significant negative relationship between the two variables, with a correlation coefficient of  $r = -0.693$  and a significance level of  $p < 0.001$ . This finding indicates that higher levels of quarter-life crisis among students tend to be associated with lower levels of subjective well-being. Overall, the results suggest that the relationship between these two variables is strong.

**Keywords:** *quarter-life crisis, subjective well-being, early adulthood*

## INTRODUCTION

Early adulthood is a period when individuals begin to take an active role in social life and bear responsibilities for themselves and their surroundings (Feist & Feist, 2017). According to McGoldrick et al. (2016), early adulthood is marked by the readiness of individuals to assume responsibilities independently, both emotionally and financially. During this phase, individuals start to develop personal and financial independence, pursue a career, choose life partners, form closer relationships, establish a family, and take on parenting roles (Santrock, 2018). In Indonesia, the productive-age population is substantial, reflected in the demographic bonus projected between 2030 and 2040 (Afandi, 2017). The 20–29-year-old age group, representing early adulthood, is estimated to reach 43 million (Badan Pusat Statistik, 2020). This large productive-age population represents a significant potential for national development, requiring individuals in early adulthood to fulfill developmental tasks optimally in social, community, and work contexts (McGoldrick et al., 2015).

However, not all individuals navigate this developmental stage without obstacles. Some experience confusion and difficulty adapting to changing life demands, leading to feelings of helplessness, uncertainty, doubt, and anxiety (Rossi & Mebert, 2011). One initiative to enhance psychological well-being can be seen in the training program for improving subjective well-being for inmates held by Lapas Kelas IIB Takalar in collaboration with Universitas Negeri Makassar (UNM) on November 15, 2024. The program aimed to support mental well-being through physical activity, emphasizing the importance of exercise for mental health and providing sports equipment for ongoing support. Attention to subjective well-being is also critical for early adult students, particularly in the transitional phase of university life. Reports from Universitas Muhammadiyah Kalimantan Timur (2026) indicate that students experiencing a quarter-life crisis often suffer from prolonged stress, anxiety, concentration difficulties, and burnout, which can negatively impact academic performance, social relationships, and self-perception. Observations and interviews with students at Universitas Prima Indonesia revealed similar challenges, including high

academic pressure, part-time work responsibilities, and feelings of loneliness when living far from family. These findings highlight that early adult students often face pressures that reduce life satisfaction and increase negative emotions, affecting overall subjective well-being. Subjective well-being reflects an individual's evaluation of their life, encompassing cognitive aspects such as life satisfaction and affective aspects including positive and negative emotions. Individuals with high subjective well-being typically experience greater life satisfaction, more positive emotions, and fewer negative emotions. Conversely, low subjective well-being is associated with negative emotions, including anxiety, anger, and risks of psychological disorders such as depression (Diener et al., 2015).

Diener and Larsen (in Agustin & Aironi, 2022) describe subjective well-being as comprising cognitive components (life satisfaction) and affective components (positive and negative affect), influenced not only by internal factors such as personality but also external factors including social support, economic conditions, quality of interpersonal relationships, living environment, and social policies. Research by Hanifah and Kurniawan (2023) revealed that quarter-life crisis is a significant factor affecting subjective well-being. Individuals experiencing higher levels of quarter-life crisis tend to report lower subjective well-being. Rahimah (2022) defines the quarter-life crisis as an emotional crisis occurring in early adulthood, characterized by anxiety, confusion, frustration, and difficulty in making life decisions. Artiningsih and Savira (2021) note that during this transitional period, individuals face complex life choices that can result in stress, anxiety, and emptiness, indicating that early adulthood is often marked by emotional instability that influences various aspects of life, including subjective well-being.

Agarwal et al. (2020) describe the key dimensions of the quarter-life crisis: (1) disconnection and distress, representing psychological stress due to ineffective coping mechanisms, (2) lack of clarity and control, reflecting uncertainty in life direction and difficulty controlling circumstances, and (3) transition and turning points, involving social roles and interpersonal relationships. Previous studies, such as Manurung and Simarmata (2023), found a negative correlation between quarter-life crisis and subjective well-being among early adults ( $r = -0.682$ ,  $p = 0.000$ ), indicating that increased quarter-life crisis levels are associated with decreased subjective well-being. Similarly, Suyono et al. (2021) reported that quarter-life crisis negatively affects life satisfaction and positive affect while positively influencing negative affect. Based on these findings, this study hypothesizes that there is a negative relationship between quarter-life crisis and subjective well-being, suggesting that students' subjective well-being decreases as the level of quarter-life crisis increases. Therefore, this research aims to examine the relationship between quarter-life crisis and subjective well-being among early adult students at the Faculty of Psychology, Universitas Prima Indonesia.

## LITERATURE REVIEW

### Early Adulthood and Quarter-Life Crisis

Early adulthood, typically ranging from ages 20 to 29, is a transitional phase characterized by increased independence, career exploration, and the development of social and intimate relationships (Santrock, 2018; McGoldrick et al., 2016). During this period, individuals often face uncertainty and challenges in making life decisions, managing academic or career pressures, and establishing financial and social stability. The concept of quarter-life crisis describes an emotional and cognitive crisis occurring in early adulthood, involving feelings of confusion, stress, anxiety, and frustration as individuals attempt to navigate career, relationships, and life direction (Rahimah, 2022; Artiningsih & Savira, 2021). Agarwal et al. (2020) categorize the dimensions of quarter-life crisis into:

1. Disconnection and distress – psychological stress resulting from ineffective coping.
2. Lack of clarity and control – uncertainty in life choices and difficulty controlling outcomes.
3. Transition and turning points – social roles and relational challenges.

Research by Hanifah and Kurniawan (2023) found that individuals experiencing higher levels of quarter-life crisis report greater negative emotionality and difficulty in managing life transitions. Similarly, Manurung and Simarmata (2023) reported a strong negative correlation between quarter-life crisis and life satisfaction among early adults ( $r = -0.682$ ,  $p = 0.000$ ). These studies indicate that quarter-life crisis is a significant psychological stressor affecting early adult populations, including university students.

### Subjective Well-Being

Subjective well-being refers to individuals' evaluation of their own lives, comprising cognitive aspects, such as life satisfaction, and affective aspects, including positive and negative emotions (Diener et al., 2015; Diener & Larsen in Agustin & Aironi, 2022). High subjective well-being is characterized by frequent positive affect, low negative affect, and overall life satisfaction, whereas low subjective well-being is associated with stress, anxiety, and

dissatisfaction. Factors influencing subjective well-being include personality traits, social support, economic conditions, and life events (Diener et al., 2015). Among early adults, transitional challenges such as academic pressures, career uncertainty, and social relationship stress can significantly reduce subjective well-being (Suyono et al., 2021; Universitas Muhammadiyah Kalimantan Timur, 2026).

### **Relationship between Quarter-Life Crisis and Subjective Well-Being**

Several studies have documented a negative relationship between quarter-life crisis and subjective well-being. Manurung and Simarmata (2023) reported that higher quarter-life crisis scores among early adults were associated with lower life satisfaction and increased negative affect. Similarly, Suyono et al. (2021) found that quarter-life crisis negatively affects positive affect while increasing negative affect among university students. The relationship can be explained by the emotional and cognitive load caused by uncertainty and life transitions. Students experiencing quarter-life crisis often report stress, anxiety, and difficulty concentrating, which reduces their perceived life satisfaction and emotional well-being (Rahimah, 2022; Hanifah & Kurniawan, 2023). These findings underscore the importance of identifying the psychological impact of quarter-life crisis on early adult students, particularly in the context of higher education settings such as Universitas Prima Indonesia.

### **Gaps in Previous Research**

Although prior studies have established the negative impact of quarter-life crisis on subjective well-being, most research has focused on general early adult populations rather than specifically on university students in Indonesia. Furthermore, there is limited empirical evidence measuring both cognitive and affective dimensions of subjective well-being in relation to quarter-life crisis among this population. This study aims to fill this gap by quantitatively examining the relationship between quarter-life crisis and subjective well-being among early adult students at the Faculty of Psychology, Universitas Prima Indonesia.

## **METHOD**

The approach used in this study was quantitative with a correlational design to examine the relationship between quarter-life crisis and subjective well-being among students of the Faculty of Psychology at Universitas Prima Indonesia in semesters 1, 3, 5, and 7, within the early adulthood age category. The population consisted of 692 students, and a sample of 200 respondents was selected using purposive sampling, which involves choosing participants based on specific criteria established by the researcher. Data were collected using two instruments: the quarter-life crisis scale and the subjective well-being scale, both constructed using a 4-point Likert scale (SS = strongly agree, S = agree, TS = disagree, STS = strongly disagree), with scoring adjusted for favourable and unfavourable items. The quarter-life crisis instrument was developed based on Agarwal et al. (2020), covering three main dimensions: Disconnection & Distress, Lack of Clarity & Control, and Transition & Turning Point. Meanwhile, the subjective well-being instrument followed Diener (2020), comprising two core components: the cognitive aspect (life satisfaction) and the affective aspect (positive and negative affect).

The research instruments were tested for validity and reliability, where validity reflects the instrument's ability to accurately represent the construct being measured (Azwar, 2013), and reliability indicates the consistency of measurement results when applied multiple times (Yusuf, 2014). Data analysis was performed using the Pearson Product Moment Correlation to investigate the relationship between interval or ratio-scaled variables, assisted by IBM SPSS Statistics 27. Prior to hypothesis testing, assumption tests were conducted, including normality and linearity tests. Normality testing assessed whether the data were normally distributed ( $P > 0.05$ ), while linearity testing evaluated whether the relationship between the variables followed a significant linear pattern;  $P < 0.05$  indicated a linear relationship, whereas  $P > 0.05$  suggested a non-linear relationship (Sugiyono, 2019; Priyatno, 2016).

## **RESULTS AND DISCUSSION**

The instrument try-out for this study was conducted from July 9 to July 25, 2025, involving 100 respondents who shared similar characteristics with the main study subjects. This activity aimed to test the quality of the measurement instruments before the main data collection, allowing the researchers to evaluate the validity and reliability of each item in the research scales. The scales were administered directly in written questionnaire form, consisting of two instruments: the Quarter-Life Crisis (QLC) scale and the Subjective Well-Being (SWB) scale.

**1. Quarter-Life Crisis Scale**

The Quarter-Life Crisis scale consisted of 36 items, structured around three aspects: Disconnection & Distress, Lack of Clarity & Control, and Transition & Turning Point. Each aspect included favourable and unfavourable items rated on a 4-point Likert scale (1–4).

Validity was assessed using the Pearson Product Moment Correlation, with a sample of 100 respondents and a table r value of 0.195. The analysis indicated that 28 items were valid ( $r_{count} > r_{table}$ ), while 8 items were invalid ( $r_{count} \leq r_{table}$ ) and were subsequently removed from the main study. Specifically:

- Disconnection & Distress: 11 valid items (1–11) and 1 invalid item (12)
- Lack of Clarity & Control: 10 valid items (13, 15–17, 19–24) and 2 invalid items (14, 18)
- Transition & Turning Point: 7 valid items (25–29, 33, 34) and 5 invalid items (30–32, 35, 36)

Overall, the valid items comprised 15 favourable items (1–6, 13, 15–17, 25–29) and 13 unfavourable items (7–11, 19–24, 33, 34), while the invalid items included 2 favourable (14, 18) and 6 unfavourable (12, 30–32, 35, 36).

Reliability was assessed using Cronbach’s Alpha, which yielded a coefficient of 0.950, exceeding the minimum threshold of 0.70. This indicates that the Quarter-Life Crisis scale is highly reliable and suitable for use in subsequent analyses.

**Table Details of Valid and Invalid Items of the Quarter-Life Crisis Scale**

No	Aspek	Favourable		Unfavourable		Total Valid
		Valid	Tidak Valid	Valid	Tidak Valid	
1	<i>Disconnection &amp; Distress</i>	1, 2, 3, 4, 5, 6	–	7, 8, 9, 10, 11	12	11
2	<i>Lack of Clarity &amp; Control</i>	13, 15, 16, 17	14, 18	19, 20, 21, 22, 23, 24	–	10
3	<i>Transition &amp; Turning Point</i>	25, 26, 27, 28, 29	–	33, 34	30, 31, 32, 35, 36	7
<b>Total Aitem</b>		<b>15</b>	<b>2</b>	<b>18</b>	<b>6</b>	<b>28</b>

**Subjective Well-Being Scale**

The Subjective Well-Being (SWB) scale consisted of 36 items, structured around three main aspects: life satisfaction, negative affect, and positive affect. Each aspect included both favourable and unfavourable items, rated on a 4-point Likert scale (1–4).

Validity was assessed using Pearson Product Moment Correlation with a sample of 100 respondents and a table r value of 0.195. The analysis indicated that 25 items were valid ( $r_{count} > r_{table}$ ), while 11 items were invalid ( $r_{count} \leq r_{table}$ ) and excluded from the main study. Detailed results were as follows:

- Life Satisfaction: 10 valid items (1, 2, 4, 5, 7, 8, 9, 11, 12, 17) and 3 invalid items (3, 6, 10)
- Negative Affect: 7 valid items (13, 15, 16, 17, 20, 21, 24) and 5 invalid items (14, 18, 19, 22, 23)
- Positive Affect: 9 valid items (25, 26, 27, 28, 29, 30, 33, 34, 36) and 3 invalid items (31, 32, 35)

Overall, the valid items consisted of 14 favourable items (1, 2, 4, 5, 13, 15, 16, 17, 25, 26, 27, 28, 29, 30) and 11 unfavourable items (7, 8, 9, 11, 12, 20, 21, 24, 33, 34, 36), whereas the invalid items included 4 favourable items (3, 6, 14, 18) and 7 unfavourable items (10, 19, 22, 23, 31, 32, 35).

Reliability was evaluated using Cronbach’s Alpha, yielding a coefficient of 0.927, exceeding the minimum threshold of 0.70. This indicates that the SWB scale is highly reliable and suitable for effective use in the main data collection process.

**Table Details of Valid and Invalid Items of the Subjective Well-Being Scale**

No	Aspek	Favourable		Unfavourable		Total Valid
		Valid	Tidak Valid	Valid	Tidak Valid	
1	<i>Kepuasan Hidup</i>	1, 2, 4, 5	3, 6	7, 8, 9, 11, 12	10	9
2	<i>Afek Negatif</i>	13, 15, 16, 17	14, 18	20, 21, 24	19, 22, 23	7
3	<i>Afek Positif</i>	25, 26, 27, 28, 29, 30	–	33, 34, 36	31, 32, 35	9
<b>Total Aitem</b>		<b>14</b>	<b>4</b>	<b>11</b>	<b>7</b>	<b>25</b>

Based on the results of the validity and reliability tests, it can be concluded that both research instruments, namely the Quarter-Life Crisis (QLC) scale and the Subjective Well-Being (SWB) scale, have met the criteria for valid and reliable measurement instruments. This indicates that both scales are suitable and feasible for use in the main study.

**B. Research Implementation**

The main study was conducted from July 9 to July 25, 2025, involving 200 students from the Faculty of Psychology, Universitas Prima Indonesia. Data collection began with the distribution of the research scales, which included the Quarter-Life Crisis and Subjective Well-Being instruments. The QLC scale used in this study consisted of 28 valid items distributed across three aspects. The items were renumbered to match those selected for use in the main data collection process.

No	Aspek	Favourable	Unfavourable	Jumlah
1	<i>Disconnection &amp; Distress</i>	1, 2, 3, 4, 5, 6	7, 8, 9, 10, 11	11
2	<i>Lack of Clarity &amp; Control</i>	12, 13, 14, 15	16, 17, 18, 19, 20, 21	10
3	<i>Transition &amp; Turning Point</i>	22, 23, 24, 25, 26	27, 28	7
<b>Total Aitem</b>		<b>15</b>	<b>13</b>	<b>28</b>

The second scale is the Subjective Well-Being (SWB) scale, which consists of 25 items that met the validity criteria during the try-out phase. These items were selected based on the validity testing and subsequently restructured according to the three main aspects: life satisfaction, negative affect, and positive affect.

**Table New Item Numbering for the Subjective Well-Being Scale**

No	Aspek	Favourable	Unfavourable	Jumlah
1	Kepuasan Hidup	1, 2, 3, 4	5, 6, 7, 8, 9	9
2	Afek Negatif	10, 11, 12, 13	14, 15, 16	7
3	Afek Positif	17, 18, 19, 20, 21, 22	23, 24, 25	9
<b>Total Aitem</b>		<b>14</b>	<b>11</b>	<b>25</b>

Consequently, both scales used in the main study were the result of **reselection of items** that met the criteria for validity and reliability, indicating that they are suitable to serve as instruments for data collection.

**C. Data Analysis Results**

Data analysis in this study employed the Pearson Product Moment Correlation to examine the relationship between quarter-life crisis and subjective well-being among early adult students. This method was chosen because both variables are measured at the interval level and the analysis aims to determine the direction and strength of the relationship. Analysis was conducted using IBM SPSS Statistics 30, and the results were interpreted based on the correlation coefficient (r) and significance (p-value) to determine the strength and meaningfulness of the relationship.

1. Research Data Description

a. Hypothetical and Empirical Data for the Quarter-Life Crisis Scale  
 The Quarter-Life Crisis scale consisted of 28 valid items, each rated on a 4-point Likert scale (scores 1–4). Therefore, the minimum and maximum possible scores ranged from  $28 \times 1 = 28$  to  $28 \times 4 = 112$ . The hypothetical mean was calculated as  $(28 + 112) \div 2 = 70$ , and the hypothetical standard deviation was calculated as  $(112 - 28) \div 6 = 14$ . Based on the responses of 200 participants, the empirical scores ranged from a minimum of 28 to a maximum of 112, with an empirical mean of 74.62 and an empirical standard deviation of 25.51.

Variabel	Empirik Min	Empirik Max	Empirik Mean	SD Empirik	Hipotetik Min	Hipotetik Max	Hipotetik Mean	SD Hipotetik
<i>Quarter Life Crisis</i>	28	112	74,62	25,51	28	112	70	14

The result of this finding suggests

**Table Categorization of Quarter-Life Crisis**

Kriteria	Kategori
$X < (\mu - 1\sigma)$	Rendah
$(\mu - 1\sigma) \leq X \leq (\mu + 1\sigma)$	Sedang
$X > (\mu + 1\sigma)$	Tinggi

Based on the hypothetical values, with a mean ( $\mu$ ) of 70 and a standard deviation ( $\sigma$ ) of 14, the categorization of quarter-life crisis scores can be defined as follows: scores below 56 are classified as low, scores between 56 and 84 are classified as moderate, and scores above 84 are classified as high.

Table Categorization of Quarter-Life Crisis Scores

No	Rumus	Hasil	Kategori	Frekuensi	Persentase
1	$X < (\mu - 1\sigma)$	$X < 56$	Rendah	60	30.0%
2	$(\mu - 1\sigma) \leq X \leq (\mu + 1\sigma)$	56 – 84	Sedang	59	29.5%
3	$X > (\mu + 1\sigma)$	> 84	Tinggi	81	40.5%
<b>Jumlah</b>				<b>200</b>	<b>100%</b>

The table shows that 60 students fell into the low quarter-life crisis category (30.0%), 59 students were in the moderate category (29.5%), and 81 students (40.5%) were classified in the high category. These findings indicate that the majority of students tend to experience quarter-life crisis at a high level.

**b. Hypothetical and Empirical Data for the Subjective Well-Being Scale**

The Subjective Well-Being (SWB) scale consisted of 25 valid items, each rated on a 4-point scale (1–4). Therefore, the minimum and maximum possible scores ranged from  $25 \times 1 = 25$  to  $25 \times 4 = 100$ . The hypothetical mean was calculated as  $(25 + 100) \div 2 = 62.5$ , and the hypothetical standard deviation was calculated as  $(100 - 25) \div 6 = 12.5$ .

Based on the questionnaire responses, the empirical scores ranged from a minimum of 25 to a maximum of 100, with an empirical mean of 61.84 and an empirical standard deviation of 23.37.

Table Comparison of Empirical and Hypothetical Data for Subjective Well-Being

Variabel	Empirik	Empirik	Empirik	SD	Hipotetik	Hipotetik	Hipotetik	SD
	Min	Max	Mean	Empirik	Min	Max	Mean	Hipotetik
Subjective Well-Being	25	100	61,84	23,37	25	100	62,5	12,5

The results of the analysis indicate that the empirical mean is close to the hypothetical mean ( $61.84 \approx 62.5$ ). This finding suggests that the level of subjective well-being among the students generally falls into the moderate category.

Based on the hypothetical values, with a mean ( $\mu$ ) of 62.5 and a standard deviation ( $\sigma$ ) of 12.5, the categorization of subjective well-being scores can be defined as follows: scores below 50 are classified as low, scores between 50 and 75 are classified as moderate, and scores above 75 are classified as high.

Table Categorization of Subjective Well-Being Scores

Table Categorization of Subjective Well-Being

Kriteria	Kategori
$X < (\mu - 1\sigma)$	Rendah
$(\mu - 1\sigma) \leq X \leq (\mu + 1\sigma)$	Sedang
$X > (\mu + 1\sigma)$	Tinggi

Based on the hypothetical values, with a mean ( $\mu$ ) of 62.5 and a standard deviation ( $\sigma$ ) of 12.5, the categorization of subjective well-being scores can be defined as follows: scores below 50 are classified as low, scores between 50 and 75 are classified as moderate, and scores above 75 are classified as high.

Table 3. Categorization of Subjective Well-Being Scores

No	Rumus	Hasil	Kategori	Frekuensi	Persentase
1	$X < (\mu - 1\sigma)$	$X < 50$	Rendah	70	35.0%
2	$(\mu - 1\sigma) \leq X \leq (\mu + 1\sigma)$	50 – 75	Sedang	59	29.5%
3	$X > (\mu + 1\sigma)$	> 75	Tinggi	71	35.5%
<b>Jumlah</b>				<b>200</b>	<b>100%</b>

Based on the hypothetical values, with a mean ( $\mu$ ) of 62.5 and a standard deviation ( $\sigma$ ) of 12.5, the categorization of subjective well-being scores can be defined as follows: scores below 50 are classified as low, scores between 50 and 75 are classified as moderate, and scores above 75 are classified as high.

Table Categorization of Subjective Well-Being Scores

Usia	Frekuensi	Persentase
18–20 Tahun	58	29,0%
20–22 Tahun	73	36,5%
22–24 Tahun	69	34,5%
<b>Total</b>	<b>200</b>	<b>100,0%</b>

Based on Table the age distribution of respondents is relatively balanced across three groups. The largest group consisted of respondents aged 20–22 years, totaling 73 students (36.5%), followed by those aged 22–24 years with 69 students (34.5%), and respondents aged 18–20 years totaling 58 students (29.0%). This distribution indicates that the study sample includes students across various stages of early adulthood, from the initial phase to the final stages of university, suggesting that the data obtained are sufficiently representative.

**Table Characteristics Based on Gender**

Jenis Kelamin	Frekuensi	Persentase
Laki-Laki	60	30,0%
Perempuan	140	70,0%
<b>Total</b>	<b>200</b>	<b>100,0%</b>

Based on Table the study respondents comprised 60 male students (30.0%) and 140 female students (70.0%) out of a total of 200 respondents. These data indicate that the number of female respondents was higher than that of male respondents. The predominance of female participants reflects the general composition of students in the Faculty of Psychology, which is typically female-dominated. Although the gender distribution is not entirely balanced, the data still provide a representative overview of students' experiences regarding quarter-life crisis and subjective well-being.

**Table Characteristics Based on Semester Level**

Semester	Frekuensi	Persentase
Semester 1	48	24,0%
Semester 3	61	30,5%
Semester 5	50	25,0%
Semester 7	41	20,5%
<b>Total</b>	<b>200</b>	<b>100,0%</b>

The largest group of respondents was students in semester 3, totaling 61 students (30.5%), followed by semester 5 with 50 students (25.0%), semester 1 with 48 students (24.0%), and semester 7 with 41 students (20.5%). The differences in proportions across semesters are not substantial, indicating that the distribution of respondents is relatively even. This suggests that the study involved students from various stages of their academic program, ranging from the initial phase to the final phase of undergraduate studies.

### 3. Classical Assumption Testing

Before hypothesis testing, assumption tests must be conducted to ensure that the collected data meet the criteria required for parametric statistical analysis.

#### a. Normality Test

The normality test was conducted to determine whether the distribution of data for each observed variable followed a normal distribution. This test is a prerequisite for parametric statistical analysis, particularly before performing the Pearson Product Moment correlation.

**Tabel Normalitas Test**

Variabel	N	Kolmogorov-Smirnov (Z)	Sig. (Asymp. 2-tailed)	Keterangan
<i>Quarter Life Crisis*Subjective Well-Being</i>	200	0,044	0,200	Normal

Table shows that the Z value from the normality test using the Kolmogorov–Smirnov method was 0.044, with a significance score (Asymp. Sig.) of 0.200 based on a sample of 200 respondents. The resulting significance value exceeded 0.05 (0.200 > 0.05), indicating that the data for the quarter-life crisis and subjective well-being variables are normally distributed. Therefore, the normality assumption is satisfied, and the data can be analyzed using parametric statistical techniques, specifically the Pearson Product Moment correlation.

**b. Linearity Test**

The linearity test was conducted to determine whether the relationship between quarter-life crisis and subjective well-being follows a linear pattern. This test is a prerequisite for parametric statistical analysis before performing the Pearson Product Moment correlation.

**Table Linearity Test**

Variabel	F Linearity	Sig. Linearity	F Deviation from Linearity	Sig. Deviation	Keterangan
<i>Subjective Well-Being* Quarter Life Crisis</i>	189,036	< 0,001	1,093	0,329	Linear

Based on the table presented, the significance score for the linearity test was  $< 0.001$  ( $p < 0.05$ ), indicating a significant linear relationship between quarter-life crisis and subjective well-being. Meanwhile, the significance score for the Deviation from Linearity was 0.329 ( $p > 0.05$ ), indicating that there is no deviation from the linear line. Therefore, the relationship between these two variables is linear and meets the assumptions required for Pearson Product Moment correlation analysis.

**4. Hypothesis Testing**

Hypothesis testing was conducted to examine the relationship between quarter-life crisis and subjective well-being among students. The analysis employed the Pearson Product Moment correlation method, assisted by IBM SPSS Statistics 30. Based on Table 3.15, the correlation coefficient between quarter-life crisis and subjective well-being was  $r = -0.693$  with a significance level of  $p < 0.001$ . These results indicate a significant negative relationship between the two variables. This suggests that an increase in the level of quarter-life crisis experienced by students is generally followed by a decrease in subjective well-being, and vice versa. The correlation coefficient of  $-0.693$  indicates a strong relationship with a negative direction. This negative relationship implies that increased stress, confusion, and uncertainty experienced by students during the quarter-life crisis phase are associated with lower life satisfaction, reduced positive affect, and increased negative affect related to subjective well-being. The very small significance value ( $p < 0.001$ ) indicates that this relationship is not due to chance, but is statistically meaningful. Therefore, the research hypothesis stating that there is a relationship between quarter-life crisis and subjective well-being among students is accepted.

**Table Coefficient of Determination (R<sup>2</sup>)**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0,693	0,480	0,478	12,44373

Based on Table the Adjusted R<sup>2</sup> value was 0.478, indicating that the quarter-life crisis variable contributes 47.8% to students' subjective well-being (SWB), while the remaining 52.2% is influenced by other factors not included in the model. This contribution demonstrates that quarter-life crisis plays a substantial role in explaining variations in students' SWB. In other words, nearly half of the changes in students' subjective well-being are associated with the level of quarter-life crisis they experience, such as confusion in determining life direction, academic pressure, uncertainty about the future, and social demands during early adulthood. The remaining 52.2% indicates that other variables—including social support, family conditions, personality traits, academic experiences, and environmental factors—also affect subjective well-being. Thus, while quarter-life crisis is not the sole determinant, it remains a crucial psychological factor significantly contributing to students' mental well-being.

**E. Discussion**

The study, involving 200 students from the Faculty of Psychology at Universitas Prima Indonesia, indicates that students' quarter-life crisis levels tend to be high, as evidenced by the empirical mean of 74.62, exceeding the hypothetical mean of 70. Further analysis showed that 60 respondents (30.0%) fell into the low category, 59 respondents (29.5%) into the moderate category, and 81 respondents (40.5%) into the high category. These findings suggest that the majority of students in the study experience a relatively high level of quarter-life crisis. The high levels of quarter-life crisis can be understood considering the respondents' ages, with most being between 20–24 years, representing the early adulthood phase. On the other hand, students' subjective well-being was generally classified as moderate, reflected by an empirical mean of 61.84, which is close to the hypothetical mean of 62.5.

Classification results showed 70 respondents (35.0%) in the low category, 59 respondents (29.5%) in the moderate category, and 71 respondents (35.5%) in the high category, indicating that students' SWB varies and is not concentrated in a single category. Hypothesis testing revealed a significant negative relationship between quarter-life crisis and subjective well-being, with a correlation coefficient of  $r = -0.693$  and  $p < 0.001$ . This indicates that higher levels of quarter-life crisis are associated with lower levels of subjective well-being, and vice versa. The Adjusted  $R^2$  value of 0.478 shows that quarter-life crisis accounts for 47.8% of the variance in SWB, while the remainder is influenced by other factors, such as social support, family conditions, personality traits, and coping abilities.

Theoretically, early adulthood is a period characterized by identity exploration, uncertainty about the future, and adjustment to academic and social demands. These circumstances can trigger quarter-life crisis, manifested by feelings of confusion, anxiety, and indecision regarding life direction. Research by Atwood and Scholtz (2021) found that individuals experiencing quarter-life crisis tend to show higher stress levels and lower life satisfaction, aligning with the concept of subjective well-being as an evaluation of life satisfaction and positive and negative emotional experiences. These findings are also consistent with studies by Shulman, Scharf, and Ben-Tov (2020) and Buhl and Lanz (2022), which reported that developmental pressures in early adulthood and unclear life goals can reduce subjective well-being. Therefore, quarter-life crisis is considered a key psychological factor influencing the level of subjective well-being among students.

## CONCLUSION

The data analysis findings indicate a significant relationship between quarter-life crisis and subjective well-being among students of the Faculty of Psychology, Universitas Prima Indonesia. The Pearson Product Moment correlation yielded a coefficient of  $r = -0.693$  with a significance level of  $p < 0.001$ , indicating a statistically significant negative relationship between the two variables. This negative relationship suggests that as students experience higher levels of quarter-life crisis, their subjective well-being decreases. The magnitude of the correlation coefficient indicates a strong relationship. These findings demonstrate that quarter-life crisis is associated with the level of subjective well-being among early adult students. Therefore, the alternative hypothesis ( $H_1$ ) is accepted, while the null hypothesis ( $H_0$ ) is rejected.

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**THE RELATIONSHIP BETWEEN QUARTER-LIFE CRISIS AND SUBJECTIVE WELL-BEING IN EARLY ADULT STUDENTS OF THE FACULTY OF PSYCHOLOGY AT UNIVERSITAS PRIMA INDONESIA**

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