# The influence of intrapersonal communication and social support on quarter-life crisis

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## ABSTRACT

A quarter-life crisis is an anxiety or anxiety that occurs in early adulthood with an age range of 20-30 years. In dealing with this, it is necessary to have the strength within a person that can internally motivate oneself, one of which is through intrapersonal communication. In addition to intrapersonal communication, external or social support is needed to deal with a quarter-life crisis. So from this explanation, we want to know whether Intrapersonal Communication and Social Support affect the Quarter Life Crisis Level, both simultaneously and partially. This quantitative research has a population of all Islamic Communications and Broadcasting students at Sultan Aji Muhammad Idris Samarinda State Islamic University class of 2020/2021 who are ready to conduct fieldwork practices, totaling 49 people. From this population, all populations are used as a sample or census. This research was collected through a questionnaire using the intrapersonal communication, social support, and Quarter-Life Crisis scales. The data obtained were processed using SPSS Version 20 and tested using Multiple Regression Analysis. The result shows that simultaneously Rsquare value is 0.410 or 41% and is significant with a value of 0.000. Partially, intrapersonal communication on student quarter-life crises is 60.6% and is significant with a value of 0.000. Meanwhile, for the effect of social support on the quarter-life crisis, the effect is only 9.5%. The effect has a significant value of 0.425 because the significant value is > 0.05, meaning that the impact is insignificant.

**Keywords:** Quarter-life crisis; communication intrapersonal; social support

## 1. INTRODUCTION

A quarter-life crisis is a popular term at the beginning of 2021, which was introduced by Alexandra Robbins and Abby Wilner and originated from research conducted on young people in America (Sari, 2022). The term quarter-life crisis is used at the age of a quarter century who is experiencing an identity crisis (Putri, 2019). The age range of a quarter century in the quarter-life crisis is between 20-30 years. At this age, it is common for a person to experience guidance and uncertainty about the future. Similarly, Kaoy (2022) explains that in the quarter-life crisis phase, a person will feel helpless, doubts himself, and anxious about the future. Anxiety and fear at that age is a transition between youth to adulthood, at which period it is required to be ready to enter the world of work. This term also applies to students in final levels who will soon finish. Students begin to feel worried about where to go after completing college and how to face the future with the abilities and skills they have.

The emergence of a quarter-life crisis in students is caused by a sense of responsibility that will be borne after completing education in the undergraduate program. Moreover, the demands of parents and those around them who have a paradigm that students must work after graduation set aside a moral burden for students. If this continues, it will disrupt ongoing student academic activities; students will experience stress and depression. This was also felt by students of Islamic Communication and Broadcasting Students at Sultan Aji Muhammad Idris Samarinda State Islamic University, who stated that their sense of responsibility within themselves and the lack of readiness to face competition in the world of work made them even more anxious and stressed even though to hope to be able to work soon. In addition, the results of interviews with other students said there was a fear that future jobs would not match their previous interests and skills. They were making them even more afraid to enter the world of work.

The presence of a quarter-life crisis in students aged 20-30 years is a challenge for them. The challenge of a quarter-life crisis is natural for every student to experience and must be faced. In facing the challenges of a Quarter-life crisis, intrapersonal communication and social support are needed. Intrapersonal communication is simply communication that occurs within us (internal). However, Natalia and Gandana (2019) point out that intrapersonal communication is a process that occurs within individuals starting from the activities of receiving messages or information, processing, storing, and reproducing. The purpose of intrapersonal communication is to motivate oneself to avoid the effects of a quarter-life crisis.

In addition, social support is also essential in dealing with a quarter-life crisis. Social support is comfort, attention, appreciation, or assistance from someone or

another group (Sarafino in Kaswan, 2019). Social support is hoped to encourage and motivate someone to overcome their problems and be more comfortable facing challenges during the quarter-life crisis (Noerhartati, 2021).

Based on the explanation above, this study aims to determine the effect of intrapersonal communication and social support on quarter-life crises in Islamic Communication and Broadcasting Students at Sultan Aji Muhammad Idris Samarinda State Islamic University, both partially and simultaneously.

## 2. METHODS

This research used quantitative research. The population used in this study were all Islamic Communication and Broadcasting students, class of 2020/2021, at UIN Sultan Aji Muhammad Idris Samarinda State Islamic University. The population selection was due to the students being over 20 years old; the age requirement for those experiencing a quarter-life crisis was 49 people. A limited population, then the overall population becomes a saturated sample or census. Gultom et al. (2021) added that a saturated piece or census is all the population sampled because the population is relatively small.

Data is collected through questionnaires. The questionnaire was made by looking at the indicators for each variable. The variable of quarter-life crisis as the dependent variable refers to the opinion of Robbin (2001), who looks at the characteristics of someone experiencing a life crisis. The attributes in question are indecision in making decisions, feeling hopeless, negative self-assessment, feeling trapped in difficulties, and feeling anxious. For intrapersonal communication variables or independent variables (X1), Rahmania's opinion (2019) is used based on the function of intrapersonal communication, which consists of self-awareness, self-confidence, self-management, self-motivation, focus, and adaptability. Meanwhile, the social support variable refers to the form of support proposed by Barrera (in Uchino, 2004), namely emotional support, assistance support, and belonging support.

The measurement scale for measuring each variable used a Likert scale with four scales: strongly agree, agree, disagree, and strongly disagree. The assessment given to the favorable category is strongly agreed = 4, agree = 3, disagree = 2, and strongly disagree = 1. As for the unfordable, the value is agreed = 1, agree = 2, disagree = 3, and strongly disagree = 4. The collected data is then tested for validity and reliability. The results can be seen in the following table 1:

**Table 1.** The result of Validity and Reliability

| No. | Variable | The result of the validity | The result of the reliability |
|-----|----------|----------------------------|-------------------------------|
| 1 | Quarter Life Crisis (Y) | 0,340 – 0,735 | 0,855 |

| 2 | Intrapersonal communication (X1) | 0,311 – 0,633 | 0,802 |
| 3 | Social Support (X2) | 0,359 – 0,555 | 0,759 |

From these results, the validity coefficient ranges from 0.311 to 0.735 for all the questions, meaning that all the items are valid. According to Azwar (2016), a valid item is an item that has a positive total item correlation, and the minimum is = 0.30. As for reliability, according to Ferdinan (in Wijaya, 2019), the limit value used to assess an acceptable level of reliability is > or = 0.7. The reliability results are more than 0.7, meaning that all items of variables are reliable.

After the data is declared valid, the next step is to test the effect of intrapersonal communication and social support simultaneously and partially on Quarter life crises using multiple regression tests using SPSS version 20.0.

## 3. RESULTS AND DISCUSSION

From this research, it is obtained in Table 2 that the Rsquare value is 0.410 or 41%. These results show that simultaneously or jointly intrapersonal communication with social support influences the quarter-life crisis of Islamic Communication and Broadcasting students at Sultan Aji Muhammad Idris State Islamic University Class 2020/2021 by 41%. The remaining 59% is influenced by other variables that are not independent in this study.

**Table 2.** Model Summary

| Model | R | R Square | Significant |
|---|---|---|---|
| 1 | .640a | .410 | 0,000 |

The significant effect of interpersonal communication and social support on quarter-life crises simultaneously among students of Islamic communication and broadcasting at Sultan Aji Muhammad Idris Samarinda State Islamic University is 0.000, which is less than 0.05. It means that intrapersonal communication and social support simultaneously affect significantly 41% of quarter-life crises of Islamic Communication and Broadcasting Students at Sultan Aji Muhammad Idris Samarinda State Islamic University.

The relationship between interpersonal communication and social support is the effect that is produced simultaneously. When overcoming the difficulties of a quarter-life crisis, someone with strong social support will impact intrapersonal communication. Receiving social support has an impact on a person's ability to be more motivated. Additionally, social support will give comfort and a sense of security so that people can

interact better and identify with themselves without any burdens, making them better able to handle a quarter-life crisis. It is in line with the opinion of Wibhowo et al. (2021) that social support will contribute to a person's interpersonal communication in dealing with high anxiety. Moreover, one should alter their perspective on the challenges they confront when they must overcome them. Then, when you are faced with difficulties, adopt an open mindset.

**Table 3.** Coefficients'

| Model | Unstandardized Coefficients | | Standardized Coefficients | | |
|---|---|---|---|---|---|
| | B | Std. Error | Beta | t | Sig. |
| 1    (Constant) | 53.337 | 5.384 | | 9.907 | .000 |
| Communication Intrapersonal | -.721 | .140 | -.606 | -5.132 | .000 |
| Social Support | -.118 | .147 | -.095 | -.805 | .425 |

a. Dependent Variable: Quarter-life Crisis

Table 3 above shows the effect of intrapersonal communication on student quarter-life crises; the result for coefficient beta is -0.606, which means that the partial influence of intrapersonal communication on student quarter-life crises is 60.6%. The influence has a significant value of 0.000 because the significant value is <0.05, meaning that the influence of intrapersonal communication on student quarter-life crises is significant. Furthermore, the count shows -5.132, which means negative. The result of the count means that the higher a person's intrapersonal communication, the lower the level of a quarter-life crisis. This applies conversely; the lower a person's intrapersonal communication, the higher the level of the quarter-life crisis.

One indicator of intrapersonal communication is self-recognition. Knowing yourself can play a role in identifying strengths and weaknesses of yourself. Someone who can excel in himself will always be confident in facing the challenges of a quarter-life crisis. Whereas those who do not, or judge themselves negatively, will be even more difficult in meeting a quarter-life crisis. It is in line with Jewwelius' view (2022), whereby knowing ourselves, we are freer to choose what to do in the future without having to worry about overshadowing the success of others.

Table 3 also shows that for the effect of social support on student quarter-life crises, the coefficient beta is -0.095, which means that the partial influence of social support on student quarter-life crises is only 9.5%. The influence has a significant value of 0.425, which is greater than 0.05, meaning that the effect of social support

communication on student quarter-life crises does not have a significant effect. Furthermore, the count also shows -0.805, which means negative. The negative count results imply that the higher a person's social support, the lower the quarter-life crisis level. This applies conversely; the lower a person's social support, the higher the level of a quarter-life crisis. It is in line with the opinion of Ariyani and Saputra (2023), where there are differences in desires and support in the form of coercion, which will make a person not expect much. This form of support will only make a person useless if done.

## Acknowledgment

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