

“ANALYSIS OF SOCIAL SUPPORT, EMOTIONAL REGULATION AGAINST QUARTER LIFE CRISIS IN FINAL SEMESTER STUDENTS OF UNIVERSITY GUIDANCE AND COUNSELING PANCASAKTI TEGAL IN 2024”

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Abstract

Quarter Life Crisis can happen to anyone, including students in the final semester of Guidance and Counseling at Pancasakti University, Tegal. The aim of the research is to determine the conditions of the quarter life crisis experienced by final semester students, as well as analyze the forms of social support to deal with the quarter life crisis and also analyze how students regulate their emotions in facing the quarter life crisis. Data collection techniques in this research are observation, interviews, documentation and source triangulation. Determination of the sample in this research was by using purposive sampling with 2 final semester students of Guidance and Counseling at Pancasakti University, Tegal. The results of this research showed that both respondents experienced a quarter life crisis with conditions of difficulty making decisions, worry about interpersonal relationships, anxiety, feelings of pressure, negative self-evaluation, feelings of being trapped in difficult situations and feelings of hopelessness. The social support received by students experiencing a quarter life crisis includes emotional support, instrumental support, informational support and also appreciation support. Each student has a different way of monitoring emotions, evaluating emotions and modifying emotions. Suggestions for students to start exploring the positive potential they have by carrying out positive activities and implementing solutions to be able to face the quarter-life crisis phase positively. It is hoped that future researchers will develop it with more varied variables so that they can obtain better research results in the future.

Keywords: Social Support, Emotion Regulation, Quarter Life Crisis

INTRODUCTION

Every individual will definitely experience several stages of development throughout his life. The developmental stages that will be faced start from the early adult stage, the middle adult stage, and finally the late adult stage. Each stage of development experienced by a person certainly has different characteristics, responsibilities and obligations that must be carried out by each person. A transition that has many significant and interesting changes occurs when a person moves from adolescence to early adulthood, often referred to as emerging adulthood. This research focuses on the responsibilities, demands and crises that occur when a person enters the early adult development stage.

Early adulthood is a transition period for individuals who have entered the teenage stage starting to move towards adulthood, preparing themselves to enter a different life and of course more real than the previous environment when the individual was still at school. In the early adult phase, there are developmental tasks that are considered more complex and varied than in previous periods, due to the emergence of various social demands that require appropriate responses. The existence of this new developmental task creates a number of problems, similar to entering a new phase in real life.

According to Santrock in (Putri, 2018) said that "Early adulthood is a transitional phase from adolescence to maturity, occurring between the ages of 18 to 25 years". When individuals enter this phase, they tend to like carrying out experimental and exploratory activities. This transition from adolescence to adulthood is characterized by continuous growth.

In this early adulthood phase, individuals experience several crises that are generally experienced by every individual, such as easy changes in emotional conditions starting from feelings of sadness,

isolation, self-doubt, anxiety, lack of strong motivation, confusion about the direction of one's life both career and romantic.

In the Journal (Khairunisa & Gumindari, 2023) explains that "Some people who enter this phase will feel excessive anxiety and feel uncertain regarding various aspects such as career, education, friendship, family and workplace." Some individuals may face challenges on the journey to adulthood and someone who has difficulty facing challenges and changes during the transition to early adulthood may experience an emotional crisis or negative reaction which is generally referred to as a quarter century crisis or quarter life crisis.

The Quarter Life Crisis phase can be felt by anyone entering the early adulthood phase, especially those aged around 18-29 years. Quarter Life Crisis is a condition where a person experiences anxiety, is not confident in their abilities, feels lost and has difficulty making decisions in early adulthood, including final semester students.

A student is someone who is undergoing higher education at a higher education institution, be it private or state institution. According to the Journal conducted by (Hulukati & Djibrin, 2018) it is said that "Individuals are generally in the age range of 18 to 25 years". When they enter this age, they have registered and participated in the educational process at various higher education institutions, such as academic colleges, universities, polytechnics and institutes. Students who are currently undergoing their final semester certainly have greater responsibility for their future. As individuals who have a high intellectual level, in their environment students are thought to be able to do anything, which ultimately puts pressure on students, especially final students who have a lot of burdens.

Students in their final semester face various burdens and demands, which often result in significant levels of stress, which can even reach levels of depression and anxiety. The stress experienced by final semester students does not only come from academic responsibilities, but also from various other problems in their lives. Demands from campuses to immediately obtain a thesis title, limited funds, anxiety in interacting with supervisors, continuous revisions, pressure to complete education within a certain time limit. Not only that, there are several pressures that come along with demands from campus, namely family pressure, expectations from people around you to graduate on time, as well as high expectations from the social environment, concerns regarding careers and other demands after graduating. All of these are factors that contribute to final semester student stress, which of course adds to the psychological burden they bear, resulting in students tending to experience a quarter life crisis.

In a journal conducted by (Karpika & Segel, 2021) it is explained that "Students who are entering the final stages of their studies may experience a quarter life crisis with greater intensity because they have to face more pressure and demands." This certainly strengthens the opinion that final semester students tend to experience a quarter life crisis phase.

Those who experience a quarter life crisis generally feel confused about their identity and life goals. Symptoms of a Quarter Life Crisis include excessive worry, pessimism, anxiety, mental stress, which of course can interfere with daily activities and even cause depression. In facing a quarter life crisis, not all individuals are able to overcome the crisis well, especially students who are faced with various changes and new adjustments.

Someone who is in the quarter life crisis phase needs social support from the people around them. The social support provided to each individual is very useful for reducing levels of anxiety and depression, especially for final semester students. Feelings of confusion, depression, hopelessness, difficulty, and various things experienced by individuals can be minimized when individuals receive social support. As in a journal conducted by (Astanu et al., 2022) it is stated that "The impact of social support on the quarter life crisis is quite large, which means that the lower the social support, the higher the level of quarter life crisis experienced by students. "Conversely, with high social support, the level of quarter life crisis felt by students will be lower."

This statement about the need for social support during the quarter life crisis was reinforced by direct events in the field, namely when I conducted an initial interview on Friday, January 19 2024 with several students who were experiencing a phase of confusion about the future direction of their lives or could be said to be experiencing a quarter life crisis phase, one of which was of them said that in the past few months he felt confused about what to do after college and he also found it difficult to continue working on his thesis, he always felt alone and felt like there was no one to support him, even though when someone is in the quarter life crisis phase, that person really needs social support from their immediate environment, because when someone gets social support it will reduce the level of quarter life crisis experienced.

The quarter life crisis that occurs in students in their last semester can affect their emotional condition, of course this needs to be considered and handled seriously because it can hinder their performance in various activities. A person's emotional intelligence ability helps them face quarter life crises more effectively because they are able to respond to personal feelings while maintaining self-control, and this skill usually develops with age. Therefore, final semester students who are in this phase really need to regulate their emotions. Emotion regulation is an individual's effort to manage and control their emotional expressions and know the appropriate ways to express their emotional expressions. In a journal conducted by (Hasmarlin & Hirmaningsih, 2019) it is stated that "Emotional regulation is an action carried out by a person to control or manage feelings, physiological reactions, cognition and emotional responses, with the aim of controlling behavior to suit situational demands."

From the results of the researcher's observations, it appears that a number of students in the last semester of Guidance and Counseling at Pancasakti University Tegal experienced anxiety towards the end of the lecture period. They are faced with the question of when to graduate and what direction their career will take after graduating. Conditions like this cause final students to feel anxious and worried about their choices, as if they are trapped in a situation that is difficult to change. A low level of ability to regulate negative emotions and a lack of social support can potentially cause anxiety about the future. Responses to these feelings can trigger a quarter-life crisis, which requires a complex adjustment process.

Several students in the final semester of guidance and counseling at Pancasakti Tegal University said that this period of confusion could be reduced when they received social support. This social support can come from friends, parents or partners. Several students also said that it is not just social support that can reduce this quarter life crisis phase, namely by controlling their emotions, because when they don't control their emotions the stress they face gets worse to the point that they sometimes lock themselves in their room just to cry and think about things about the future or his romance.

Based on the background explained above, researchers are interested in analyzing how social support and emotional regulation are implemented by final semester students who are experiencing a quarter life crisis, and took the research title. "Analysis of Social Support and Emotional Regulation on the Quarter Life Crisis of Students in the Final Semester of Guidance and Counseling in 2024."

METHODOLOGY

This research uses a descriptive approach in qualitative research methods to analyze and provide a detailed description of the description of the quarter life crisis, forms of social support and emotional regulation in the quarter life crisis in final semester Guidance and Counseling students. This research was designed using qualitative descriptive methods to describe phenomena accurately without manipulation. The procedures for this research are: Pre-field stage. The fieldwork stage includes direct data collection through intensive observation and in-depth interviews, while the data analysis stage uses coding, categorization and interpretation to identify emerging patterns and themes. This research relies on primary and secondary sources of information. Primary data consists of interviews with final semester students who experienced a quarter life crisis and also the students' closest friends, while secondary data consists of references and related documents. The form of data in descriptive qualitative research includes words that describe characteristics, which cannot be measured using numbers. Data collection techniques include observation, interviews, and triangulation of sources to ensure the validity of the information. Data analysis follows the Miles and Huberman model which includes data collection, data reduction, data presentation, and drawing conclusions. The results of the analysis are presented using informal techniques, using general language to describe the quarter life crisis experienced by final semester students and also the social support and emotional regulation carried out by final semester students.

RESULTS

Based on the phenomena that occur and observations that have been made or observing the conditions that exist in final semester students, researchers maximize research by conducting interviews. On that date, based on the phenomena that occurred and observations that had been made or observed the conditions that existed in the final semester of Guidance and Counseling students at Pancasakti University, Tegal, the researcher maximized this by conducting interviews. On 14-17 May 2024, researchers conducted interviews with 2 respondents and 2 informants. Each interview was conducted at home and on campus. Researchers conducted interviews after determining the meeting schedule through personal conversations with the person concerned.

1.1 Quarter Life Crisis Interview Results experienced by students in the final semester of Guidance and Counseling

In interviews regarding the quarter life crisis, there are several indicators which will be explained below:

1.1.1 Difficulty in making decisions

The following are several statements from the interview results that support this finding "I feel confused, I'm worried, sis, after I graduate, where will I go, what should I do, I want to work immediately but I'm still studying. The environment was like I really wanted after I graduated to go straight to work as a teacher. "My environment demands that I be rich, my brother and sister are already working, whereas now the teacher says I have to do PPG first, so how can I go straight to work after graduating." (ANA MAY 14, 2024). The words conveyed by ANA during the interview are supported by statements from close friends of ANA, namely as follows: "When he talks about the many demands from his home environment so that he can work quickly, it ends up making him confused because he thinks too much about the demands of his environment." (SCU MAY 16, 2024).

This is different from what was experienced by respondent 2, who stated: "What makes me confused is because I myself am the youngest child, or the last child, so at the age of 22, sis, I am still being regulated and sis, I have to obey after graduating, it has been arranged by my parents, even though I already I have my own plan, sis, to determine my own career, namely going out of town, but what can I do, my parents told me to just look for or have a career in the city." (MJA 15 MAY 2024) The words conveyed by MJA were confirmed by IY, a close friend of MJA who said: "Yes, sis, he originally really wanted to work outside the city, sis, but his parents forbade him, so he was confused about what work to do after graduating because there was a conflict between his wishes and his parents' wishes, and everything had been arranged by his parents." (IY 17 MAY 2024)

1.1.2 Worried about interpersonal relationships

The following are several statements from the interview results that support this finding from respondent 1, namely: "Most of the time, when I want to make a decision, I often ask my friends, sis, if it's with my family, then I'll be told to hurry up and work so it won't help my decision." (SCU MAY 14, 2024) Based on the results of the narrative from ANA, this is supported by statements from SCU informants, namely: "Yes, sis, when he wants to do something, he asks what my opinion is, even though he doesn't always do it." (SCU MAY 16, 2024).

This is different from what was experienced by respondent 2, who stated: "In the context of decision making, sis, I prefer to think for myself, I rarely ask friends or family for their opinion because I'm embarrassed and afraid of causing trouble." (MJA 15 MAY 2024) According to MJA's statement, this is supported by statements from informants, namely as follows: "MJA often tells stories, but he rarely asks for opinions, I don't know why." (IY 17 MAY 2024)

1.1.3 Worried

The following are several statements from the interview results that support this finding from respondent 1, namely: "Usually I'm really worried that when I'm working on my thesis, I get dizzy, but when I finish the guidance, I have a lot of revisions, the lecturers are also difficult to find, sis, plus my environment keeps putting pressure on me, so I end up stuck doing nothing and just overthinking." (ANA MAY 14, 2024) The results of interviews conducted with ANA are supported by statements from SCU informants, namely as follows: "Yes, Ms. ANA, when she finishes her guidance, she usually complains on my WA, saying she's worried that she won't be able to meet the demands of her environment." (SCU MAY 16, 2024).

This is different from what was experienced by respondent 2, who stated: "When I was chatting with my parents, sis, the parents demanded that I graduate this year and then after graduating I have to do this job and after that conversation I became worried, sis, because I'm still working on it." (MJA MAY 15, 2024). Based on the narrative from MJA, this was confirmed by informant IY who stated the following: "Yes, it's true, MJA said that he gets dizzy and anxious when he talks to his parents." (IY 17 MAY 2024)

1.1.4 Feelings of Pressure

The following are several statements from the interview results that support this finding from respondent 1, namely: "That's it, sis, when I go to campus and meet the lecturer, I do a lot of revision, and in the end I get dizzy and get stressed and stop doing anything. I rarely do revisions. Moreover, many people ask when they will graduate." (ANA MAY 14, 2024) Based on the results of interviews conducted with ANA, it is known that demands will make a person feel depressed and will cause that person to experience a quarter life crisis. This was confirmed by the SCU informant who stated the following: "Yes, Miss ANA, if you have a lot of burden, especially if you have a lot of revisions, it's easy to think about it, because someone asks about graduation, she thinks about it all the time and ends up feeling depressed." (SCU MAY 16, 2024).

This is different from what was experienced by respondent 2, who stated: "Being a final student is indeed a lot of pressure, sis, especially being burdened by the thesis and burdened with thoughts of what to do or where to work and what work to do so that my parents can be happy and I can make money after graduating." (MJA 15 MAY 2024) From the results of interviews conducted with MJA, it was found that final semester students have a lot of demands and responsibilities, not only that, people's expectations are also very high, which makes final semester students experience feelings of pressure. This is confirmed by the statement from informant IY, which is as follows: "Yes, Ms. MJA, since this thesis, she often complains to me, saying she has a lot of burden." (IY 17 MAY 2024)

1.1.5 Negative assessment of self

The following are several statements from the interview results that support this finding from respondent 1: "Why am I working on a thesis with so many revisions? At my current age, I am not satisfied because I want to work and want to be rich, others are already making money." (ANA MAY 14, 2024) This interview with ANA is supported by statements from SCU informants, namely as follows: "Yes, Ms. ANA really wants to work because she said her brother and sister are already working so it's like she's being sued." (SCU MAY 16, 2024).

This is different from what was experienced by respondent 2, who stated: "Because of your thesis, sis, all the burdens are here, sis, the description, plus the thought of whether or not you'll be able to graduate on time, it's true that every lecture is a headache, sis, but it's not as dizzy and burdened as this thesis, sis." (MJA 15 MAY 2024) Based on the results of the interview with MJA, this is reinforced by the statement from informant IY, which is as follows: "Yes, Ms. MJA is stressed because of her thesis and wants to graduate quickly, and if she is under pressure, it drags on for a long time." (IY 17 MAY 2024)

1.1.6 Feeling trapped in a difficult situation

The following are several statements from the interview results that support this finding from respondent 1, namely: "I'm afraid I won't be able to graduate on time, sis, I'm so afraid I won't live up to my family's expectations that every night I ovt alone in my room until I get a migraine." (ANA MAY 14, 2024) The results of interviews conducted with ANA were confirmed by statements from SCU informants who stated the following: "Yes, Ms. ANA often talks about being afraid of not being able to meet her family's expectations, even to the point of crying and complaining of headaches." (SCU MAY 16, 2024).

This is different from what was experienced by respondent 2, who stated: "Yes, sis, I'm thinking that I'm afraid I won't be able to graduate this year, sis, because my parents want me to graduate this year, sis, so I'm afraid that if I fail, I'll disappoint them, sis, then I won't be working." (MJA 15 MAY 2024) Based on the results of the interview conducted with MJA m, this was confirmed by the informant's statement as follows: "Yes, MJA is really afraid of not graduating this year, sis" (IY 17 MAY 2024)

1.1.7 Feelings of hopelessness

The following are several statements from the interview results that support this finding from respondent 1, namely: "I often feel that when I'm alone, I'm going to college and it's a waste of time to just write a thesis and other people don't have my income yet. "Sometimes I still often think about what it would have been like when I was in high school, it wasn't as dizzy and stressful as it was when I was in high school and early college." (ANA MAY 14, 2024). Based

on the results of the interview with ANA, this is in accordance with the statement made by the SCU informant, namely as follows: "He often complains and talks about the futility of going to college, why he can't make any money, and he says he misses high school." (SCU MAY 16, 2024).

This is different from what was experienced by respondent 2, who stated: "Yes, sis, if I'm doing a lot of revision but instead I'm stuck doing nothing, for example like this, I've opened the laptop only to open it, sis, and this happens in a row, sis, which causes me to always be late in my guidance, sis." (MJA 15 MAY 2024) Based on the results of interviews conducted with MJA, this is supported by statements from informant IY, namely as follows: "Yes, sis, he really likes to be late for tutoring and just gets stuck there because he's too busy thinking about something." (IY 17 MAY 2024)

1.2 Interview Results: Forms of social support to face the Quarter Life Crisis for final semester students

In interviews regarding the social support, there are several indicators which will be explained below:

1.2.1 Emosional Support

The following are several statements from the interview results that support this finding from respondent 1, namely: "Sometimes I prefer to be quiet, sis, but sometimes I also chat like that. When my close friends are stuck, they confide in me, but that's rare" (ANA 14 MAY 2024) Based on the results of interviews with ANA, this is supported by statements from SCU informants, namely as follows: "NA is a person who rarely chats with you, sis, at most if there is a problem and is confused, he will just talk." (SCU 16 MAY 2024).

This is different from what was experienced by respondent 2, who stated: "If I'm alone, sis, what I do when I need emotional attention when I'm feeling down or there's a problem is I go to my closest friend, sis, not to my family first, because actually I'm more comfortable with my friend, sis, when telling stories, and she too Very supportive when I'm down, but that doesn't mean my family isn't like my friends, sis, my family is rich too, but it's about comfort with who I talk to, sis." (MJA MAY 15, 2024). Based on the results of the interview with MJA, this is supported by the statement from informant IY, which is as follows: "It's true that Ms. MJA said that most of her problems were told to me." (IY 17 MAY 2024)

1.2.2 Instrumental Support

The following are several statements from the interview results that support this finding from respondent 1, namely: "Sometimes my parents give me money to go to campus, but if it's from a friend, if I ask how to do my thesis, sometimes they help me." (ANA MAY 14, 2024) Based on the results of the interview with ANA, this is confirmed by the SCU informant's statement as follows: "Sometimes I help ANA when she's doing her revision, sis, because it's a shame that she's been stuck doing it all this time." (SCU MAY 16, 2024). This is different from what was experienced by respondent 2, who stated: "The help from your friends, sis, will enable me to be strong enough to finish my thesis and not be sad when I get a lot of revisions, sis." (MJA MAY 15, 2024). Based on the results of the interview with MJA, this is supported by the statement from informant IY, which is as follows: "Yes, sis, I like to help him because it's a poor person who thinks too often and thinks he can't finish his thesis." (IY 17 MAY 2024)

1.2.3 Informational Support

The following are several statements from the interview results that support this finding from respondent 1, namely: "Yes, it really helps sis. If I don't have any advice, I'm confused about what to do. I'm confused about what to do." (ANA MAY 14, 2024) Based on the results of interviews with ANA, this is supported by statements from SCU informants as follows: "Yes, sis, he's confused and he's always confused, poor sis, so sometimes I give him advice when he has a problem." (SCU MAY 16, 2024).

This is different from what was experienced by respondent 2, who stated: "Yes, Ms. helps, usually giving advice that makes me get up and remember that I have to graduate this year,

remember that there are parents to make happy after you graduate." (MJA MAY 15, 2024). Based on the results of interviews conducted with MJA, this is in accordance with the statement from informant IY, namely as follows: "It's really true, Sis. I like to give advice to MJA if he has to fight so that he can make his parents proud." (IY 17 MAY 2024)

1.2.4 Award Support

The following are several statements from the interview results that support this finding from respondent 1, namely: "I get stressed easily, sis, because I don't get any appreciation for what I do. I'm confused about what to do in the future." (ANA MAY 14, 2024) Based on the results of interviews with ANA, this is supported by statements from ANA informants as follows: "ANA once told me a little, sis, she said that if she does something successfully, she doesn't get any awards, so she's like lazy." (SCU MAY 16, 2024).

This is different from what was experienced by respondent 2, who stated: "Yes, it's sad, sis, sometimes if you don't get an award like that, you don't really appreciate it." (MJA 15 MAY 2024) Based on the results of the interview with MJA, this is supported by the following statement from the informant: "Yes, sis, he sometimes feels sad when he does something but isn't appreciated." (IY 17 MAY 2024)

1.3 Interview results on how students regulate emotions in dealing with the Quarter Life Crisis

In interviews regarding emotional regulation, there are several indicators which will be explained below:

1.3.1 Monitoring Emotions

The following are several statements from the interview results that support this finding from respondent 1, namely: "The only thing is to stay in your room, sis, cry alone so you can keep scrolling on TikTok like that, sis, and keep making statuses on WA if you see words that match my feelings." (ANA MAY 14, 2024). Based on the results of the interview with ANA, this was confirmed by the following statement from the SCU informant: "Yes, sis, if there's something going on, he'll stay in his room and make a status on WA." (SCU MAY 16, 2024)

This is different from what was experienced by respondent 2, who stated: "If I'm in a situation like this, all I do is keep quiet and take a deep breath, try to think positively, but." (MJA 15 MAY 2024) Based on the results of interviews conducted with MJA, this is supported by statements from SCU informants, namely as follows: "When MJA is emotional or there is something that makes him anxious, he usually keeps quiet, even if he is with me, he just keeps quiet." (IY 17 MAY 2024)

1.3.2 Evaluating Emotions

The following are several statements from the interview results that support this finding from respondent 1, namely: "Usually when I'm stressed and I'm emotional, I keep quiet a lot because if I say that I end up getting angry and then I'll cry for a long time." (ANA MAY 14, 2024) Based on the results of interviews conducted with ANA, this is in accordance with the SCU informant's statement, namely as follows: "Yes, sis, when there are a lot of problems, sometimes he gets emotional so quickly that he chooses to avoid it and just go away." (SCU MAY 16, 2024).

This is different from what was experienced by respondent 2, who stated: "In terms of techniques or strategies, I don't think there are any, sis, at least if you're really stuck, tell your closest friends, sis." (MJA 15 MAY 2024) Based on the results of interviews conducted with MJA, this is supported by statements from informants, namely as follows: "If he gets emotional, if he doesn't keep quiet, he will talk to me and tell me something like that, so I provoke him too." (IY 17 MAY 2024)

1.3.3 Modifying Emotions

The following are several statements from the interview results that support this finding from respondent 1, namely: "Usually I immediately leave there and go into the room and then cry."

(ANA MAY 14, 2024) Based on the interview conducted with ANA, it can be seen that this is supported by the following statement from the SCU Informant: "Yes, sis, he sometimes cries, sis." (SCU MAY 16, 2024). This is different from what was experienced by respondent 2, namely stating "Yes, I would rather just keep quiet, sis, rather than getting angry at other people." (MJA MAY 15, 2024). Based on the interview conducted by MJA, this was confirmed by informant IY as follows: "MJA usually shuts her up when she's angry, sometimes I even have to scold her first so she can talk again." (IY 17 MAY 2024)

CONCLUSIONS

Based on the results of the research and discussion above carried out by researchers regarding "Analysis of Social Support, Emotional Regulation on Quarter Life Crisis in Final Semester Students of Guidance and Counseling at Pancasakti University Tegal in 2024", the researchers drew the following conclusions: Final semester students at BK FKIP UPS Tegal experiencing a Quarter-life crisis includes confusion in making decisions, despair, negative self-judgment, being trapped in difficult situations, feeling anxious, depressed, and worried about interpersonal relationships but with different factors. The social support received by students experiencing a quarter life crisis varies from emotional support, instrumental support, informational support and also appreciation support. Social support, whether from family or peers, has an influence and helps reduce the quarter life crisis experienced by students. In dealing with the quarter life crisis experienced by students this final semester, each student has a way to monitor emotions, evaluate emotions and modify emotions.

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