

Self-Efficacy Instrument for Students Experiencing Quarter Life Crisis in Bekasi City

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Abstract

This research aims to develop *Self-Efficacy* instruments in students who experience *a Quarter Life Crisis* in Bekasi City. The methods used include discrimination data analysis and Confirmatory Factor Analysis (CFA). Of the 16 items that were prepared, the results of the discrimination power analysis showed that there were no or zero items that were lost. Furthermore, CFA was used to test the validity of the instrument construct, which identified 6 items that corresponded to *the Quarter Life Crisis* phenomenon and showed a good fit with the hypothetical model. The results of this study show that the instrument developed has good validity and reality, so that it can be used to measure *Self-Efficacy* in students who experience *a Quarter Life Crisis*. The development of this instrument is expected to help in understanding and overcoming the challenges faced by students in the transition phase to adulthood.

Keywords: *Self-Efficacy, Quarter Life Crisis, Power of Discrimination*

Introduction

Students in Indonesia are generally in the age range of 18 – 25 years, when at that age, of course, as students are still in an educational/learning environment, they are required to be able to fulfill their obligations as students, namely to study well and focus, but it is different when students especially step on the age of 20s, their minds cannot only focus on one thing. They will begin to have many questions, statements and desires in him. For example, they begin to question the purpose of their lives, think about themselves such as "what does my dream actually want to be?", question the choices they have made, most teenagers who are starting to

enter the final semester, between semester 5 to semester 8 begin to think about what they will do after graduation, whether it will succeed or not. They begin to question many things inside themselves and their focus begins to be divided between studying and what their future will be after graduation (Tims et al., 2016). All of these things naturally happen and appear in the minds of teenagers, because they are in the transition phase to adulthood or commonly called the *Quarter Life Crisis*.

Robbins and Wilner added that a *Quarter Life Crisis* is a condition in which individuals are constantly questioning the future and how it will follow the events of the past. *Quarter Life Crisis* includes the transition from academia to the world of work (Fahira et al., 2023). *Quarter Life Crisis* is a period of emotional and psychological instability that is generally experienced by individuals aged 20 to 30 years. In this phase, many individuals experience confusion regarding life goals, careers, relationships, and self-identity. This phenomenon is increasingly encountered among students who are facing a transition from the world of education to the world of work. Such as starting to feel excessive anxiety, indecisive about many things whether it is career, education, friendships, family, and work environment and tend to feel that something is wrong with him, feel that he is bad and start comparing himself with others, whether it is in terms of physicality, relationships, personality, even the smallest thing is always wrong (Khairunisa & Gumiandari, 2023).

Based on research conducted by A'idah Ghina Ghaniyah Andalib, Hema Dayita Pohan entitled *Quarter Life Crisis* Reviewed from Demographic Factors shows that out of 393 respondents in Bekasi City, the *Quarter Life Crisis* rate in young adults in general is in the high category of 58% (Andalib & Pohan, 2023). This is quite a concern because the Quarter life crisis can have a negative impact on various aspects of student life, such as mental, academic, and social health. This can hinder their potential to develop and achieve success. However, *Quarter Life Crisis* can be

passed well if individuals have high *Self-Efficacy* (Muttaqien & Hidayati, 2020). In this case, *Self-Efficacy* plays an important role in forming an individual's self-confidence that he or she can go through all the challenges of life well.

Self-Efficacy can make a problem that was once quite complex into a self-confidence so that the individual can face a problem well (Bandura, 1983). *Self-Efficacy* is an individual's confidence when facing a situation or problem that occurs in his life (Muttaqien & Hidayati, 2020). So, when *Self-Efficacy* is present in the individual, it can automatically reduce stress and depression when facing unpleasant experiences or problems. In addition, the individual will have the readiness to living life now or in the future (Sari & Aziz, 2022)

Various studies on the relationship between *Self-Efficacy* and *Quarter Life Crisis* have been conducted. One of them by (Sari & Aziz, 2022) obtained the results that there was a negative relationship between *Self-Efficacy* and *Quarter Life Crisis* in students of the Faculty of Psychology, University of Medan Area. This means that the higher the *Self-Efficacy*, the lower the *Quarter Life Crisis* and vice versa, the lower the *Self-Efficacy*, the higher the *Quarter Life Crisis*. However, unfortunately, there are not many instruments specifically designed to measure *Self-Efficacy* in students who experience a *Quarter Life Crisis*, especially in local contexts such as in Bekasi City. Most of the existing measuring tools are general and less specific in capturing the dynamics of *Self-Efficacy* in this population. Therefore, the development of a valid and reliable *Self-Efficacy* instrument for students who experience a *Quarter Life Crisis* in Bekasi City is very important.

This study aims to develop a *valid and reliable* *Self-Efficacy* measurement tool to measure the *Self-Efficacy* of students who experience a *Quarter Life Crisis* in Bekasi City. This measuring tool is expected to contribute to understanding and overcoming the *Quarter Life Crisis* in students in Bekasi City.

Literature Review

Self-Efficacy is an individual's ability to regulate and carry out part of the activities needed to achieve the desired goal (Fadila & Khoirunnisa, 2021). *Self-Efficacy* can also be defined as a belief or self-ability in completing academic tasks so that it can increase efforts to achieve a goal, but can also be an obstacle in achieving goals (Siregar & Putri, 2020). According to the Bandura theory, people with high *Self-Efficacy* are people who believe that they can do well in difficult tasks as something that must be mastered and not avoided (Suharsono & Istiqomah, 2014). *Self-Efficacy* greatly affects the success of the individual, because if the individual has a high *Self-Efficacy* in the sense that he believes that "I can" and is accompanied by a high enthusiasm in doing every task, then every activity what he did will work. But on the other hand, if the individual has low *Self-Efficacy* so that he does not believe that he is able to work, which is characterized by avoiding the work at hand, then every activity carried out by the individual will fail (Oktariani et al., 2020).

Based on the understanding that has been explained from the three journals regarding *Self-Efficacy*, it can be concluded that *Self-Efficacy* itself has an important role in the individual as a self-perception manager in facing the challenges that exist in the individual's life and as a determinant of the success of an activity carried out by the individual.

Aspects of *Self-Efficacy*

According to (Bandura, 1983), *Self-Efficacy* has several important ones, namely, Magnitude: Relates to how much an individual feels capable or not in performing a certain task, depending on the level of difficulty. Individuals tend to choose tasks that are in accordance with their belief in their abilities, Generality: Assessing the

extent to which an individual's abilities can be applied in various fields or only in certain fields. Successful experiences in one area can affect an individual's confidence in his or her abilities in another area, Strength: It is the level of confidence or expectations of an individual in his or her abilities. Strong conviction can help individuals stay afloat in the face of obstacles.

From this explanation, it can be concluded that individuals with *high Self-Efficacy* tend to have strong aspects of magnitude, generality, and strength. In the development of *Self-Efficacy* instruments for students who experience *a Quarter Life Crisis*, item modification is carried out based on the Self-Efficacy theory proposed by Bandura (1997). *Self-Efficacy* consists of three main dimensions: magnitude, generality, and strength. The first dimension reflects the individual's confidence in doing difficult tasks.

Research Methods

This study uses a quantitative approach with an instrument development design to develop and validate *Self-Efficacy* measurement instruments in students who experience *a Quarter Life Crisis* in Bekasi City. The subjects of the study were students aged 18-25 years from several universities in Bekasi, with a sample of more than 100 respondents. The instrument items are arranged based on the Bandura theory (1997), covering three dimensions: magnitude, generality, and strength. Discrimination power was used to determine whether each item was able to distinguish between individuals with high and low levels of Self-Efficacy, there were 16 valid items and 0 items were dropped. Furthermore, Confirmatory Factor Analysis (CFA) was carried out to test the validity of the instrument construct, identify six items that correspond to *the Quarter Life Crisis* phenomenon and show good compatibility with the theoretical model. Data collection was carried out through a questionnaire with the Likert scale, and data analysis using JASP. The results of the study show that the instrument developed

has good validity and reliability, so that it can be used to accurately measure *student Self-Efficacy* in dealing with *the Quarter Life Crisis*.

Table 1. Blueprint of the aspect of *the Bandura Self-Efficacy* scale modified from (Bachtiar, 2020):

No	Aspects	Indicator	Item	
			Favorable	Unfavorable
1.	Magnitude you can do difficult tasks	Have confidence that	1. I am confident that I can complete difficult tasks	3. When it comes to difficult assignments, I doubt that My abilities
		Able to choose behavior appropriate to the difficulty level of the task/activity	2. I tried more Be active when you get a complete a given task, when I am	4. I can't afford it when I am have a problem
		Have faith to solve problems with various conditions	5. I'm sure I can solve problems with my problem-solving abilities	3. I dare Take risks
2.	Generality	Have faith to solve problems with various conditions	5. I'm sure I can solve problems with my problem-solving abilities	3. I dare Take risks
		Able to customize self in various situations	7. When confronted with problems, often I feel afraid of not being able to Finish	4. I'm scared when Being in a New Environment

3. Strength	Have faith succeed in achieving goals	3. I dare to take on new challenges, because I am confident in my abilities 4. I doubt the potential I have 3. I get discouraged easily when faced with failure	5. I'm pessimistic I immediately got a job after I graduated 13. With the abilities I have, I am confident that I can achieve success in the future 3. I am pessimistic about the efforts I have made during Ini 14. I dare Try new things that I have never done before do
	Have the ability Survive obstacles	6. I'm sure I can despite achieving my goals	

Items modified to measure this dimension include students' belief that they are capable of challenging tasks and choose behaviors according to the difficulty level of the task or activity they are facing. The second dimension shows the individual's confidence to solve problems under various conditions. The items designed for this dimension include the students' belief that they are able to solve problems faced in various situations and are able to adapt to different conditions.

The third dimension measures an individual's confidence in achieving goals despite facing obstacles. The item for this dimension includes the student's belief that they will succeed in achieving their goals and have the ability to survive despite various obstacles. By modifying these items, this instrument is expected

to provide accurate and relevant measurements of *the Self-Efficacy* of students who are in the *Quarter Life Crisis* phase. It is important to understand how confident they are in facing life's challenges and achieving their goals, as well as how they can adjust to different situations.

Results and Discussion

The results of this study show that the *Self-Efficacy* instrument developed has good validity and reliability, providing an accurate picture of *the Self-Efficacy* of students who experience a *Quarter Life Crisis* in Bekasi City.

Table.2 Measurement Fit Indicator

Other fit measures	
Metric	Value
Root mean square error of approximation (RMSEA)	0.193
RMSEA 90% CI lower bound	0.178
RMSEA 90% CI upper bound	0.209
RMSEA p-value	0.000
Standardized root mean square residual (SRMR)	0.239
Hoelter's critical N ($\alpha = .05$)	27.092
Hoelter's critical N ($\alpha = .01$)	29.306
Goodness of fit index (GFI)	0.738
McDonald fit index (MFI)	0.109
Expected cross validation index (ECVI)	6.203

Expected Cross Validation Index (ECVI), $0.05 \leq \text{RMSEA} \leq 0.08$, $0.05 < \text{SRMR}$, $0.95 \leq \text{GFI} \leq 1.00$

Based on table .2, the results show that the model used has a good level of agreement with the data, indicated by a Root Mean Square Error of Approximation (RMSEA) value of 0.178 which is within the acceptable range (0.129 - 0.230). The low p-value (2.838×10^{-5}) for RMSEA also confirms the model's compatibility with the data. A low Standardized Root Mean Square Residual (SRMR) (0.062) indicates that the model has a low prediction error rate. Hoelter's critical N indicates that the study sample size (49,023 for $\alpha = .05$ and 62,497 for $\alpha = .01$) is sufficient to support the model fit.

Other model conformance indexes, such as the Goodness of Fit Index (GFI) of 0.992 and the McDonald Fit Index (MFI) of 0.868, also show a good level of conformity. An Expected Cross Validation Index (ECVI) of 0.625 indicates that the model has a good ability to generalize results to data that has never been seen before. Thus, it can be concluded that the model used is in accordance with the data and has good ability to be used in this study.

Table.3 Variable Measurements

Component Loadings ▼

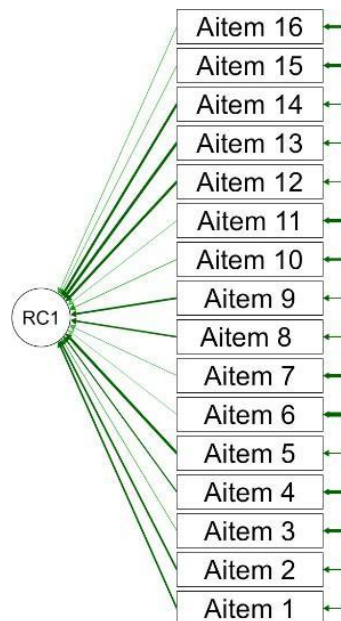
	RC1	Uniqueness
Aitem 13	1.074	0.454
Aitem 5	1.038	0.530
Aitem 12	1.003	0.472
Aitem 14	0.956	0.547
Aitem 9	0.810	0.422
Aitem 2	0.773	0.681
Aitem 1	0.766	0.511
Aitem 8	0.730	0.579
Aitem 4	0.604	1.392
Aitem 3		1.268
Aitem 6		1.662
Aitem 7		1.352
Aitem 10		1.032
Aitem 11		1.427
Aitem 15		1.260
Aitem 16		1.141

Note. Applied rotation method is promax.

Table.3 shows that items 9, 12 and 13 show a score of <0.05 where the score to achieve the appropriate uniqueness is >0.05 . So that this is only fulfilled by items

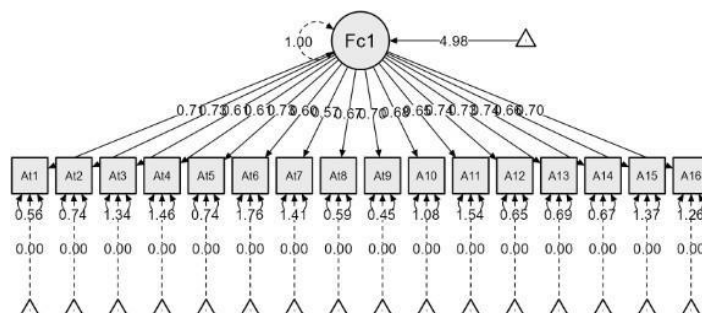
1-8, 10-11, 14-16. Therefore, it can be concluded that items 1-8, 10-11, 14-16 are the most appropriate items regarding measurement in this study.

Fig.1 Path Diagram 6 Measurement Items



Based on the RC1 path diagram, it shows that there are no measurement items whose strength is not balanced to measure *Self-Efficacy* in the *Quarter Life Crisis* phenomenon or the strength of each item is balanced because it has a value of >0.05 . So that all the grains have a balanced strength to the measurement. There are items representing items 1 to 16 that contain the function of measuring *magnitude*, *generality* and *strength* that can be measured in the subject.

Picture.2 Factor Correlation 1



Based on the figure above, it shows that items 1 to 16 show a high correlation because they are in the range of >0.05 and <0.08 . However, item 9 shows a score of 0.45 and is below the ideal minimum value of correlation. However, items are not eliminated because they have a high level of uniqueness and fill the criteria compared to other items. In this study, three aspects are used, which are the main aspects. The number of respondents obtained is above 100 as many as 105 respondents, so the results obtained are fit. In this study, the RMSEA score was 0.193, meaning that the score can be said to be unfit and unacceptable. So, this arises because the RMSEA score must not ≤ 0.05 and must not be ≥ 0.08 . All aspects on the scale show conformity, but item 6 shows a very weak correlation. In the measurement of aitems, aitems are combined based on aspects, items 1 to 4 in the magnitude aspect, items 5 to 8 in the generality aspect and items 9 to 16 in the strength aspect.

In the field of psychology, the findings of this study show that the model used is in accordance with the data, as seen from the low statistical values such as Root Mean Square Error of Approximation (RMSEA) and Standardized Root Mean Square Residual (SRMR). According to Hu and Bentler (1999), an RMSE value between 0.129 to 0.230 indicates a good model fit. In addition, a low p-value for RMSE also indicates model compatibility with data (Browne & Cudeck, 1993, in

Yuniarti & Soenarto, 2016). However, there are some parts of the measurement that show inadequate values, especially item 9 whose score is below 0.05 in table 1. This shows that not all aspects of measurement are able to measure *Self-Efficacy* in a balanced manner in the context of the Quarter Life Crisis. However, this item was not eliminated because it had a high level of uniqueness, in accordance with the research criteria.

The study also identified a problem in the RMSEA score of 0.193, indicating a model mismatch. According to Browne and Cudeck (1993, in Yuniarti & Soenarto, 2016), the ideal RMSE score should not exceed 0.08. In addition, item 6 shows a very weak correlation, which can affect the overall validity of the instrument used. This weak correlation indicates that the item may not fully reflect the *Self-Efficacy* dimension measured, although this item is retained for further analysis.

In terms of the number of samples, the study met the standards by involving more than 100 respondents, which was considered sufficient for the statistical analysis to be conducted. However, these findings also emphasize the importance of validity and reliability in measuring Self-Efficacy, especially in specific contexts such as the Quarter Life Crisis. (Bandura, 1983) emphasizes that Self-Efficacy is an individual's belief in their ability to organize and carry out the actions necessary to achieve the goal. Therefore, accurate and valid measurements are essential to understand this belief thoroughly.

Overall, this study makes an important contribution to the understanding of the psychology of Self-Efficacy in the context of the Quarter Life Crisis. Although there are weaknesses in the model used, this study provides a solid foundation for further research in understanding the factors that affect Self-Efficacy during the transition to young adulthood. These findings also highlight the need for refinement of measurement instruments and a more comprehensive methodological approach in future studies to ensure that all dimensions of Self Efficacy are measured properly and accurately. Further research can address the

identified weaknesses and deepen our understanding of the dynamics of Self-Efficacy in this important phase of individual development.

Conclusion

This study shows that the *Self-Efficacy* instrument developed is valid and reliable in measuring *the Self-Efficacy* of students who experience a Quarter Life Crisis in Bekasi City, even though there are some inadequate items such as items 6 and 9. The RMSEA value of 0.193 indicates model incompatibility, but most of the other items show a strong correlation with the *Self-Efficacy* dimension. It is recommended to revise the item to improve the validity and reliability of the instrument. The use of additional methods such as Eksploratory Factor Analysis (EFA) prior to CFA is also recommended to identify a clearer factor structure. Longitudinal research to monitor changes in *Self-Efficacy* over the long term is also recommended. In addition, these instruments need to be tested in different contexts to test generalizations and adaptability. A psychological intervention program based on the findings of this study needs to be developed to help students improve *Self-Efficacy* and overcome the Quarter Life Crisis more effectively. By following these suggestions, *self-efficacy* measurements in students can be more accurate and comprehensive, providing a solid basis for future interventions and research.

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