

The Relationship Between Resilience and The Level of Quarter Life Crisis in College Students

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ABSTRACT

Objective: This study aims to examine the correlation between students' levels of resilience and the severity of their quarter-life crisis. **Method:** Utilizing a quantitative correlational design, the research involved 160 students from STIKES Majapahit Mojokerto, selected through a saturation sampling technique. Data were collected using validated scales on resilience and quarter-life crisis, and analyzed using Pearson correlation. **Results:** The findings indicate a statistically significant negative correlation between resilience and quarter-life crisis ($r = -0.260, p < 0.05$), suggesting that higher levels of resilience are associated with lower levels of quarter-life crisis among students. **Novelty:** This study contributes to the limited body of research that addresses the protective role of resilience during early adulthood, particularly among students in Indonesia who are navigating the critical transition into the workforce and independent adulthood. While the quarter-life crisis is a well-known construct in developmental psychology, this research uniquely highlights resilience as a key mitigating factor in this specific cultural and developmental context.

INTRODUCTION

Development is complex from childhood, adolescence, to old age. Each development has unique traits and tendencies that need to be fulfilled by each individual. Adolescence is often referred to as the most crucial period in determining the direction of development, often referred to as a difficult time, a phase of identity search or a transition to adulthood [1]. The stage towards adulthood according to Papalia & Feldman is when humans begin to live separately from their parents and seek their individuality. This phase of early adulthood is when a person begins to search for his or her identity and explore the surrounding environment, which is called emerging adulthood [2]. The term *emerging adulthood* was first introduced by Arnett 2014, to describe the period between adolescence and adulthood that covers the ages of 18 to 29 years. The transition from childhood and adolescence to adulthood coincides with the acquisition of many demands from the environment, as well as specialized skills and knowledge. However, the inability to assume adult responsibilities requires a person to examine himself from various points of view including work, love, and his own opinions [3]. Students in the age range of 18- 25 years old fall into the category of those who are transitioning from adolescence to early adulthood and going through the final stages of adolescent development. At this time it is crucial for individuals to actively seek their place in society. This stage of life is comparable to the change from elementary school to junior high school or from high school or from college so this can cause stress [2].

Pressures from the environment grow with age for a variety of reasons such as individuals' inability to predict or cope with change, their fixation on their own

lives, anxiety, and fear of what the future holds, and the fact that college students have entered a more complicated stage of adult development that presents its own set of challenges [4]. Individuals who are unable to cope with the challenges and changes that occur in early adulthood will experience an emotional crisis or negative reaction known as a *quarter life crisis* [5]. In Indonesia itself, based on previous studies, the phenomenon of *quarter-life crisis* can be seen from many studies which show that most Indonesian students experience it [6]. Quarter-life crisis can be experienced by anyone who enters the emerging adulthood period, which is around the age of 18-29 years, especially students. The crisis experienced by students is caused by various difficulties such as anxiety, demands to complete education within a certain time, career concerns, and other demands after graduation [4]. *Quarter life crisis* describes a difficult phase that is generally experienced by individuals in their 20s, where they share achievements and set expectations of these achievements. College students aged 18-25 are among those affected by *quarter life crisis* as they transition into adulthood. This is taking responsibility for their own growth including taking responsibility for their adult life [2].

According to Robbins and Wilner (2001) define *Quarter life crisis* as a feeling of worry that develops in the 20s as a result of uncertainty about one's future in relationships and careers, social life, uncertainty of identity, and feelings of anxiety. There are several symptoms that individuals may experience today when someone in adulthood begins to question their future and feel limited by the decisions they will make in life [1]. Robbins and Wilner state that there are 7 main determinants of *Quarter life crisis*: 1.) Feeling uncertain when making judgments, 2.) Desperate, 3.) Having a bad opinion of one's own skills, 4.) Feeling trapped in difficult circumstances, 5.) Experiencing anxiety, 6.) Depressed, and 7.) Worrying about relationships with others [7]. According to Yulius (2019) asserts that the following characteristics can be used to identify people who are experiencing a *quarter life crisis*, specifically: 1.) Feeling very afraid of what will happen, 2.) Starting to appear a number of questions about how life goes, especially to yourself, how all the choices made will have a positive or negative impact in the future, 3.) Disagreeing with the wishes of his parents, individuals at this stage are able to choose a path that they think is adequate and beneficial for their lives because they have begun to have to decide what they want in life, even though this is often contrary to the wishes of their parents, making a person hesitate whether to be firm in his stance or obey his wishes, 4.) Feeling that luck is not on one's side because failure is always lurking, 5.) Feeling that his peers are much better than him, this happens when a person realizes that his friend has made progress towards his goals [7]. According to the theoretical definition given earlier, individuals experiencing a *Quarter Life Crisis* tend to exhibit traits associated with their own lack of power. This trait presents itself as a lack of confidence and anxious thoughts that make the crisis last longer.

The emotional crisis experienced by students and uncertainty causes students to experience emotional crisis, which can even lead to depression. This occurs when the perceived complexity of a decision makes individuals feel anxious that they will make a hasty choice [8]. Among 230 students who experienced *quarter life crisis* (71.7%) were in the moderate group, (21.2%) were in the high category, and (7.2%) were in the low category, according to a study by (Sumartha 2020) [6]. According to research conducted

(Yolanda 2023) of the total students who experienced a *quarter life crisis*, 47 students or (35.9%) were in the moderate group, 16 students were in the very high category, 42 students were in the high category, 20 students were in the low category, and 6 students were in the very low category [8]. According to research conducted by (Korah) on 123 student respondents who experienced quarter life crisis, the percentage of the following answers is divided into three groups: moderate (48%), high (30%), and low (22%) [9].

Researchers conducted a survey at Stikes Majapahit Mojokerto as a first step to understanding the characteristics of *Quarter life crisis* in students. The results of a survey conducted by researchers on 50 Stikes Majapahit students that as many as 30.5% of 50 students feel confused and worried (indecisive in making decisions), 16.4% of 50 students experience self-confidence (feelings of hopelessness), as many as 10.6% of 50 students assess themselves with low self-esteem (assess themselves negatively), 15.2% of 50 students feel trapped in circumstances (trapped in difficult situations), as many as 38.5% of 50 students feel fear (feelings of anxiety), and as many as 11.5% of 50 students feel failure (depressed), as for 9.8% of 50 students feel worried about interpersonal relationships. The results of this survey indicate that there are still individuals who experience quarter life crisis, especially in the aspect of indecision in making decisions among students.

Both internal and external variables can affect the quarter-century crisis, say Nash and Murray. One of the internal factors includes Dreams and hopes, another factor is *Spirituality & Religion*, then External Factors consist of Relationships in aspects of family, friendship and romance, Challenges in academic aspects [7]. Aulia added that internal and external influences can affect *quarter life crisis*. First, self-exploration, which is the process of trying various things and finding oneself. Second, instability in young adulthood in terms of choosing a job, life partner, or study program. Third, there is a focus on the self, which is characteristic of the transition to adulthood. Fourth, there is a feeling of in-betweenness, which is characteristic of the transition period. In the fifth stage, "The Age of Possibilities," people are most open to making good changes in their lives [2].

The ability to bounce back quickly from setbacks is an important life skill that college students should have, this concept is known in psychology as *resilience*. Because the way people deal with adversity is different. This is because of the way they perceive things. The capacity to react constructively and healthily to situations of trauma or adversity encountered is what Shatte and Reivich mean when they talk about *resilience* [10]. The capacity to overcome adversity and become stronger is what Davidson and Connor mean when they talk about *resilience* [11]. *Resilience* is an indescribable quality that allows a person when at a low point in their life to bounce back, even becoming stronger than before. This ability arises because individuals tend to accept the challenges or failures faced, so that they can find ways to recover and move on [12] . A person's resilience can be described as their capacity to face adversity head-on, fortify themselves, and ultimately become stronger and more adaptable, according to Grotberg [13]. Thus, the researcher sees that *resilience* is able to improve *quarter life crisis*. If. College students are less likely to have a *quarter life crisis* if they develop strong *resilience*.

According to Young and Wagnild, *resilience* has several aspects, namely 1. (Calm heart, which is an individual's perspective on experiences experienced during life that are thought to be detrimental to life. 2 (Perseverance, is an aspect that individuals need to rise from the difficult times experienced). 3 (Independence, defined as individual confidence in their abilities, their independence results in individuals not relying on others. 4 (Equanimity, which is the meaning of life that has a purpose, so that when in unexpected times or conditions individuals have the motivation to rise). 5 (Explicit Aloneness, which is an understanding that each individual is special and each has a different life experience, even though living side by side with a resilient individual will have independence in dealing with the problems he experiences) [14]. Not only do definitions vary, experts also often disagree on what characteristics make up a resilient person. According to research conducted by Shatee and Reivich (2002), those who are resilient also tend to show the following characteristics: 1. Overcoming Problems (Resilient people usually feel more responsible for their lives and can look at things from different angles to see the bright side), 2. Getting Through It (Resilient people see things from a positive perspective without letting it weigh them down, and they are confident that they can get through any problem), 3. Bouncing Back (Resilient people usually take the initiative to get through problems). Step Four: Making Relationships (Resilient people have a strong understanding of who they are and where they come from. The ability to assess potential dangers and find one's purpose in life are hallmarks of intelligence [15]. *Resilience* can be summarized as the strength or ability that a person has to face, overcome, and rise from difficult situations. *Resilience* not only reflects an individual's ability to survive life's challenges, but also demonstrates the capacity to recover from adverse experiences.

There has been research on the relationship between resilience and quarter life crisis in early adulthood [16] by Rahmah and research on this topic in final year students [17] by Jean Michelle Madeline. Athira examined how early adult resilience and parental interaction affect quarter life crisis [18], while Azmy examined how early adult resilience affects quarter life crisis in Makassar City [19]. This study also aims to see the relationship between resilience and quarter-life crisis in students from various institutions.

The following is an explanation of the problem and a brief summary of the research hypothesis: Is there a relationship between student resilience and the occurrence of quarter life crisis? Therefore, the purpose of this study is to determine the relationship between the two variables. The researcher postulates, based on existing theory, that the occurrence of quarter life crisis is inversely proportional to the extent to which a person exhibits *resilience*.

RESEARCH METHOD

The research method used is *quantitative correlation*. The quantitative approach is defined by S. Azwar as a methodology that emphasizes numerical data (numbers) obtained through measurement techniques and analyzed statistically [20]. Research that seeks to determine the strength of the relationship between two or more variables

without making efforts to influence these variables is known as correlational research. The purpose of correlational research is to determine whether and how the relationship between many variables can be defined through the use of certain instruments [21]. In this study, *Resilience* is the *independent* variable and *Quarter Life Crisis* is the *dependent* variable.

The population used for this study were 160 Stikes Majapahit Mojokerto students. The sample used was all members of the population, namely 160 students. The sampling technique used is saturated sampling where population members are sampled [21].

In order to collect data for this study, the researcher used the *Resilience Scale* and the *Quarter Life Crisis Scale*. Adopted from Rafli's research, the *Quarter Life Crisis Scale* (QLCS) refers to seven components suggested by Robbins (2001) including feelings of uncertainty when making judgments, hopelessness, having a bad opinion of one's own skills, difficulty getting out of challenging situations, experiencing anxiety, being depressed, and worrying about relationships with others [7]. The results of the Reliability Test with a *Cronbach's Alpha* score of 0.950 which means that the items are reliable and can be used for research scales. The *Resilience Scale* in this study uses a *resilience* scale adopted from Wulandari based on aspects of resilience from Wagnild and Young's theory consisting of equanimity, perseverance, independence, equanimity, existential independence [14]. The results of the Reliability Test with a *Cronbach's Alpha* score of 0.820 which means that the items are reliable and can be used for research scales.

The Likert scale, a popular tool for measuring views and attitudes, is the basis of the two research scales mentioned above. A Likert scale is a data collection method in which participants rate how much they agree with a particular statement or question. Likert scale has two types of questions which are favorable and unfavorable questions. Favorable questions are scored 4,3,2, and 1, while unfavorable forms of questions are scored 1,2,3,4. There are four answer options on each scale, namely SS (Very Suitable), S (Suitable), TS (Not Suitable), and STS (Very Not Suitable) [22].

In this study, the product moment correlation test was used to analyze the data. The researcher checked normality and linearity before testing the hypothesis. In this study, the entire data processing process was carried out using the help of JASP software.

RESULTS AND DISCUSSION

Results

The resilience and quarter-life crisis levels of university students were assessed in this study through the use of hypothetical statistical values for categorical ratings on each component. High, medium, and low are the three levels of categorization. The results of the resilience classification are as follows.

Table 1. Categorization norming formula

Data Categorization	
Low	$X < M - 1SD$
Medium	$M - 1SD \leq X < M + 1SD$
High	$M + 1SD \leq X$

Table 2. Resilience Categorization

Category	Interval	Frequency	Percentage
Low	$X < 72$	20	12 %
Medium	$72 \leq X < 94$	115	72 %
High	$X > 94$	25	16 %

According to the data norm findings shown in the table above, 16% of students have high *resilience*, 72% show moderate *resilience*, and 12% show low resilience.

Table 3. Categorization of Quarter life crisis

Category	Interval	Frequency	Percentage
Low	$X < 64$	20	13 %
Medium	$64 \leq X < 86$	117	73 %
High	$X > 86$	23	14 %

In this table, it is known that 13% of students experience low *quarter life crisis*, 73% of students experience moderate *quarter life crisis*, and 14% of students have a high level of *quarter life crisis*.

Classical Assumption Test Results Normality Test

Table 4. Normalization Test Results

Test of Normality (Shapiro-Wilk)		
Variabel	W	P
Resiliensi (X)	0.885	0.001
Quarter Life Crisis (Y)	0.970	0.002

Based on table 4 above, researchers conducted an assumption test using the Shapiro-Wilk test, which showed that the independent variable resilience ($W = .885$, $p = .001$) and the dependent variable quarter life crisis ($W = .970$, $p = .002$). Since the data for both variables followed a normal distribution, further analysis could be conducted.

Linearity Test

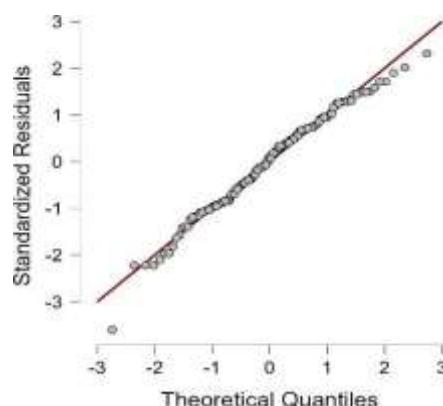


Figure 1. Linearity Test Results

Q-Q Plot of Standardized Residuals

The next assumption test is carried out with a linearity test through the JASP software. Based on Figure 1 above, it shows that the distribution of points on the data follows the diagonal line, it can be concluded that the independent and dependent variables have a linear relationship between resilience and quarter life crisis.

Hypothesis Test

Table 5. Normalization Test Results

Pearson's Correlations		
Variable		
1. X	Pearson's r	-
	p-value	-
2. Y	Pearson's r	-0.260
	p-value	< .001

Table 5 shows that there is a significant negative correlation value between the two variables $r = -.260$, $p < .05$. Thus, the hypothesis can be considered accepted, and the relationship between *resilience* and *quarter life crisis* in college students can be drawn. That is, the likelihood of experiencing a *quarter life crisis* decreases as *resilience* increases. On the other hand, college students will be more likely to experience a quarter life crisis if they lack resilience training.

Discussion

Based on this study, the research hypothesis is supported because the significance value is less than 0.05 ($r = -.260$). *The Resilience of Stikes Majapahit* is significantly inversely related to their likelihood of experiencing a quarter life crisis, in accordance with the findings from hypothesis testing. This suggests that students' resilience is directly correlated with their level of quarter life crisis, thus, higher levels of resilience are associated with lower levels of quarter life crisis, and lower levels of resilience

associated with higher levels of resilience. Findings such as these highlight the importance of resilience in helping college students through quarter life crisis.

In addition to hypothesis testing, researchers tried to describe the categories of the 2 variables in this study. In the *resilience* variable, it can be seen that Stikes Majapahit students have high *resilience*. Students who have high *resilience* often show indications of positive responses that expand the scope of thought and flexibility that are useful for overcoming challenges [23]. There is a correlation between student stress and quarter-life crisis. Students at Stikes Majapahit also show symptoms that fall into the low quarter life crisis category, including worry, doubts about self-identity, instability, and feelings of panic [1]. This study is in line with Athira's (2021) research, which found that 26% of people with *quarter life crisis* praised the perseverance and strength of their parents' bond [18]. In a separate study, Azmy (2022) found that *resilience* added 8.6% to *quarter life crisis*. Unlike the other two studies, Athira's investigation into the effects of parental relationships on QLC went beyond examining the relationship between resilience and the disorder. The majority of participants also fell into the mid-level quarter life crisis group, as did the other two studies.

The findings of this study are in line with the findings of Rahmah (2023), who found that quarter life crisis is negatively correlated with resilience and those who are resilient experience less of it. According to JM Sallata (2023), who supports this, stated that resilience helps individuals design life plans realistically and make the right decisions [17].

The results of this study support the theoretical factors put forward by Nash & Murray (2010) which reveal that quarter life crisis is influenced by one of the factors, one of which is *resilience* [7]. When someone faces a difficult event and is able to overcome it or adapt, this shows that they have resilience, which can be defined as the ability to overcome obstacles. Since college students can overcome problems when others do not do so well, they will inevitably face difficulties as a result of new problems that arise from their actions. When faced with adversity, resilience can help individuals overcome obstacles and grow as people; this is especially true during transition, when many people experience a *quarter life crisis*. Those who are resilient will find ways to cope [16].

This research still has limitations, namely only examining one factor. The main limitation lies in the focus of the research which only highlights one factor, namely *resilience* as a factor affecting *quarter life crisis*. In fact, there are also other contributing factors described by other researchers. Among others, the self-concept that has been researched by Luluk Masluchah et al (2022) [1]. Self compassion which was researched by Mitra Ulandari (2021) [14]. This research has been carried out with appropriate procedures and full of caution to obtain results that are as objective as possible and has limitations that need to be considered in interpreting the results. The research sample is only limited to Stikes Majapahit Mojokerto students so that the results cannot be generalized to a wider population or other institutions with different characteristics, third. The possibility of respondents not answering the questionnaire honestly due to

feelings of fear or embarrassment even though confidentiality has been guaranteed which can affect the results of the study. These limitations can be the basis for further research that is more in-depth and comprehensive in the future.

CONCLUSION

Fundamental Finding : This study confirms a significant relationship between resilience and the risk of experiencing a quarter-life crisis among university students, with resilience accounting for 26.0% of the variance in quarter-life crisis cases. **Implication :** These findings underscore the importance of fostering resilience as a protective factor in higher education settings, potentially through targeted mental health interventions and resilience-building programs to support students during critical life transitions. **Limitation :** However, the study is limited by its relatively homogeneous sample, which may restrict the generalizability of the results across broader student populations with diverse socio-cultural backgrounds. **Future Research :** Future studies should involve larger and more diverse samples and consider additional variables – such as social support, academic pressure, and personal values – that may interact with resilience in influencing quarter-life crisis experiences.

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