

ENHANCING PSYCHOLOGICAL WELL-BEING AMONG TEACHERS AND VOLUNTEERS AT SEKOLAH JANJI BAIK, SOUTH TANGERANG: A PSYCHOEDUCATIONAL INTERVENTION FOR COPING WITH QUARTER-LIFE CRISIS AND STRENGTHENING SELF CONCEPT

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ABSTRACT

Psychological well-being is a key topic in positive psychology, as it pertains to the ideal psychological state that individuals are expected to achieve. However, as part of their developmental tasks, individuals inevitably encounter various life challenges. For those aged 20 to 30, the issue of the quarter-life crisis often leads to uncertainty and internal conflict across multiple aspects of life. Based on interviews with teachers and volunteers from *Sekolah Janji Baik*, the challenges they face in both their professional and personal lives have resulted in significant psychological pressure, which in turn impacts their psychological well-being. This community service initiative was therefore designed to provide psychoeducational support to the teachers and volunteers of *Sekolah Janji Baik*, focusing on strategies for navigating the quarter-life crisis and strengthening their self-concept. Following the psychoeducation sessions, participants demonstrated improved understanding of the nature of the quarter-life crisis and self-concept as well as strategies for managing it effectively.

Keywords: Quarter-Life Crisis, Community Service, Sekolah Janji Baik, Teachers, Volunteers

1. INTRODUCTION

Sekolah Janji Baik is a non-profit educational program under the Baik Media Indonesia Foundation, operating through PKBM Janji Baik Education, an organization focused on providing educational opportunities to underprivileged children. The school has consistently worked to enhance the quality of its teaching staff through various training programs and capacity-building initiatives for both teachers and volunteers. These efforts aim to support the delivery of non-formal education (equivalent to primary, junior secondary, and senior secondary education) to their students. However, the diverse and often challenging backgrounds of the students at Sekolah Janji Baik present unique obstacles for teachers and volunteers. Inadequate home environments and ineffective parenting practices are among the contributing factors to behavioral issues frequently observed among students.

Teachers and educational volunteers are generally perceived—and often experience their roles—as demanding and high-pressure professions. Elevated levels of psychological stress and low psychological well-being can lead to feelings of exhaustion and increased intention to resign. Educators and volunteers are expected to be proficient in multiple domains to perform effectively—not only in instructional tasks but also in administrative responsibilities, and often in providing consultation to students and their parents (McInerney et.al, 2018).

Several studies have reported that unsatisfactory levels of psychological well-being contribute to increased stress among teachers, which in turn can lead to emotional exhaustion and a heightened intention to leave the profession. These studies provide deeper insights into teacher characteristics that may foster long-term commitment to the teaching profession. Teachers' commitment is closely linked to self-concept and self-efficacy, particularly their belief in their ability to teach effectively and empower their students (McInerney et.al, 2018).

According to Ryff (2014), psychological well-being refers to a mentally healthy state in which individuals experience self-acceptance, positive social connections, and a sense of purpose. However, during a QLC, achieving such a state of well-being often becomes difficult. Research has shown that high social expectations and external pressure can increase levels of anxiety and dissatisfaction with one's life (Schaufeli et.al, 2002).

Most of the teachers and volunteers in Sekolah Janji Baik are in the 20–30-year age range, placing them in the developmental phase commonly referred to as the quarter-life period, during which individuals are often required to make significant decisions concerning their future. Discussions with staff at Sekolah Janji Baik have revealed growing concerns regarding the mental health of both teachers and volunteers, with some experiencing difficulties in

maintaining healthy interpersonal relationships—with peers, coworkers, and romantic partners. A lack of healthy personal boundaries has contributed to heightened anxiety and psychological distress.

The concept of the "quarter-life crisis," also known as the "twenty-something phenomenon," was first introduced by Alexander Robbins and Abby Wilner (2001). It typically occurs in individuals aged 20 to 29 as they transition from a relatively secure and structured life into the more complex and unpredictable realities of adulthood, often triggering anxiety and uncertainty about the future. This crisis can stem from both internal struggles and external pressures, arising from expectations imposed by oneself as well as by others. Arnett (2015) describes this period as a transitional phase from adolescence to adulthood, marked by challenges in making critical life decisions, such as choosing a career path, setting life goals, and establishing stable social relationships. Emotional responses to a quarter-life crisis frequently include anger, fear, helplessness, and a sense of directionlessness or lack of clear life goals. Research suggests that experiencing a quarter-life crisis can lead to increased stress, depression, and other psychological difficulties (Atwood & Scholtz, 2008).

One of the primary contributors to QLC is career uncertainty. Studies indicate that individuals who feel unsure about their career paths tend to experience higher levels of stress compared to those with clear career goals (Blustein, 2001). Moreover, advancements in technology and the widespread use of social media have exacerbated QLC, as individuals are more likely to compare themselves with others who appear more successful (Chou & Edge, 2012).

A range of strategies can be employed to mitigate the effects of QLC and enhance psychological well-being. Robbins and Wilner (2001) suggest that increasing self-awareness and self-acceptance is an effective approach for coping with QLC. Individuals with a high level of self-awareness are generally more adept at managing life's challenges in adaptive ways. Additionally, fostering a growth mindset helps individuals view failure as part of the learning and self-development process (Dweck, 2006).

Social support also plays a critical role in alleviating the impact of QLC. Research has shown that individuals with strong social connections are more resilient to stress and enjoy greater psychological well-being (Uchino, 2006). Therefore, cultivating meaningful relationships with friends, family, and value-aligned communities can be beneficial in navigating the quarter-life period.

Recent research highlights a dynamic relationship between psychological well-being, quarter-life crisis experiences, and self-concept in young adults navigating early adulthood. Psychological well-being, as conceptualized by Ryff and others, encompasses dimensions such as autonomy, personal growth, purpose in life, and self-acceptance, factors that are often destabilized during a quarter-life crisis (Ryff, 2014). A quarter-life crisis, typically marked by identity confusion, career uncertainty, and relational instability, can challenge an individual's sense of self and emotional stability, leading to increased levels of stress, anxiety, and depressive symptoms (Robotham & Julian, 2021; Atwood & Scholtz, 2008). Central to this crisis is the role of self-concept, the cognitive-affective structure through which individuals understand who they are and what they value (Xiang et al., 2023). Studies have shown that individuals with a more stable and positive self-concept are better equipped to cope with the existential and developmental demands of early adulthood, thereby buffering the negative psychological effects of quarter-life crises (Luyckx et al., 2008). Consequently, interventions that aim to strengthen self-concept, such as psychoeducation, identity exploration, and self-reflection, have been shown to enhance psychological well-being and reduce the intensity of quarter-life distress (Muris & Otgaar, 2023).

A study involving 384 final-year university students in Jember found that 48% experienced a high level of quarter-life crisis, with 69% of these individuals reporting significant concerns related to interpersonal relationships (Zulkarnain & Prasetya, 2022). Another study conducted in Medan with 150 participants aged 20 to 29 revealed a positive correlation between loneliness and the intensity of quarter-life crisis, indicating that higher levels of loneliness are associated with more severe experiences of the crisis (Sari et al., 2023). Similarly, a survey of 314 recent graduates from Malikussaleh University reported that 67.2% were experiencing a high level of quarter-life crisis, underscoring the prevalence of this issue among early-career individuals (Mulyadi et al., 2023).

With these aims in mind, Sekolah Janji Baik collaborated with the Faculty of Psychology at Universitas Mercu Buana, leveraging its expertise in the fields of positive psychology and creativity. Meeting the need for increased knowledge and skills in preventing, identifying, and addressing mental health issues among teachers and volunteers is essential to improving their overall psychological well-being.

2. METHOD

In the context of the program's target group, an interview conducted with Sekolah Janji Baik on January 31, 2025, revealed that teachers and volunteers face numerous personal challenges that adversely affect their mental health, particularly their psychological well-being. Therefore, it is necessary to provide training and psychoeducation for these individuals to equip them with the knowledge about their own self-concept to navigate the quarter-life crisis. By enhancing their psychological well-being is expected to indirectly improve their performance in their professional roles. This community service activity was carried out in three main phases.

2.1. PREPARATION PHASE

Coordination was established with *Sekolah Janji Baik* to plan the schedule and logistics of the program. The materials for psychoeducation including strategies for overcoming quarter-life crisis were developed, alongside the production of an instructional video and a learning module. Logistical support and materials required for the session were also prepared during this phase.

2.2. IMPLEMENTATION PHASE

The psychoeducation session was delivered using a combination of lectures and interactive discussions, focusing on strategies to address the quarter-life crisis and self-concept. Prior to the presentation, participants were administered a **pre-test** to assess their baseline knowledge regarding quarter-life crisis and self-concept. Following the psychoeducation session, a **post-test** was conducted to measure any changes in understanding. At the end of the session, participants were given access to a video and learning module to reinforce their knowledge and to encourage application of the strategies in their own lives.

5 questions about self-concept and 5 questions about quarter-life crisis were asked in both pre-test and post-test. In self concept questionnaire, participants requested to answer whether they are able to identify their own characteristics or not. In the quarter-life crisis questionnaire, the participants' answers will provide information on whether they are able to identify the psychological crisis they are experiencing and its causes.

2.3. EVALUATION AND REPORTING PHASE

The program's effectiveness was evaluated through process-based assessment, which observed participant engagement during training and adherence to provided instructions. The program was considered successful when participants demonstrated increased awareness of mental health and began applying strategies to cope with the quarter-life crisis and strengthen their self-concept. Effectiveness was also assessed using the comparison of pre-test and post-test results to evaluate knowledge gains. As a follow-up, educational videos and modules were distributed to ensure sustained learning. Upon completion, a comprehensive report including documentation of improvements in mental health literacy was submitted.

3. RESULTS AND DISCUSSION

3.1. PARTICIPANTS

A total of 26 teachers and volunteers, 14 males and 12 females, participated in the activity. The program was conducted in Perigi, South Tangerang, Banten in February 2025. This activity was conducted in two face, February 16 and March 9, 2025. It took place in SDN 02 Perigi, South Tangerang City.



Fig 1. Facilitators and participants

After opening session and after the opening and filling out the pretest questionnaire, the facilitators then presented the material and led the discussion related to the material presented. The activity was then continued with participants working on the tasks assigned by the facilitator, identifying their own characteristics as part of recognizing one's own concept of self.



Fig 2. Participants worked on the tasks given by the facilitator

At the end of the activity, participants are requested to fill out the post-test questionnaire and evaluation of the activity. The activity was closed by the secretary of education office of the South Tangerang City, Mr. Muslim Nur, S.Pd.

3.2. RESULT AND DISCUSSION

The participants were 26 teachers and volunteers of Sekolah Janji Baik, 14 males and 12 Females, with age from 18 to 29 y.o. Most of them have regular jobs or college students. After the activity, we conduct simple data analysis from pre-test and post-test. The results of the pretest and posttest data analysis can be seen in Table 1.

Table 1. Data from Pre-test and Post-test

No.		Average Scores	
		Pre-test	Post-test
1.	Knowledge about Quarter-life Crisis	12.73	13.96
2.	Knowledge about self-characteristics (Self-concept)	14.11	14.46

Table 1. indicate that after psychoeducation program the participants has better knowledge of quarter-life crisis higher than before program (average score of 13.96 from average of score 12.73). The increase in scores indicates that the psychoeducational material regarding the understanding and ways of dealing with the quarter life crisis can be accepted and understood well by the participants.

From the same table also indicate increasing of participants' knowledge about self-characteristics as part of self-concept (from average score of 14.11 to 14.46). Changes in the questionnaire scores that measure self-concept can serve as an indicator that the psychoeducational activities conducted can help participants identify and understand their own character better. This is also supported by data showing that the number of internal characteristics that can be identified and written down by participants in 2 minutes increased after attending psychoeducation.

Table 2. Number of self-characteristics participants could identify in 2 minutes

	Average	
	Before	After
Number of self-characteristics (positive + negative)	5.35	9.76

In the end of the program, we also asked participants to fill out a satisfaction questionnaire regarding the activities, with the results shown in Table 3. The participant satisfaction survey provided includes 2 parts, namely the effects felt by participants after attending the event (questions number 1 to 9), as well as the participants' impressions of the facilitator and Universitas Mercu Buana as the institution that organized the event (questions number 10 and 11)

Table 3. Satisfaction in activities

No	Questions	Answers			
		Strongly Disagree	Disagree	Agree	Strongly Agree
1.	Solving the problems faced by the community by utilizing skills.	0	3 (11.5%)	13 (50%)	10 (38.5%)
2.	Utilizing fast technology	0	1 (3.8%)	17 (65.4%)	8 (30.8%)
3.	Beneficial for the development of science, knowledge, and technology	0	0	15 (57.7%)	11 (42.3%)
4.	Useful as teaching materials or training modules for resource enrichment	0	0	13 (50%)	13 (50%)
5.	Increasing income	5 (19.2%)	3 (11.5%)	18 (69.2%)	0
6.	Increasing knowledge	0	0	10 (38.5%)	16 (61.5%)
7.	Increasing production	0	11 (42.3%)	15 (57.7%)	0
8.	Changing behaviour towards a positive direction	0	0	10 (38.5%)	16 (61.5%)
9.	Improving the quality of the environment	0	0	13 (50%)	13 (50%)
10.	Collaboration carried out with Mercu Buana University through activities	0	0	5 (19.2%)	21 (80.8%)
11.	Collaboration carried out with Mercu Buana University through partnerships	0	0	14 (53.85)	12 (46.2%)

The Table 2. shows that the participants relative satisfied with the program, since more than 50% answers Agree or Strongly Agree in every evaluation question.

4. CONCLUSION

Community service activities carried out using psychoeducation to enhance psychological wellbeing through intervention for quarter-life crisis and strengthening self-concept show positive results. Based on the analysis of pretest and posttest data conducted, there is evidence showing an increase in knowledge about the quarter-life crisis and the ability to recognize and identify the characteristics of the participants.

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