

Examining The Quarter-Life Crisis of Library Science Students at UIN Sunan Kalijaga Yogyakarta Through Digital Literacy Impact

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Received : 19-03-2024

Revised : 16-10-2024

Accepted : 28-10-2024

How to Cite:

Mutiara, D. & Laugu, N. (2024). Examining the Quarter-Life Crisis of Library Science Students at UIN Sunan Kalijaga Yogyakarta through Digital Literacy Impact, *Librarianship in Muslim Societies*, 3(2), 120-139.

DOI: 10.15408/lims.v3i2.38117



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Abstract

Rapid digital advancements present opportunities and challenges that significantly affect young adults' mental and emotional well-being. This study aims to 1) determine the level of digital literacy of UIN Sunan Kalijaga Library Science students, 2) determine the level of quarter-life crisis experienced by UIN Sunan Kalijaga Library Science students, and 3) determine the effect of digital literacy skills on quarter life crisis of UIN Sunan Kalijaga Library Science students. This research uses quantitative methods with descriptive and correlation types. The subjects are Library Science students' classes of 2019 and 2020, and the object is the influence of digital literacy on the quarter-life crisis. Data collection was carried out using interview techniques, documentation, and questionnaires. Data were analyzed using mean, grand mean, product-moment correlation, and simple linear regression. The results of the analysis show that 1) students' digital literacy is in a very high category with a value of 3.4, 2) students experience a quarter-life crisis of 2.85 in the high category, and 3) digital literacy affects quarter-life crisis with a significance value of $0.000 < 0.05$. Based on the coefficient of determination, digital literacy affects 18.4% of quarter-life crises. Product moment correlation analysis shows a Pearson correlation value of -0.429, which means the higher the digital literacy, the lower the quarter-life crisis, and vice versa.

Keywords: Digital Literacy, Quarter-life Crisis, College Student, Mental Health, Internet.

Abstrak

Kemajuan digital yang pesat menghadirkan peluang dan tantangan yang secara signifikan memengaruhi kesejahteraan mental dan emosional kaum muda dewasa. Penelitian ini bertujuan untuk 1) mengetahui tingkat literasi digital mahasiswa Ilmu Perpustakaan UIN Sunan Kalijaga, 2) mengetahui tingkat *quarter-life crisis* yang dialami mahasiswa Ilmu Perpustakaan UIN Sunan Kalijaga, dan 3) mengetahui pengaruh keterampilan literasi digital terhadap *quarter-life crisis* mahasiswa Ilmu Perpustakaan UIN Sunan Kalijaga. Penelitian ini menggunakan metode kuantitatif dengan tipe deskriptif dan korelasional. Subjek penelitian adalah mahasiswa Ilmu Perpustakaan angkatan 2019 dan 2020, sedangkan objek penelitian adalah pengaruh literasi digital terhadap *quarter-life crisis*. Pengumpulan data dilakukan dengan menggunakan teknik wawancara, dokumentasi, dan angket. Data dianalisis dengan menggunakan mean, grand mean, korelasi product moment, dan regresi linier sederhana. Hasil analisis menunjukkan bahwa 1) literasi digital siswa berada pada kategori sangat tinggi dengan nilai 3,4, 2) siswa mengalami *quarter-life crisis* sebesar 2,85 pada kategori tinggi, dan 3) literasi digital memengaruhi *quarter-life crisis* dengan nilai signifikansi $0,000 < 0,05$. Koefisien determinasi menunjukkan bahwa literasi digital berkontribusi sebesar 18,4% terhadap penurunan intensitas *quarter-life crisis*. Selain itu, korelasi product-moment dengan nilai Pearson sebesar - 0,429 menunjukkan bahwa keterampilan literasi digital yang lebih tinggi dikaitkan dengan tingkat *quarter-life crisis* yang lebih rendah, yang menggarisbawahi pentingnya literasi digital sebagai faktor pendukung bagi mahasiswa dalam menghadapi tantangan di awal masa dewasa.

Kata kunci: Literasi Digital, Quarter-life Crisis, Mahasiswa, Kesehatan Mental, Internet.

INTRODUCTION

In this information era, all sectors such as education, economy, politics, and culture, have been influenced by digital technology. Digital technology and many developments in information and communication technology (ICT) have resulted in a digital revolution affecting life's social order. The term ICT can be defined now as the use of digital technology to generate, distribute, collect, and manage information and communication in real-time like instant messaging applications, voice over IP (VOIP), and video conferencing (Reddy, Sharma, & Chaudhary, 2020, p. 65).

One of the most immediate information and communication technologies is the Internet. The Internet connects the entire world, making it a vast repository for information, multimedia, and people. Students can get many things from the Internet, such as access to research, social interaction, entertainment, and communication with family and friends (N. Kumar & Shukla, 2024, p. 228). However, the growth of the Internet can also cause anxiety, psychological problems, and insomnia for college students (G. Kumar et al., 2022, p. 8; Wang, Ma, Han, & Zhao, 2023, p. 2).

The negative impacts above can trigger a crisis experienced by students when they are in early adulthood. Jean Piaget in the theory of Developmental Psychology suggests that when individuals have entered early adulthood or the age of 18-29 years, they should have been able to achieve the development of thinking so that they can solve all problems logically. However, individuals who are in college, or towards the end of their studies, experience the Quarter Life Crisis phase (Amin & Setiani, 2022, p. 31). This crisis is a feeling of fear about the future, including career matters, relationships, and social life (Agustin, 2012, p. 14). Hassler, in her book entitled "Twenty-something Man Quarter-lifers Speakers speak out about who they are, what they want, and how to get it" (Riyanto & Arini, 2021, p. 14), suggests seven indicators of quarter-crisis as follows:

- 1) Indecisiveness in making decisions: conditions that are considered complex and doubt the decisions that will or have been made
- 2) Desperation is a condition when individuals consider there is no achievement or feel they have failed when carrying out the task of independence.
- 3) Negative judgment: a condition when individuals view negatively the achievements and efforts that have been made because they are not by

- expectations or social comparisons made
- 4) Trapped under challenging situations, individuals feel there is no way out because they are trapped in life choices that must be lived.
 - 5) Anxiety: a condition when individuals worry about things that have not yet happened regarding the future
 - 6) Depressed a situation when individuals perceive the expectations and pressures of the social environment when facing the demands of life to be independent
 - 7) Worried about interpersonal relationships; a condition when individuals consider that they have disappointed their family or partner because they have not been able to fulfill the expectations desired or according to individual standards.

The research titled "*Dampak Media Sosial dalam Quarter Life Crisis Gen Z di Indonesia*" explained that social media, which has become a daily necessity, causes most Gen Z to compare their lives with what is in the technology (Permatasari & Marsa, 2022). The crisis experienced by students is caused by the complexity of a transitional period full of doubts and uncertainties that can cause stress and depression. The accumulated stress can lead to many new problems, namely related to emotions and behavior, aggressive behavior, violence, lack of ability to control emotions, low psychological well-being, social withdrawal, anxiety and depression, and trauma (Amalia & Pratitis, 2021 p. 135).

The description above shows that digital technology affects the quarter-life crisis, so one of the measures to minimize and prevent the crisis in students is to have digital literacy skills. Digital literacy was first introduced by Paul Gilster in 1997 in his book entitled "Digital Literacy." Gilster proposed that digital literacy is the ability to understand and use information in various formats from several sources when presented through a computer (Reddy et al., 2020, p. 82). In another understanding, digital literacy is the ability to search, navigate, evaluate, and process information using various technologies. Digital literacy requires recognizing, using, managing, and transforming digital information for various information needs. Digital literacy requires competence, skills, and technical knowledge to use digital technology effectively (Subaveerapandiyan, Sinha, & Ugwulebo, 2022, p. 5).

Yunrong & Gang (2022, p. 3) state that digital literacy at least includes the following abilities: operational skills of digital devices; cognitive skills such as reading, understanding and evaluating digital content; thinking critically about information shared on social media; creating new content and sharing thoughts on social media; communicating and collaborating with others on the Internet.

Indonesia has four pillars related to digital literacy skills developed by Kominfo, Siberkreasi, and Japelidi as a measuring tool for the digital literacy skills of Indonesian people (Kurnia et al., 2021). Here are the four pillars of digital literacy:

- 1) Digital skills: A person's ability to know, understand, and use digital operating systems, hardware, and software, as well as information and communication technology (ICT) in everyday life (Monggilo & Kurnia, 2021).
- 2) Digital culture: A person's ability to be able to read, decipher, familiarize, examine, and build national insight, Pancasila values, and Bhinneka Tunggal Ika in daily life and digitalization of culture using information and communication technology (ICT) (Astuti & Prananingrum, 2021).
- 3) Digital ethics: A person's ability to identify, exemplify, adjust, rationalize, consider, and develop digital ethical governance, also known as netiquette, in daily life (Kusumastuti & Astuti, 2021).
- 4) Digital safety: A person's ability to identify, shape, apply, analyze, weigh, and raise awareness about personal data protection and digital safety in daily life (Adikara & Kurnia, 2021).

The research entitled "Hubungan literasi digital dan e-learning dengan quarter-life crisis pada mahasiswa tingkat akhir Universitas Sultan Ageng Tirtayasa" shows that digital literacy has a positive and significant relationship with a quarter-life crisis, with a correlation coefficient of $r = 0.291 > r_{tabel} = 0.181$ (Amin & Setiani, 2022). Based on this research, there is a relationship between digital literacy and quarter-life crisis.

Wibisono & Hakim (2022, p. 77) explain that quarter-life crisis is an alarming phenomenon in Indonesia. Therefore, solutions and treatments are needed so that individuals who are in the quarter-life phase find solutions to the crises they face. Scientists are required to be able to develop knowledge and make innovations so that they can present solutions to quarter-life crisis conditions. However, there has not been much research on interventions for quarter-life crisis, so Wibisono & Hakim (2022, p. 82) recommend to further develop preventive intervention research because it is still very minimal. Based on this, research on the effect of digital literacy on quarter life crisis is important because this research prevents the occurrence of quarter- life crisis.

Research by Rossi & Mebert (2011, p. 153) entitled "Does the Quarter Life Crisis Exist" shows that college graduates tend to be more satisfied and stable. In contrast, high school graduates have a relatively more difficult time in terms of social support, depression, anxiety, life satisfaction, and future time perspective,

especially individuals who are transitioning from school to work. The upper secondary group had the highest levels of anxiety, followed by undergraduates or final-year students.

Library Science students from the class of 2019 and 2020 as the unit of analysis are the 8th and 6th semester students who can be referred as final year students. They have good digital literacy as evidenced in research entitled "*Evaluasi kemampuan literasi digital Mahasiswa Ilmu Perpustakaan UIN Sunan Kalijaga*" with an overall score are 82%, The class of 2020 has a score of 81% and the class of 2019 has a score of 83% (Mundarsih, 2022, p. 156). This is supported by courses that contain digital literacy material such as computer networks, information literacy, information in a social context, etc. Based on the description of digital literacy above, people with a high digital literacy index will be better able to manage, evaluate, and use digital technology so that the cause of the quarter-life crisis can be prevented. However, based on interviews with ten students, it is shows that they have experienced a crisis.

These findings are interesting because there is a discrepancy between theory and facts in the field, so this research is needed to find out the effect of digital literacy on quarter life crisis in Library Science students class of 2019 and 2020 at UIN Sunan Kalijaga. Based on these findings, this study aims to determine the level of digital literacy, the level of quarter-life crisis of students, and the effect of digital literacy on quarter-life crises in Library Science students.

METHOD

This research uses quantitative methods with descriptive correlation. This method is used to determine the objective description of the variables of digital literacy and quarter-life crisis and the influence of the two variables. The population in this study were the 2019-2020 UIN Sunan Kalijaga Library Science students with a total of 226 students, and the sample taken was 69 students (as seen in table 1) using a proportionate stratified random sampling technique.

Table 1. Research Sample

No.	Class	Total Sample
1.	2019	36
2.	2020	33
Total Sample		69

Source: Researcher's data 2023

Data collection in this study used four techniques: observation, interviews, documentation, and questionnaires. The questionnaire was the primary data collection method, while observation, interviews, and documentation provided supporting data. The instruments used included questionnaires and interviews. The questionnaire consisted of closed-ended questions, offering answer options on a four-point Likert scale to avoid neutral responses from respondents. Observation involved systematic recording of behavioral patterns, while interviews were conducted with key informants to gain in-depth insights. Documentation included the review of relevant records and materials. With the questionnaire acting as the primary instrument for quantifiable data and the other techniques enhancing the context and comprehension of the research findings, each approach was chosen with care in order to ensure adequate data collection. The goal of this multi-method strategy was to improve the validity and dependability of the study's findings.

Data analysis uses statistical tests to answer problem formulations with Mean and Grand Mean techniques, Product-Moment correlation, and linear regression analysis. Before data analysis, the questionnaires to be distributed were tested for validity and reliability using the Product-Moment correlation formula and Cronbach's Alpha (Neolaka, 2014, pp. 122–123; Yusuf, 2015, p. 239). Data analysis was conducted using IBM SPSS Statistics 26.0 software for Windows.

RESULTS AND DISCUSSION

Validity Test

The validity test was conducted to ensure that each question in the research questionnaire accurately measures what it's supposed to. This test involved 30 respondents and used a 5% significance level, which results in rtable value at 0.361. Each of the 29 questions, labeled X1 through X29, was assessed by comparing its rcount value with this rtable value.

The results show that all questions achieved rcount values higher than 0.361, confirming that they are valid. For example, question X1 had an rcount of 0.396, just above the required level, which means it's valid. Other questions showed even stronger results, with question X17 scoring the highest rcount at 0.861.

Thus, each question in the questionnaire passed the validity test, showing that they are all suitable for collecting accurate and reliable data for the study. This validated questionnaire will help the study gather meaningful insights from

respondents. The following are the results of the validity test of the Digital Literacy variable (X) conducted on 18 April 2023 - April 2023:

Table 2. Results of the Digital Literacy Variable (X) Validity Test

No	Question Number	N	r _{count}	r _{table}	Description
1	X1	30	0,396	0,361	Valid
2	X2	30	0,529	0,361	Valid
3	X3	30	0,693	0,361	Valid
4	X4	30	0,657	0,361	Valid
5	X5	30	0,585	0,361	Valid
6	X6	30	0,745	0,361	Valid
7	X7	30	0,771	0,361	Valid
8	X8	30	0,736	0,361	Valid
9	X9	30	0,589	0,361	Valid
10	X10	30	0,639	0,361	Valid
11	X11	30	0,384	0,361	Valid
12	X12	30	0,738	0,361	Valid
13	X13	30	0,562	0,361	Valid
14	X14	30	0,612	0,361	Valid
15	X15	30	0,701	0,361	Valid
16	X16	30	0,794	0,361	Valid
17	X17	30	0,861	0,361	Valid
18	X18	30	0,747	0,361	Valid
19	X19	30	0,701	0,361	Valid
20	X20	30	0,681	0,361	Valid
21	X21	30	0,761	0,361	Valid
22	X22	30	0,765	0,361	Valid
23	X23	30	0,631	0,361	Valid
24	X24	30	0,678	0,361	Valid
25	X25	30	0,579	0,361	Valid
26	X26	30	0,719	0,361	Valid
27	X27	30	0,553	0,361	Valid
28	X28	30	0,554	0,361	Valid
29	X29	30	0,467	0,361	Valid

Source: Researcher's data 2023

Based on the validity test in table 2, it can be seen that all items in the

variable X questionnaire have an r table value of more than 0.361, so they are valid. Here are the results of the validity test on the Quarter Life Crisis (Y) variable:

Table 3. Results of the Quarter Life Crisis Variable (Y) Validity Test

No	Question Number	N	r_{count}	r_{table}	Description
1	Y1	30	0,646	0,361	Valid
2	Y2	30	0,607	0,361	Valid
3	Y3	30	0,605	0,361	Valid
4	Y4	30	0,490	0,361	Valid
5	Y5	30	0,607	0,361	Valid
6	Y6	30	0,715	0,361	Valid
7	Y7	30	0,763	0,361	Valid
8	Y8	30	0,490	0,361	Valid
9	Y9	30	0,714	0,361	Valid
10	Y10	30	0,573	0,361	Valid
11	Y11	30	0,654	0,361	Valid
12	Y12	30	0,590	0,361	Valid
13	Y13	30	0,709	0,361	Valid
14	Y14	30	0,806	0,361	Valid
15	Y15	30	0,738	0,361	Valid
16	Y16	30	0,844	0,361	Valid
17	Y17	30	0,716	0,361	Valid
18	Y18	30	0,784	0,361	Valid
19	Y19	30	0,777	0,361	Valid
20	Y20	30	0,806	0,361	Valid
21	Y21	30	0,805	0,361	Valid
22	Y22	30	0,767	0,361	Valid
23	Y23	30	0,483	0,361	Valid
24	Y24	30	0,689	0,361	Valid

Source: Researcher's data 2023

Based on the validity test in table 3, it can be seen that all items in the Y variable questionnaire have an r table value of more than 0.361, so they are declared valid. The results of the validity test analysis above indicate that all X and Y variable questionnaire items are declared valid and can be used as research instruments.

Reliability Test

A reliability test was carried out to determine whether or not this research instrument was reliable. The instrument can be declared reliable if the Cronbach Alpha value is > 0.60 . Here are the results of the reliability test on the X and Y variable questionnaires:

Table 4. Reliability Test Results

Variable	Symbol	Alpha Cronbach	Description
Literasi Digital	X	0,949	Reliable
<i>Quarter Life Crisis</i>	Y	0,947	Reliable

Source: Researcher's data 2023

Based on the reliability test results in table 4, it is known that the Cronbach's Alpha value of variables X and Y is more significant than 0.60, so the two variable questionnaires are declared reliable and can be used as research instruments.

Descriptive results of digital literacy variables

The Kominfo and Japelidi digital literacy variables have four dimensions and 17 indicators, organized into 29 questionnaire statement items. The following is a description of the data on each dimension:

Based on the description in table 5, the digital literacy level of Library Science students falls within a very high category, scoring 3.40 on a scale where 3.25 to 4.00 indicates a high level of proficiency. This rating reflects a strong digital competency among students, enabling them to effectively access, evaluate, and utilize digital information for their academic needs and beyond. The breakdown of students' digital literacy levels is as follows: the majority demonstrate advanced skills, particularly in navigating digital tools and resources, while a smaller percentage display moderate literacy, suggesting a positive overall trend in digital skills development among Library Science students.

Additionally, figure 1 shows the degrees of digital literacy in four areas: digital skills, digital culture, digital ethics, and digital safety. Every component has a high level, but Digital Skills is the highest, coming in at about 3.5, showing students' great digital competency. Digital safety and ethics come next, with each receiving a score of about 3.3. Although Digital Culture scored somewhat lower, it is still in the upper range, near 3. Students appear to have a strong grasp of and aptitude for digital literacy in all four categories, according to the graphic.

Table 5. Descriptive Results of Digital Literacy Variables

No.	Indicator	Mean	Category
Digital Skills			
1.	Basic knowledge of the digital landscape - Internet and cyberspace	3,71	Very High
2.	Basic knowledge of information search engines, how to use them, and data selection	3,62	Very High
3.	Basic knowledge of conversational apps and social media	3,56	Very High
4.	Basic knowledge of digital wallet applications, <i>marketplaces</i> , and digital transactions	3,40	Very High
Grand mean:		3,57	Very High
Digital Culture			
5	Basic knowledge of the values of Pancasila and <i>bhineka tunggal ika</i> as the basis for digital skills in Indonesian culture, nation, and language life	3,37	Very High
6	Digitalization of culture through the use of ICT	2,97	High
7	Basic knowledge that encourages the behavior of loving domestic products and other productive activities	2,93	High
8	<i>Digital rights</i>	3,42	Very High
Grand Mean:		3,17	High
Digital Ethics			
9	Internet ethics (<i>netiquette</i>)	3,54	Very High
10	Knowledge of information containing hoaxes, hate speech, pornography, bullying, and other harmful content	3,61	Very High
11	Basic knowledge of interaction, participation, and collaboration in digital spaces by digital ethics and applicable regulations	3,36	Very High
12	Basic knowledge of interacting and transacting electronically in the digital space by applicable regulations	3,30	High
Grand Mean:		3,45	Very High
Digital Safety			
13	Basic knowledge of hardware protection features	3,42	Very High
14	Basic knowledge of digital identity and personal data protection on digital platforms	3,50	Very High
15	Basic knowledge of digital fraud	3,32	Very High
16	Basic knowledge of digital footprints in media (downloading and uploading)	3,50	Very High
17	<i>Minor safety (catfishing)</i>	3,38	Very High
Grand Mean		3,42	Very High
Total Grand Mean		3,40	Very High

Based on the description in table 5, the digital literacy variable of Library Science students is in a very high category with a value of 3.40 in the score range of 3.25 - 4.00. The following figure 1 shows the percentage of students' digital literacy level:

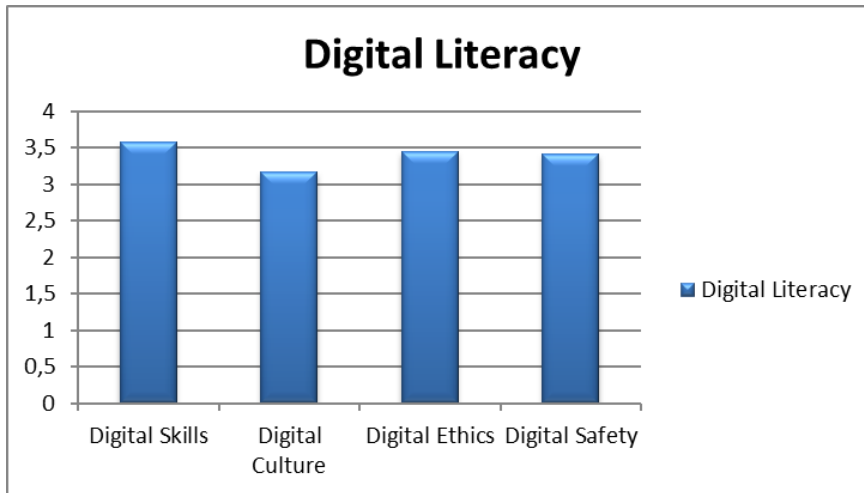


Figure 1. Diagram of Digital Literacy Variables

Source: Researcher's Data, 2023

Descriptive results of quarter-life crisis variables

The quarter-life crisis variable has seven indicators organized into 24 statements. The following is a description of each indicator:

Table 6. Descriptive Results of Quarter Life Crisis Variables

No.	Indicator	Mean	Category
1.	Indecisiveness in making decisions	2,77	High
2.	Desperate	3,06	High
3.	Negative self-assessment	2,88	High
4.	Trapped in a difficult situation	2,45	Low
5.	Anxious	2,86	High
6.	Distressed	2,97	High
7.	Worried about current and future interpersonal relationships	2,93	High
Grand Mean:		2,84	High

Source: Researcher's Data, 2023

Based on the description in table 6, the quarter-life crisis variable of Library Science students is in the high category with a value of 2.84 in the score range of 2.50 - 3.25. The following figure 2 shows the percentage of students' quarter-life crisis level:



Figure 2. Diagram of Quarter Life Crisis Variables

Source: Researcher's Data, 2023

The influence of digital literacy on quarter-life Crisis

To determine the effect of the independent variables on the dependent variable above, the following analysis is required:

1. Product Moment Correlation Test Results

Product moment correlation analysis was conducted to determine the effect of the Digital Literacy variable (X) on the quarter-life crisis variable (Y). If the Sig. (2-tailed) < 0.05, then there is an influence of variable X on variable Y, but if the Sig value. (2-tailed) > 0.05, then there is no influence of variable X on variable Y. The following are the results of the product-moment correlation analysis using the IBM Statistic SPSS 26 application:

Table 7. Product Moment Correlation

Correlations			
		Digital Literacy	Quarter Life Crisis
Digital Literacy	Pearson Correlation	1	-.429**
	Sig. (2-tailed)		.000
	N	69	69
Quarter Life Crisis	Pearson Correlation	-.429**	1
	Sig. (2-tailed)	.000	
	N	69	69

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Researcher's data 2023

Based on the table 7, it can be seen that the Sig. (2-tailed) of 0.000 < 0.05, meaning that there is an influence of the digital literacy variable on the quarter-life crisis variable. The Pearson correlation has a value of -0.429, indicating that

digital literacy hurts quarter-life crises, meaning that the higher the value of digital literacy, the lower the value of quarter-life crisis, and vice versa. Furthermore, the correlation strength is interpreted using the table below:

Table 8. Coefficient Interval

Coefficient Interval	Relationship Level
0,000-0,199	Very Low
0,200-0,399	Low
0,400-0,599	Medium
0,600-0,799	Strong
0,800-1,000	Very Strong

Source:(Riduwan, 2012, p. 228)

From the table 8, it can be seen that the variables of digital literacy and quarter-life crisis have a moderate relationship strength.

2. Classical assumption test results

The classic assumption test requires a regression model to be carried out. If the regression model cannot fulfill the existing assumptions, it will result in biased predictions. The following are the results of the classical assumption test that has been carried out using the IBM Statistic SPSS 26 application:

a. Homoscedasticity test

This test tool is used to determine whether there is an inequality in the regression model between the variance of residuals from one observation to another. If the residual variance remains from one observation to another, it is called homoscedasticity. If there is a difference, it is called heteroscedasticity. A good regression model does not experience heteroscedasticity (Santoso, 2015, p. 187). Data is said not to experience heteroscedasticity if the significance value > 0.05.

Table 9. Homoscedasticity Test

Model	Coefficients			t	Sig.
	Unstandardized Coefficients	Std. Error	Standardized Coefficients		
	B	ror	Beta		
1 (Constant)	2.882	9.433		.306	.761
Digital Literacy	.055	.095	.070	.578	.566

a. Dependent Variable: RES2

Source: Researcher's data 2023

Based on the table 9, it can be seen that the significance value is 0.566 > 0.05, so it can be concluded that there are no symptoms of heteroscedasticity in

this linear regression model.

b. Normality test

This test tool is used to determine whether the residual values of the regression model have a normal distribution. If the distribution of the residual values cannot be considered normal, then there is a problem with the normality assumption. Data is said to be normally distributed if the Asymp. Sig. (2-tailed) > 0.05.

Table 10. Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		69
Normal Parameters ^b	Mean	.0000000
	Std. Deviation	10.77535188
Most Extreme Differences	Absolute	.063
	Positive	.063
	Negative	-.054
Test Statistic		.063
Asymp. Sig. (2-tailed)		.200 ^{c,d}

Source: Researcher's data 2023

The table 10 shows the Asymp. Sig. (2-tailed) 0.200 > 0.05 so that the simple linear regression model can be said to be normal.

c. Linearity test

To determine the existence of a linear relationship between the digital literacy variable (X) and quarter-life crisis (Y), it is necessary to conduct a linearity test. The relationship between variables is considered linear if the significance value of deviation from linearity > 0.05.

Table 11. Linearity Test

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Quarter Life Crisis * Digital Literacy	Between Groups	(Combined)	5350.978	28	191.106	1.766	.049
		Linearity	1784.120	1	1784.120	16.487	.000
		Deviation from Linearity	3566.858	27	132.106	1.221	.278
	Within Groups	4328.500	40	108.212			
Total			9679.478	68			

Source: Researcher's data 2023

From the table 11, it is known that the significance value of deviation from linearity is 0.278. This value is more than 0.05, meaning a linear relationship exists between digital literacy (X) and quarter-life crisis (Y).

3. Simple linear regression test results

After the regression model fulfills all the classical assumption tests, then a simple linear regression test can be carried out as follows:

Table 12. Simple Linear Regression Test

Model		Coefficients		t	Sig.	
		Unstandardized Coefficients	Standardized Coefficients			
		B	Std. Error	Beta		
1	(Constant)	126.287	15.014		8.411	.000
	Digital Literacy	-.587	.151	-.429	-3.891	.000

Source: Researcher's data 2023

The table 12 shows that the significance value is 0.000, meaning that the resulting coefficient is significant and applies to the population. Then, a simple linear regression equation is obtained, namely $Y = 126.287 - 0.587X$, which means that when the value of the Digital Literacy variable is zero, the value of quarter life crisis is 126.287. When the value of Digital Literacy increases by 1 point, the value of quarter-life crisis decreases by 0.587. The following figure 3 shows the linear regression graph obtained:

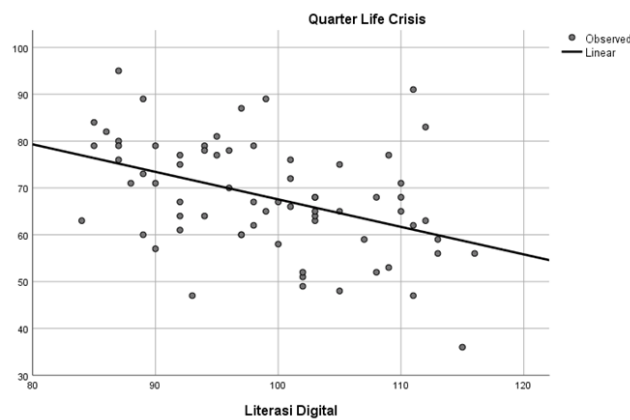


Figure 3. Simple Linear Regression Graph

Source: Researcher's data 2023

Furthermore, to find out the effect of digital literacy on quarter life crisis it can be seen through the following table:

Table 13. Coefficient of Determination

Model Summary					
Model	R	R Square	Adjusted R Square	R	Std. Error of the Estimate
1	.429 ^a	.184	.172		10.855

a. Predictors: (Constant), Digital Literacy

Source: Researcher's data 2023

Based on the table 13, the correlation/relationship value (R) is 0.429, and the coefficient of determination (R square) is 0.184. This means that the effect of digital literacy on the quarter-life crisis is 18.4%.

4. Hypothesis testing

H1 can be accepted if the significance value <0.05 , but if the significance value >0.05 , then H1 is rejected, and H0 is accepted. The following are the hypotheses in this study:

H0: "There is no effect of digital literacy skills on the quarter-life crisis of UIN Sunan Kalijaga Library Science students."

H1: "There is an influence of digital literacy skills on the quarter-life crisis of UIN Sunan Kalijaga Library Science students."

The regression test results show that the significance value is $0.000 <0.05$. This shows the influence of the digital literacy variable (X) on the quarter-life crisis variable (Y). Based on this, it can be concluded that H1 is accepted and H0 is rejected.

Discussion

Descriptive results of digital literacy variables (X) obtained a grand mean value of 3.40 in the very high category. In this variable, the lowest value is in the indicator of digitizing culture through ICT, with a value of 2.97, and the indicator of basic knowledge that encourages the behavior of loving domestic products and other productive activities, with a value of 2.93. Based on the results of observations, the low value of these two indicators is because students are less active in documenting their personal lives, Indonesian culture, and local products. This finding can concern students and study programs to further improve cultural skills in digital media. In addition, this is also a recommendation for future research to examine digital literacy more profoundly using a qualitative method.

Descriptive results of the quarter-life crisis variable (Y) obtained a grand mean value of 2.84 in the high category. This needs to be considered because a high quarter-life crisis can result in several harmful impacts for those experiencing it, including emotional, physiological, and self-functioning impacts, which can hinder lecture life for students. Excessive anxiety and confusion can become a burden on the mind and make students become passive and stay in place. This situation, over time, can lead to stress and depression (I Putu Karpika & Segel, 2021, p. 523). Therefore, students and study programs need to pay attention to this condition. What can be done is to expand digital literacy skills for career development and improve the ability to manage and use digital

technology wisely.

The results of linear regression analysis show the influence of digital literacy on the quarter-life crisis of UIN Sunan Kalijaga Library Science students. The significance value of 0.000 means significant and applies to the population. The model summary table shows that the R-value is 0.429, and the coefficient of determination (R square) is 0.184. This means that the quarter-life crisis is influenced by digital literacy by 18.4%, and other factors influence 81.6%. Therefore, for further research, a qualitative approach can be taken to look at other factors of 81.6% in more detail.

Correlation analysis with a significance of 0.000 and a Pearson correlation value of -0.429 shows a significant and negative relationship between digital literacy and a quarter-life crisis. This means that the higher the digital literacy, the lower the quarter-life crisis, and vice versa, as shows in the following graph:

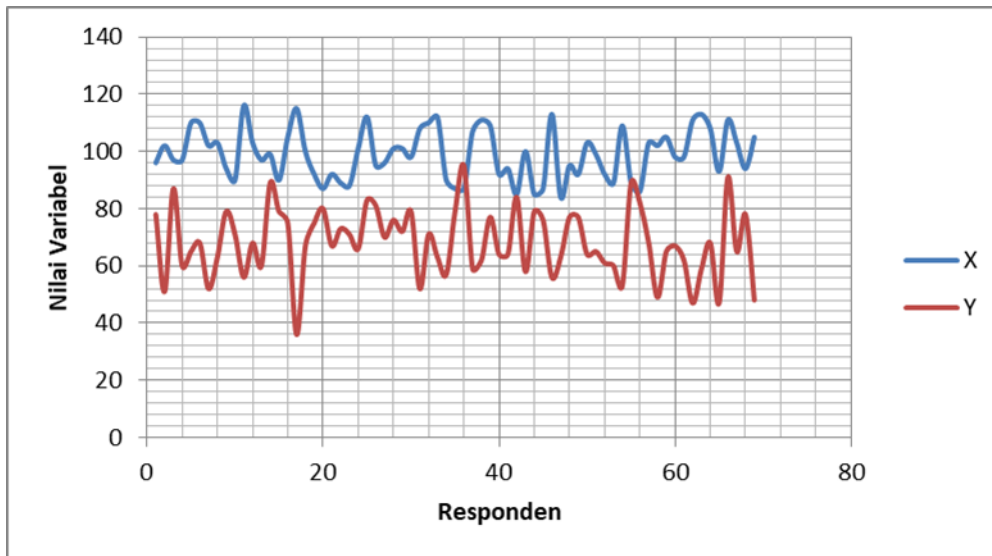


Figure 4. Literacy Correlation Graph of X and Y Variables

Source: Researcher's data 2023

The graph in figure 4 is obtained from the number of answers to the student questionnaire, which shows that a high X-axis has a low Y-axis and a low X-axis has a high Y-axis. This means that students with high digital literacy scores experience low crises and vice versa. Therefore, having good digital literacy skills can reduce quarter-life crisis by 18.4%.

CONCLUSION

This study shows that UIN Sunan Kalijaga Library Science students have a very high level of digital literacy with a grand mean value of 3.40. This study also shows that UIN Sunan Kalijaga Library Science students have a high level of quarter-life crisis at 2.85. The simple linear regression analysis results explain

that digital literacy affects quarter-life crisis with a significance value of $0.000 < 0.05$. The coefficient of determination of 0.184 means that the quarter-life crisis is influenced by digital literacy by 18.4%. Digital literacy and quarter-life crisis have a significant and negative relationship. This is based on the Pearson correlation value of -0.429 in the product-moment correlation analysis, which means that the higher the digital literacy, the lower the quarter-life crisis, and vice versa.

Based on the research that has been done, the following suggestions can be taken to develop this research:

1. Maintain and improve student digital literacy, especially in the digital culture dimension, because this dimension gets the lowest score among other dimensions.
2. The quarter-life crisis variable of Library Science students is in the high category, so this needs to be considered by students and study programs to reduce the crisis. What can be done is to expand digital literacy skills for career development and improve the ability to manage and use digital technology wisely.
3. The subjects of this study were limited to Library Science students of UIN Sunan Kalijaga class of 2019 and 2020, so to get a broader and more representative picture, it is advisable to expand the research subjects from various backgrounds.
4. This research uses quantitative methods so that the data obtained is limited in numbers. Therefore, it is recommended to use a different type of research method in order to provide a deeper understanding of how digital literacy can affect quarter-life crises.

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