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Resilience Students of the Faculty of Islamic Studies Muhammadiyah University of Kendari Regarding Quarter Life Crisis from an Islamic Education Perspective

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ABSTRACT

This study aims to analyze the factors that affect the resilience of students of the Faculty of Islamic Religion, University of Muhammadiyah Kendari in facing the Quarter Life Crisis (QLC), identify the parties that play a role in strengthening student resilience, and explain the relationship between Islamic Education values and student resilience ability. The research uses a descriptive qualitative approach with the perspective of Islamic Education. Informants were selected purposively from students who experienced QLC symptoms. Data were collected through in-depth interviews taken from 45 students from the fifth semester to the final semester, observation, and documentation, then analyzed through the stages of data reduction, data presentation, and conclusion drawn. The analysis of the relationship between variables and the mapping of influence and dependence was carried out with the help of MICMAC and MACTOR analysis tools. The use of MICMAC was used to analyze factors that affect student resilience, and MACTOR was used to analyze the role, interests, influences, and relationships between stakeholders in strengthening student resilience. The results showed that students' QLC was influenced by a number of interrelated factors, especially career uncertainty, fear of failure, economic pressure, identity and life direction confusion, social comparison, and family and academic pressure. Career uncertainty appeared to be an important driving factor that influenced other issues, while fear of failure showed a prominent direct influence. The study also found that the value of Islamic Education was related to the development of students' psychological abilities such as patience and gratitude supporting emotional regulation; tawakal and effort to foster optimism; worship to strengthen self-control; and ukhuwah to build social support. These findings imply the need to strengthen resilience that integrates Islamic education values and students' resilience abilities. This approach can be the foundation for the development of student coaching programs that help them deal with future uncertainties in a more resilient, adaptive, and sustainable manner.

1. INTRODUCTION

Not all students whose daily lives look good, are really in good condition. Behind the lecture activities carried out by students, there is anxiety about the future, economy, academic achievements, failure, fear and expectations of parents who are the pressures of life. This phenomenon is referred to as Quarter Life Crisis (QLC). Where students are not only faced with academic problems, but there are also psychological struggles in dealing with changes in the transition phase to adulthood (Sallata & Wheeler, 2022; Sandraini et al., 2024). According to Argasiam, a person who is stuck in QLC is uncertainty about various aspects of life, especially personal identity, career, relationships, and finances (Argasiam, 2025; Ayten & Karagoz, 2021). A person who experiences QLC, is usually faced with confusion about the purpose of life, is trapped in an unsatisfactory job or relationship, and

feels that their life is not going according to plan. This condition can affect various circles, including students who study at the Faculty of Islamic Religion even though they are not necessarily free from this problem. This raises an interesting question about how Islamic knowledge and values can be internalized into self-strength in facing various life pressures, and against the phenomenon of QLC. Data from the study by Oliver C. Robinson and colleagues in the journal Emerging Adulthood, explained that 77.1% of Indonesian respondents reported experiencing a developmental crisis in early adulthood. This study was conducted in 8 countries, namely Indonesia, Brazil, the United Kingdom, Greece, the Czech Republic, Turkey, India, and Pakistan (Robinson et al., 2025). This research shows that QLC is not only a matter of individual feelings or anxiety, but also related to social, educational, economic, and family demands. This condition also needs to be understood in the socio-economic context of Indonesia. Based on BPS's publication in the 2024 Indonesian Youth Statistics, around 23.78% of the population aged 16–30 years are in the category Not in Education, Employment, or Training (NEET), which is not currently studying, working, or participating in training. Meanwhile, BPS data in 2025 shows that the percentage of youth aged 15-24 years in the category NEET in Southeast Sulawesi reached 19.84%. The data provides an overview of the challenges faced by youth in entering the world of work and building life independence (BPS RI, 2024). Although the indicator NEET does not directly measure QLC, the condition can be a relevant social context for understanding the uncertainties and challenges of life in early adulthood.

Based on the data above, a person's development towards the adult phase is greatly influenced by the psychological side that also forms excessive anxiety. In Valentino and Hendrawan's view, it is explained that QLC is formed due to the relationship and interaction between individuals and their environment (Tamhera, 2026; Valentino & Hendrawan, 2025). This data also confirms that the influence of interaction between individuals and their social environment has a role in the formation of the psychological side. It is not surprising when Emil Durkheim explained that social phenomena and social facts also shape a person's behavior. Social phenomena, which include economic problems, religion, divorce, disintegration, education, and social regulation, are phenomena that affect a person to act and understand his or her life. On that basis, the existing data basically show how the development of a person's maturity phase is greatly influenced by his social environment. The QLC phenomenon faced by students is not only understood as a psychological phenomenon of a person towards the adult phase. This problem is more complex because it is not only a psychological factor, but also a challenge in shaping the personality and spiritual maturity of students. In addition to psychological aspects, spiritual values and religiosity are related to the process of forming the meaning of life, values or norms as well as the welfare of early adulthood (Krok et al., 2024; Robinson et al., 2025). To face challenges in the early phase of adulthood which tends to family, academic, and future problems, it is necessary for students' resilience to adapt and rise from the problems they face. However, resilience through psychological and social support is not enough, but can also be strengthened through the internalization of Islamic Education values. On this basis, the phenomenon of QLC, student resilience and Islamic education values is a conceptual that supports each other in strengthening student resilience. The choice of research subject is students of the Faculty of Islamic Religion, University of Muhammadiyah Kendari based on the academic and substantive relevance of the research topic. Students of the Faculty of Islamic Religion are in an adult phase that faces many demands of life. Because of this situation, they are a suitable group to investigate the phenomenon of QLC. However, although the academic environment of the Faculty of Islamic Religion talks a lot about Islamic values, it does not necessarily guarantee one's ability to cope with the pressures of life (Agustin et al., 2026). How students internalize and apply the principles of Islamic Education when they face uncertainty and fear is an interesting issue to investigate. Several previous studies have tried to explain the QLC phenomenon that occurs in students. This can be seen in the image of the analysis results using the VOSviewer application.

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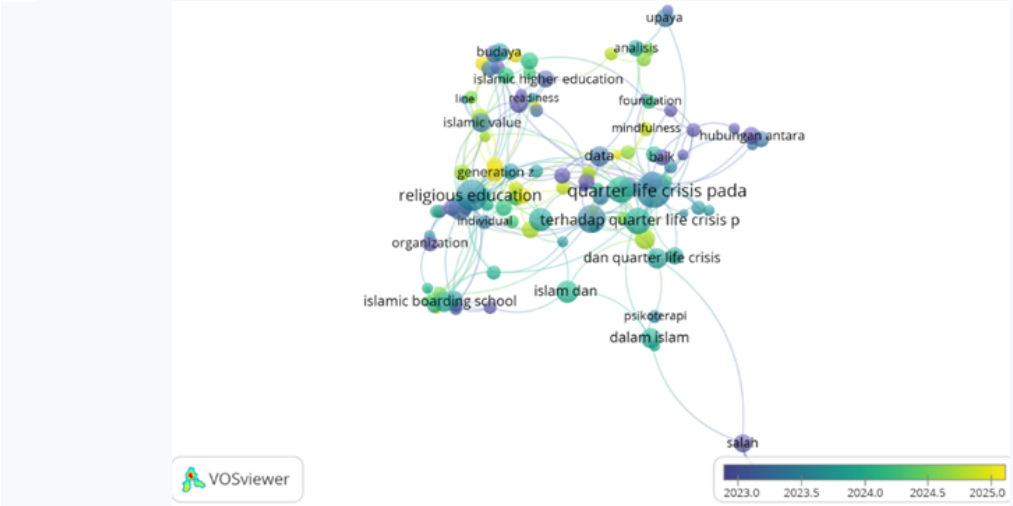


Figure 1. Literature Review Analysis

Based on the results of the analysis with the VOSviewer application which took article data from Publish or Perish as many as 1000 articles, the VOSviewer visualization showed that the research theme was dominated by the relationship between quarter life crisis, religious education, Islamic higher education, Islamic values, and mindfulness. The "quarter life crisis" node appears to be the main center connected to the issue of Islamic education and religious values, but some topics such as psychotherapy in Islam, mindfulness, and Islamic boarding schools are still on the margins of the network with relatively weak connections. This indicates that there is a research gap in the integration of modern psychological approaches and Islamic spirituality in dealing with QLC in the younger generation, especially students or students. The results of the analysis conducted by the researcher show that the limitations of previous research with the theme of QLC are still tending to the psychological aspect. There has been no influence on the integration between the psychological study of QLC and the formation of self-defense skills with the values of Islamic education. In addition, the relationship between QLC and the value of Islamic education has not been clearly seen in terms of how the value of Islamic education can be internalized into the ability of students to face the QLC phenomenon. This situation shows that there is a research gap to examine more deeply the factors that affect student resilience, the role of various parties in strengthening student resilience, and how the values of Islamic Education are internalized to face the dynamics of QLC. Therefore, this research is directed to fill the study space through the analysis of the resilience of students of the Faculty of Islamic Religion, University of Muhammadiyah Kendari to the Quarter Life Crisis in the perspective of Islamic Education

2. METHODS

This study uses a descriptive qualitative approach with the perspective of Islamic Education (Son, 2025). This approach was chosen because the research focuses on an in-depth understanding of the experience of students of the Faculty of Islamic Religion, University of Muhammadiyah Kendari in dealing with Quarter Life Crisis and forms of resilience built through the internalization of Islamic values. The research was carried out at the Faculty of Islamic Religion, University of Muhammadiyah Kendari. This location was chosen because FAI students have a background in Islamic education that is relevant to the focus of research on resilience based on Islamic values. The subject of the study was a student of the Faculty of Islamic Religion, University of Muhammadiyah Kendari who experienced symptoms of a quarter life crisis. The selection of informants was carried

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out using the purposive sampling technique (Scott, 2017). The data collection stage was collected through in-depth interviews, observations, and documentation. Interviews were conducted with 45 students to explore students' experiences in dealing with QLC and resilience strategies based on Islamic values. The selection of informants was based on the criteria that the informant is an active student at the Faculty of Islamic Religion who is in the early adult development phase. In addition, the condition of students who are admitting and have experienced QLC is also an important criterion so that this student becomes an informant in this study. In addition, the characteristics of the informant show that students are between the ages of 18-29 years, with various semester and economic backgrounds. Observations were made on students' academic and social activities, while documentation was used to complete the research data. Data Analysis Stage This study uses three methods because each has a different analysis function. Miles and Huberman are used to understand and interpret data on student experiences qualitatively. MICMAC is used to identify factors that have influence and dependence in forming student resilience. Meanwhile, MACTOR is used to analyze the roles, interests, and relationships between parties involved in strengthening resilience. Thus, the three are used in a complementary manner to obtain a complete understanding of the experience, strategic factors, and role of actors in strengthening student resilience to QLC based on the perspective of Islamic Education. For details, you can see the flow of the research through the following image.

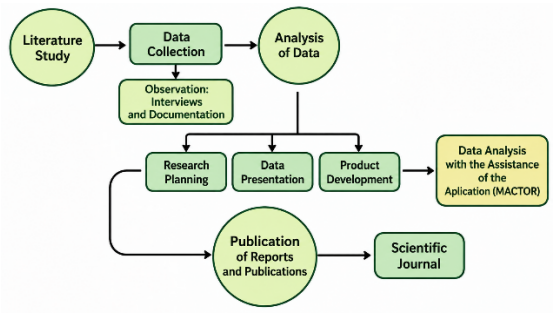


Figure 2. Research Flow

3. RESULTS AND DISCUSSION

The QLC phenomenon faced by adolescents in the early stages of development has transformed their perspectives and lives. Students in the Faculty of Islamic Studies are no exception, as they have also experienced these changes. Many factors contribute to the worsening of this problem, especially if it is not addressed with a relevant approach. Therefore, based on the research findings, researchers identified several factors that influence students' resilience to QLC.

3.1 Factors Influencing the Resilience of Islamic Faculty Students Towards QLC

Based on interview data analyzed using the MICMA application, which measures factors influencing student QLC, several factors were identified that influence student resilience, as shown in the following table:

Table 1. List of Variables

No	List of Variables
1	Career Uncertainty
2	Confusion of Identity and Life Direction
3	Social Comparison
4	Family Pressure
5	Academic Pressure
6	Self-Efficacy
7	Fear of Failure

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8	Economic Pressure
9	Unclear Purpose of Life

	1 : Ktdkkarir	2 : KIAH	3 : PSosial	4 : TKeluarga	5 : TAkademik	6 : Efi diri	7 : Ket Tggl	8 : Te Ekonomi	9 : Ketuj hidp
1 : Ktdkkarir	0	3	3	3	3	2	3	3	3
2 : KIAH	3	0	2	3	2	3	2	3	3
3 : PSosial	3	2	0	2	2	2	2	3	2
4 : TKeluarga	3	2	2	0	3	2	2	3	3
5 : TAkademik	2	2	2	3	0	2	3	3	3
6 : Efi diri	2	2	2	2	2	0	2	3	3
7 : Ket Tggl	2	3	2	3	3	2	0	3	3
8 : Te Ekonomi	3	3	2	3	3	2	3	0	3
9 : Ketuj hidp	3	2	2	2	3	2	3	2	0

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Variable
1. Career Uncertainty
2. Confusion about Identity and Life Direction
3. Social Comparison
4. Family Pressure
5. Academic Pressure
6. Self-Efficacy
7. Fear of Failure
8. Economic Pressure
9. Unclear Life Goals

Source: MICMAC Analysis

Note:
Influences range from 0 to 3

0 : No influence
1 : Weak
2 : Moderate Influence
3 : Strong influence

Scoring in the MICMAC matrix was carried out to identify the level of direct influence between factors related to student resilience in facing the Quarter Life Crisis. The assessment used a scale of 0–3, namely a score of 0 indicating no influence, a score of 1 indicating a weak influence, a score of 2 indicating a moderate influence, and a score of 3 indicating a strong influence. Based on the results of the analysis of the intervariable relationship matrix, it can be seen that career uncertainty has a relatively strong relationship with almost all other variables, shown by the dominance of a score of 3 in most relationships. In addition, fear of failure also shows a fairly high correlation with other variables, especially academic pressure, confusion of identity and direction of life, and unclear life goals. Meanwhile, the variables of social comparison, academic pressure, and unclear life goals also show a fairly strong relationship, although the intensity varies. These findings indicate that the QLC phenomenon does not stand alone, but is formed from the interconnectedness of various problems experienced by students, such as future uncertainty, academic demands, social pressure, and fear of failure. Thus, career uncertainty and fear of failure can be important aspects to consider in understanding the dynamics of QLC in students. Based on the above aspects, this is supported by the results of interviews conducted with 21-year-old AD students that: "There are many challenges faced, especially related to doing assignments, building relationships, to maintaining mental health in facing challenges during the process as a student" In line with that, MN, a 22-year-old student, explained that "I usually worry about my job after graduation, whether I can get a job that suits my abilities and education. I also sometimes think about what life will be like after college, whether I will be able to meet my family's expectations and achieve the goals I have planned." Based on the results of the interview, the researcher found that the demands that have been felt have influenced students in understanding their lives. Economic, family, academic pressures and uncertainty about their future lives make them experience many psychological problems. This is as shown by the relationship matrix data, a map of influence or direct dependence between variables is found.

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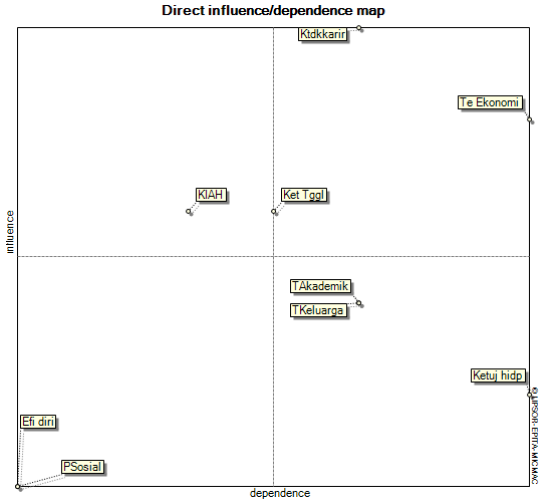
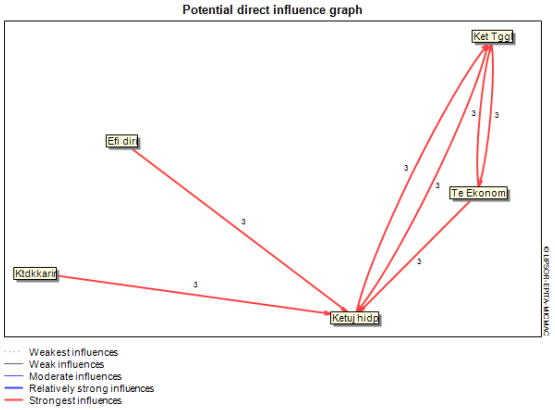


Figure 3. Direct Influence

Based on the Direct Influence/Dependence Map, it can be seen that each variable has a different position and level of influence and dependence in the QLC phenomenon on students. The variable of career uncertainty occupies a position with a high level of influence and relatively low dependence, so it can be categorized as the main driving factor that has the potential to influence other variables. The variables of economic pressure and fear of failure also show a fairly high level of influence, so it needs attention in understanding the emergence of a quarter of life crisis. Meanwhile, confusion of identity and direction of life as well as fear of failure are in areas with relatively high influence and dependence, which shows the relationship between factors in the dynamics of the crisis. On the other hand, academic pressure and family pressure tend to have a higher level of dependence than their influence, while self-efficacy and social comparison are in a position with a relatively low level of influence and dependence. The unclarity of life goals shows a high level of dependence, so it can be understood as one of the conditions influenced by other factors. Overall, this map shows that QLC is a complex and interrelated phenomenon, with career uncertainty as one of the important factors that need to be considered in formulating efforts to strengthen student resilience. Based on this data, the following direct influence data was found:



Source:MICMAC

Figure 4. Potential Direct Influence Graph

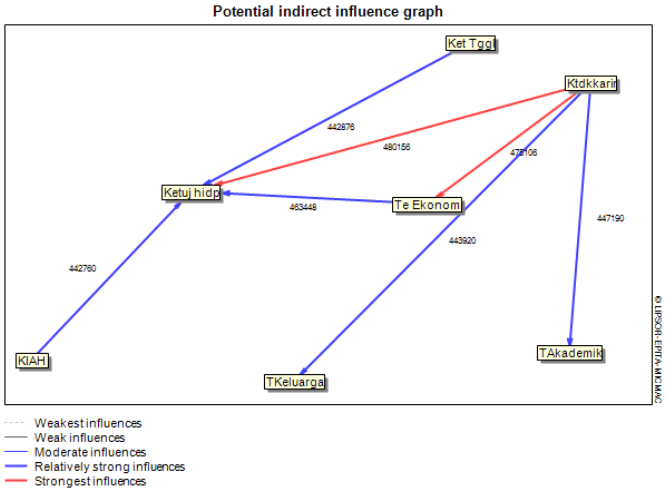
Based on the Potential Direct Influence Graph, it can be seen that fear of failure is the most dominant variable because it has a strong direct influence on economic pressure, unclear life goals, and several other factors. In addition, self-efficacy and career uncertainty also show a direct influence on the unclarity of life goals. This relationship indicates that fear of failure, economic pressure, and career uncertainty are important factors that need to be considered because they can affect the psychological condition and direction of students' lives in dealing with the Quarter Life Crisis. The

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above findings further strengthen the statement of YA students who are 21 years old who explained that "When thinking about the future, the thing that worries me the most is the uncertainty about life after completing my education. I sometimes question whether the knowledge, experience, and skills I have developed while being a student are enough to face the realities of life, especially in getting a job, achieving financial independence, and fulfilling responsibilities to my family." This was also felt by the DSO who explained that "The feeling of confusion arises because the job market feels narrow, many graduates have not yet worked, and I myself do not have a clear picture of what will become after graduation. The feeling of uncertainty increases when I see that my classmates already have a clear direction." The QLC phenomenon has really beaten the psychology of students regardless of anyone. Worries about the future and other demands make this phenomenon even more worrying. Thus, this condition has caused confusion about how students are able to meet the many expectations in themselves.

3.2 Factors That Have the Most Dominant and Dependent Influence

After examining the factors that contribute to QLC among students in the Faculty of Islamic Studies, we identified a factor that exerted the most dominant influence and significant dependency. Based on interview data analyzed using MACTOR, the following graph is produced:



Source: MICMAC

Figure 5. Potential Indirect Influence Graph

Based on the Potential Indirect Influence Graph, it can be seen that career uncertainty has the strongest direct influence on other variables, especially fear of failure, economic pressure, and academic pressure. In addition, the unclarity of life goals also has an indirect relationship with several variables, including fear of failure. Meanwhile, confusion of identity and direction of life as well as economic pressure also show an indirect influence on fear of failure. This is as explained by the Supreme Court during an interview, he said "The thing that worries me the most is whether I will be able to achieve the life I hope for after finishing college. I often think about whether the knowledge I learned will lead me to a suitable job and a better life." Career uncertainty is an important variable for the formation of the QLC phenomenon. The assumption that the future must be prepared from an early age, so that in the future there are no life shortages. This is as explained by CND that "I sometimes feel confused because after college, of course, there will be many choices and responsibilities that must be faced. In addition, there are times when I feel confused about what I really want to be like in the future". Based on the results of interviews that have been conducted, it can be concluded that students tend to experience psychological pressure when faced with career problems and uncertainty about the future after completing their education in college. This pressure arises because students begin to realize the demands to determine the direction of life, get a job that

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is in accordance with the scientific field, achieve economic independence, and meet the expectations of their families and social environment. On the other hand, not all students have a clear picture of their potential, interests, abilities, and career choices that will be taken after graduation. This condition causes feelings of anxiety, worry, fear of failure, and even doubts about their own abilities in facing competition and the demands of life after becoming a bachelor. In addition, this study found the highest dependence on the formation of student recidivism as follows:

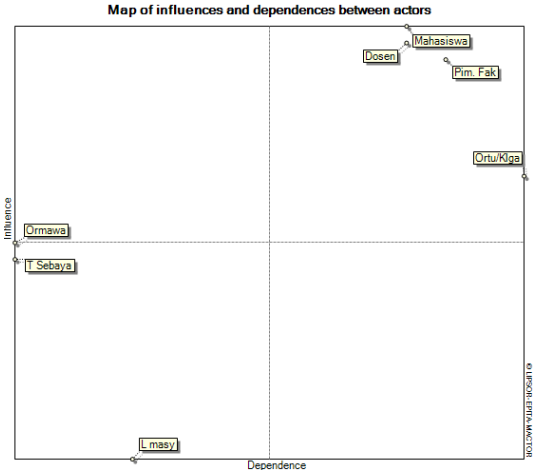


Figure 6. Map of Influence and Dependence between Actors

Based on the Map of Influences and Dependences Between Actors map, it can be seen that students, lecturers, and faculty leaders are in the quadrant with a relatively high level of influence and dependence, so that all three have an important role in the dynamics of handling QLC in the university environment. Meanwhile, parents or families have a high level of dependence with considerable influence, showing that family support also plays a role in student conditions. On the other hand, student organizations (Ormawa) and peers are in a position with relatively low levels of influence and dependence, while community institutions have a low level of dependence. Overall, this map shows that students are the main actors in dealing with QLC, but the success of strengthening student resilience also requires the involvement of lecturers, faculty leaders, and the support of parents or families through a supportive educational and social environment.

3.3 The Relationship between Islamic Educational Values and the Resilience Ability of FAI Students to QLC

Based on interviews and observations, researchers found a significant relationship between Islamic educational values and students' resilience in facing QLC. This can be seen in the following figure:

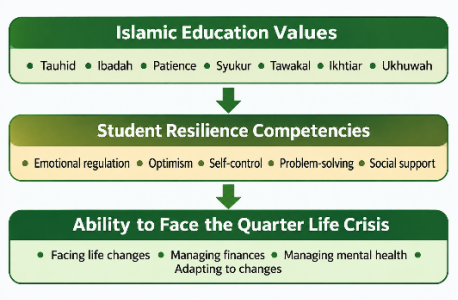


Figure 7. Conceptual relationship

The conceptual chart above shows that Islamic education values have a fundamental role in shaping students' resilience in facing QLC. These values can guide students in developing emotion regulation, optimism, self-control, problem-solving skills, and building social support. The data

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above is in line with what was conveyed by MH in the interview that "The Islamic education I received during college helped me face life's problems. The education provides an understanding of patience, sincerity, tawakal, and how to respond to problems better based on Islamic values." The resilience skills formed through the internalization of these values are then capital for students to face various QLC challenges, which include anxiety about the future, life pressures, confusion about determining the direction of life, and demands to adapt to change. This is in line with that "When facing pressure or problems, the values of Patience, tawakal, sincerity, gratitude really help me in recovering the pressure that is in me". This relationship shows that Islamic education not only functions as a source of religious values, but also as a foundation for the formation of psychological and spiritual resilience of students to be able to face the dynamics of life positively, wisely, and responsibly. The following is a visualization of the results of data analysis based on the interview data that has been conducted:



Figure 8. Word Cloud

The word cloud image shows that students face a quarter-life crisis through various issues related to life's demands, such as assignments, work, the future, pressure, and mental burdens. In facing these conditions, support from parents, friends, lecturers, and the social environment is an important source of strength. Furthermore, religion, faith, worship, and patience appear to be sources of motivation and calm in the face of life's uncertainties. These findings indicate that student resilience is not only shaped by an individual's ability to manage stress, but also influenced by social support and spiritual strength that help them find solutions, build optimism, and maintain motivation in life.

DISCUSSION

Quarter Life Crisis (QLC) is a transitional phenomenon in developmental psychology, referring to the insecure phase of early adulthood (Pazer, 2026). In this phase, a person will be faced with various doubts, ranging from the economy, education, career, and clarity of life in the future. According to Utuh Setyaning, QLC promises do not always come from real circumstances, but also from the way a person sees the achievements of others. The worries experienced cause self-behavior in the form of self-comparison, which can then affect emotional state and self-functioning (Promise, 2026). The problems faced by students in their lives are quite complex. This raises questions one by one starting to arise. For example, where to work, where to study, what career and identity in the future will be. All of these questions also form psychological anxiety. This is due to high expectations or expectations in the future, but in terms of quality, students have shortcomings in them. Moreover, the increasingly fierce competition for jobs, in addition, inappropriate educational qualifications and employment make these concerns arise. This then contributes greatly to the problems on the psychological side of students. Career uncertainty is the main cause that affects the psychology of FAI students is an accumulation of factors. Where the tendency of students' minds tends to see that the knowledge and skills acquired during college are not necessarily in accordance with the competencies needed in the world of work. This finding is in line with the results of Farah Fadilah

Hasyim et al's research, that the biggest influence on a person is a commitment to life goals which includes career certainty in the future (Hasyim et al., 2024). Regarding commitment to self, this is an internal problem in students who tend not to have confidence in their quality, thus causing a feeling of fear of failure in the future, who do not have careful planning. Life goals or clarity about future careers also provide a lot of space psychologically. The findings of Oliver Robinson et al's research have shown that there are 77% of Indonesians aged 18-29 years who also confuse a person depending on their living conditions (Robinson et al., 2025). If referring to the results of these findings, then confusion about the future is an important point in this discussion.

The findings of this study have similarities with Robinson's research, where confusion about the purpose of life does not stand alone, but is also influenced by various perspectives. For example, future uncertainty, academic demands, social pressure, and fear of failure. However, Robinson et al.'s research tends to only compare the characteristics that make up the QLC phenomenon internally and externally in the study respondents. Meanwhile, this finding contributes to the ability of students to rise from the QLC phenomenon through the integration of Islamic educational values. This finding, of course, is in line with the social fact theory of Emil Durkheim who explains that social facts also influence the way of acting, and thinking that are closely related to norms, laws and customs that develop in society. In addition, the findings of this study show that the factors that most affect the psychological development of students are found in five crucial points, namely career uncertainty, confusion of identity and direction of life, social comparison, family pressure, and academic pressure. These five are also the most dominant factors and have a high influence on students. These findings confirm research conducted by Rana Sahirah Usmid kk that these pressures trigger anxiety, social comparison, and emotional instability of students into complicated experiences (Usmi et al., 2025). In contrast to the previous research, the results of this study are actually different from Soraya and Puspitasari's research which measured the QLC phenomenon by comparing the gender of students (Soraya & Puspitasari, 2025). This study concludes that these problems can be minimized by optimizing the roles of their social life. This is as the results of the study show that students, lecturers, and faculty leaders are in the quadrant with a relatively high level of influence and dependence, so that all three have an important role in the dynamics of handling QLC in students. Meanwhile, parents or families have a high level of dependence with considerable influence, showing that family support also plays a role in the condition of students. The findings of this study are much different from the research conducted by Luluk Masluchah et al and the research by Alfiesyahrianta Habibie et al. These two studies tend to see the occurrence of QLC in students due to the lack of aspects of religiosity and self-concept in a student (Habibie et al., 2019; Masluchah et al., 2022).

This study actually found that self-concept does not dominate the occurrence of QLC phenomena in students as shown in figure 5, as well as religiosity. Instead, this study makes religiosity values an important instrument in increasing the resilience ability of FAI students, in order to avoid this phenomenon. Through the teachings of monotheism, worship, gratitude, tawakal, ikhtiar and ukhuwah, students are able to increase their resilience to face various challenges. This finding is in line with research conducted by Dewi Sinta et al, that individuals with a high level of religiosity and religious maturity tend to be better able to overcome the Quarter Life Crisis because they have a greater ability to control their emotions (Sinta et al., 2024). However, this study conceptually has a significant difference, where Sinta et al's research considers that students who have a high religious level are able to overcome QLC phonemes. Meanwhile, this study actually found that students who study at FAI, who have a high religious understanding, still find it difficult to overcome the QLC phenomenon. The findings of this study show that a high understanding of religiosity does not necessarily make a person able to get out of the QLC phenomenon. Thus, the ability to rise from adversity, overcome, and prevent these phenomena from appearing requires the ability of student self-efficacy supported by the value of Islamic education. According to Wantini and Ricki Yakup,

human failure in meaning of life is the cause of their inability to be grateful for their lives (Wantini & Yakup, 2023). The ability to be resilient will not change anything, when the value of Islamic education is not encouraged by the support of the closest people, both family and academically. So that the important role of the value of Islamic education will have more influence on the resilience ability of students. The value of Islamic education, which includes monotheism, worship, gratitude, tawakal, effort and ukhuwah, is not just a concept without concrete movements. This is in line with research conducted by Riadi and Rusydiana that patience helps adolescents face the pressures and uncertainties of life more calmly, while gratitude helps build optimism and reduce the tendency to compare themselves with others (Riadi & Rusydiana, 2026). Fitria also explained that the value of monotheism with the internalization of the meaning of remembering Allah (dzikrullah) functions as an effective emotional stabilizer in reducing future anxiety through strengthening spirituality and religious optimism (Fitria, 2026). This research is different from the research conducted by Ghifari et al. The research focuses on analyzing the forms of existential anxiety experienced by students, examining the relevance of Islamic counseling through the values of tawakal, patience, gratitude, muhasabah, and spiritual strengthening as a psychospiritual approach in helping students face QLC. Although the research also touched on the importance of emotional resilience, the discussion was more directed at existential anxiety and the relevance of the Islamic counseling approach (Ghifari & Zatrahadi, 2026). In contrast to this study, this study specifically focuses on the study on the resilience of FAI students in QLC, the fundamental difference in this research lies in the shift in focus from the analysis of existential anxiety and the Islamic counseling approach to the study of the process of forming and developing student resilience in facing QLC based on the perspective of Islamic education:

Table 3. Islamic Education Values and Student Resilience Ability

No	The Value of Islamic Education	Meaning in Building Resilience	Built Resilience Capabilities
	Tauhid	Instilling the belief that Allah SWT is a source of help and a place to depend on in facing life's problems.	Self-determination, inner calm, self-confidence, and the ability to find meaning in life.
	Worship	Forms a spiritual closeness to God and helps manage stress and emotions.	Emotional control, discipline, patience, and psychological stability.
	Thanksgiving	Forming self-acceptance and awareness to appreciate the blessings, potentials, and opportunities they have.	Self-acceptance, optimism, life satisfaction, and positive thinking skills.
	Tawakal	Fostering calmness in the face of uncertainty after making maximum efforts.	Acceptance of reality, inner peace, anxiety management, and the ability to rise.
	Efforts	Encourage individuals to make real efforts in facing problems and improving the situation.	Fighting power, independence, problem-solving, responsibility, and adaptability.
	Ukhuwah	Instilling awareness that humans need social connections, care, and support from others.	Social support, communication skills, caring, belonging, and social adaptation.

The value of Islamic education certainly has a great influence on the lives of FAI students. The value of Islamic education is not only used as a concept in understanding reality, but also as self-efficacy in facing life's challenges (Asman et al., 2026). This is in line with the findings of research conducted by Muhammad Nasrul Naim et al that Islamic education plays an important role in improving the quality of life of the community as a whole, not only in terms of spirituality and morality, but also in social, economic, and cultural aspects (Naim et al., 2025). The value of Islamic

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education has an important relationship with students' resilience to QLC, because it can help students understand the regulation of emotions with the value of patience and gratitude. Optimism with tawakal and effort, self-control with worship, social support with ukhuwah. This can be seen in the following image:

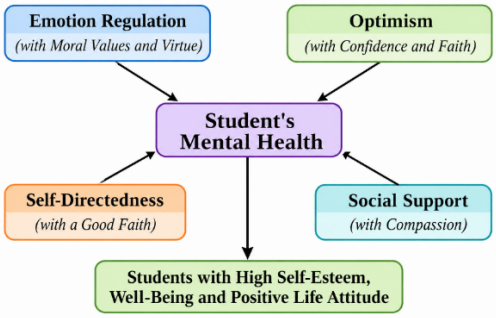


Figure 9. Integration of Islamic Educational Values in Strengthening Student Resilience

The image illustrates that students' mental resilience is formed through the integration of psychological abilities and the internalization of Islamic educational values. These four aspects complement each other in building the foundation of students' personalities, enabling them to face pressure, uncertainty, and various life challenges. Thus, Islamic values serve not only as spiritual guidance but also as a foundation for developing students' psychological strength, emotional maturity, and adaptability in facing the QLC.

4. CONCLUSION

Based on the results of the research, it can be concluded that the Quarter Life Crisis (QLC) experienced by students of the Faculty of Islamic Religion, University of Muhammadiyah Kendari is a psychological problem that is influenced by various interrelated factors. The most prominent factors are career uncertainty, fear of failure, economic pressure, confusion of identity and direction of life, and academic and family pressure. The results of the analysis show that career uncertainty has a strong direct influence on various other problems, while fear of failure is one of the variables with the dominant direct influence. In addition, students are the main actors in building resilience, but their success also requires the involvement of lecturers, faculty leaders, parents, and the social environment. Based on this study, it was found that Islamic Education values have an important role in strengthening students' resilience in facing QLC. The internalization of the values of patience and gratitude helps students develop emotional regulation, tawakal and efforts to build optimism, worship strengthens self-control, and ukhuwah forms social support. The results of this study show that Islamic education can be the foundation for strengthening students' psychological resilience in facing life uncertainties. The integration of these values can be a conceptual approach in building students who are resilient, optimistic, independent, and able to face challenges during the transition period to adulthood**.**

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