The Relationship Between Stress Levels, Learning Motivation, and Academic Performance of Nursing Students in Hybrid Learning at Universitas Muhammadiyah Kalimantan Timur

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Article Info	ABSTRACT
  Corresponding Author : Arief Budiman E-mail : ab783@umkt.ac.id	**Background & Objective:** This study aims to analyze the relationship between stress levels, learning motivation, and academic performance among nursing students in the hybrid learning environment. **Method:** This research uses a cross-sectional approach. The population of this study consists of 413 nursing students from the Universitas Muhammadiyah Kalimantan Timur for the academic year 2024/2025. The sampling technique used was simple random sampling, with a total sample size of 203 respondents. Data analysis was conducted using the Chi-Square test, and the instruments used were the Kessler Psychological Distress Scale (K10) questionnaire, a learning motivation questionnaire, and the students' latest GPA as an indicator of academic performance. **Results:** The results show a significant relationship between stress levels, learning motivation, and academic performance, with a ρ-value of $0.000 < \alpha$ (0.05), indicating a significant relationship between stress levels, learning motivation, and academic performance. **Conclusion:** This study concludes that stress levels and learning motivation significantly influence academic performance in hybrid learning environments. These findings highlight the importance of considering stress levels and learning motivation in improving student performance in hybrid learning settings.

Introduction

The impact of the Coronavirus Disease 19 (Covid-19) pandemic caused structural changes in daily life due to restrictions on activities and social interactions. The Covid-19 pandemic in Indonesia led to increased unemployment and social inequality as a result of the drastic decline in the financial situation of the public (Araafi et al., 2024). In the field of education, the shift to online learning occurred due to restrictions on face-to-face classes as part of social distancing measures (Siahaan, 2020).

The education sector underwent significant changes during the pandemic, transitioning from conventional face-to-face learning to online education (Indonesian Presidential Decree, 2023). Post-Covid-19 policies, which began in January 2022, reintegrated both online and offline learning methods (Ministry of Education and Culture, 2022). After the pandemic, many universities have returned to normal conditions with in-class learning (Rizal et al., 2023). The advantages of online learning, including high accessibility, have made it a viable option, while offline learning is considered more effective in achieving academic outcomes (Sutrisno & Syukur, 2023). As a result, many educational institutions have chosen to continue integrating both online and offline learning methods in the post-new normal era, known as the hybrid learning model (Jumarniati & Ekawati, 2023). Secara empiris menjelaskan bahwa salah satu variabel yang dapat mempengaruhi hasil belajar model hybrid lerning yaitu tingkat stres dan motivasi belajar (Sahabuddin et al., 2024; Sajodin et al., 2023). Lalu hasil belajar pada level perkuliahan biasa diukur dengan menggunakna indicator indeks prestasi (IPK) yang diperoleh mahasiswa setiap berakhirnya semester sebagai raport dari evelusai keberhasilan pembelejaran yang dicapai. Sehingga hasil belajar merupakan ukuran atau takaran keberhasilan mahasiswa menyelesaikan perkuliahan atau pembelajaran dan dilakukan sebelumnya (Mossavar-Rahmani & Larson-Daugherty, 2017).

This method of learning involves the full presence of all students in one classroom, so the lectures are conducted in two sessions. In the first session, face-to-face lectures are held, while the second session is conducted online, and vice versa. Stress related to hybrid learning is often due to students' lack of understanding of the learning material, as lecturers tend to only provide modules for online sessions without offering explanations about the theory (Limbong & Simbolon, 2022).

Student stress arises from the demands of academic learning, with targets that must be completed by students during their time in higher education (G. Z. Putri et al., 2024). Stress is a non-specific bodily response to demands or stressors that an individual or student receives, in this case, academic stressors. Academic stress refers to the response of students to academic demands in higher education that are overwhelming and cause discomfort, tension, and behavioral changes (Ambarwati et al., 2019).

Learning motivation in students is related to the learning model implemented by the university (Ahmar et al., 2020). Academic motivation plays a crucial role in the learning process, as motivation affects what, when, and how students learn (Asiyah & Safrudin, 2020). Students demonstrate enthusiasm, interest, and attention during learning activities, striving to succeed, dedicating themselves to tasks, and using effective learning strategies (Lubis, 2017).

The results of a preliminary study conducted at the University of Muhammadiyah East Kalimantan showed that there are 456 students enrolled for the academic year 2024/2025. Interviews with 10 students regarding stress and learning motivation

revealed that 6 students reported having difficulty calming their minds, especially upon waking up, feeling as though there was a burden on their thoughts. Meanwhile, 4 students expressed challenges in maintaining focus during lectures and daily activities, as well as a lack of motivation.

Objective

The aim of this study is to identify the levels of stress, learning motivation, and academic achievement among students in hybrid learning, as well as to analyze the relationship between stress levels, learning motivation, and academic achievement in hybrid learning.

Method

This study design uses a quantitative research method with a cross-sectional approach. The population in this study consisted of 413 students from the Nursing Bachelor's Program, including students from the 3rd, 5th, and 7th semesters. A simple random sampling technique was employed, resulting in 203 respondents. The measurement instruments used were the Kessler Psychological Distress Scale (K10) to assess stress levels, as used by Azzahra in 2017, with a Likert scale consisting of 10 statements, which were validated with a range of 0.65–0.98 and a reliability coefficient of 0.976. Additionally, a learning motivation questionnaire with a Likert scale consisting of 25 statements was used, which was validated with a range of 0.258–0.683, and the reliability test resulted in a value of 0.98 (Taufiq, 2023). For learning outcomes, the students' Grade Point Average (GPA) was used.

This study has received ethical approval from the Medical Faculty Research Ethics Committee of Universitas Mulawarman with the number: 17/KEP-FK/I/2025. The statistical test conducted in this study was chi-square, with a significance level set at 5%.

Results and Discussion

Description of Respondent Characteristics

TABLE 1. Frequency Distribution of Respondent Characteristics.

Respondent Characteristics	Frequency	Precentage (%)
Gender		
Man	58	28.6
Woman	145	71.4
Total	**203**	**100**
Age		
18 Years old	5	2.5
19 Years old	46	22.7
20 Years old	71	35
21 Years old	61	30
22 Years old	20	9.9
Total	**203**	**100.0**
Semester		
Semester III	71	35
Semester V	73	36
Semester VII	58	29
Total	**203**	**100**

The characteristic of the respondents' age shows that the majority are women, with 145 respondents (71.4%) and 58 male respondents (28.6%). The age group of 20 years old accounts for 71 individuals (35%). In terms of semester, most respondents are in Semester V, with 73 respondents (36%).

The research findings indicate that the majority of students in the Nursing Study Program at the Faculty of Health Sciences, Universitas Muhammadiyah Kalimantan Timur (FIK UMKT), are women, with 145 students or 71.4%. Meanwhile, the number of male students is recorded as 58, or approximately 28.6%. These findings reflect national and global trends, where the nursing profession is still predominantly preferred by women. This can be linked to social and cultural perceptions that position women as more empathetic, nurturing, and possessing good interpersonal skills, traits that are seen as compatible with the characteristics of the nursing profession (Nashwan et al., 2021).Dominasi mahasiswa perempuan dalam dunia keperawatan juga dipengaruhi oleh stereotip gender yang masih kuat di masyarakat. Profesi keperawatan kerap kali dipandang sebagai pekerjaan "feminin", sehingga mempengaruhi minat laki-laki untuk memilih jurusan ini. Kendati demikian, dalam beberapa tahun terakhir, mulai terjadi peningkatan partisipasi laki-laki dalam bidang keperawatan sebagai bentuk penguatan peran dan keberagaman gender di lingkungan kesehatan (Stanley, 2012).

The research findings show that the majority of students in the Nursing Study Program at the Faculty of Health Sciences, Universitas Muhammadiyah Kalimantan Timur (FIK UMKT), are in the age range of 19–21 years, with the most common age being 20 years, totaling 71 students (35%), followed by 21 years with 61 students (30%), and 19 years with 46 students (22.77%). This data indicates that the majority of students are in the ideal age range for pursuing higher education, particularly a bachelor's degree. This age range falls within the late adolescence to early adulthood developmental stage, a crucial period for the formation of personal and professional identity (Papalia et al., 2012).

The age range of 19 to 21 years is a highly productive period for learning, as individuals at this stage typically have optimal cognitive capacity and high motivation to pursue their professional aspirations, including in nursing. Moreover, this age range positively correlates with readiness to take on responsibilities, critical thinking skills, and adaptability to academic challenges as well as clinical practice (Santrock, 2011). The dominance of students within this age group offers an advantage for educational institutions in designing curricula and learning strategies that align with the developmental characteristics of students.

Overview of Students' Stress Levels in Hybrid Learning

TABLE 2. Frequency Distribution of Respondents Based on Stress Levels

Stress Level	Frequency	Precentage (%)
Mild	87	42.9
Moderate	76	37.4
Severe	60	19.7
Total	203	100

The majority of respondents experienced mild stress, totaling 87 students (42.9%), followed by moderate stress in 76 students (37.4%), and severe stress in 60 students (19.7%).

Based on the findings, most students engaged in hybrid learning experienced mild stress (42.9%). This was followed by those who reported moderate stress (37.4%) and severe stress (19.7%). These results indicate that nearly all students experienced varying levels of stress as a consequence of hybrid learning, which combines online and face-to-face instructional modes. This shift in learning format requires students to adapt to technology use, manage their time effectively, and take on greater responsibility for independent learning—factors that contribute to increased psychological pressure (Fitriani et al., 2021).

The predominance of mild stress is likely associated with academic pressure that remains within the students' tolerance threshold. Nevertheless, it still warrants attention to prevent escalation into more severe stress levels. Meanwhile, the relatively high proportion of students experiencing moderate and severe stress indicates a clear need for psychological support and the reinforcement of coping strategies. Although hybrid learning offers the advantage of flexibility, without adequate stress management and mental health support, it may instead trigger anxiety, digital fatigue, and a decline in learning motivation (Ariyanti & Fauziah, 2020). Therefore, educational institutions must design comprehensive interventions to help students navigate the challenges of hybrid learning in a healthy and productive manner.

Overview of Students' Learning Motivation in Hybrid Learning

TABLE 3. Distribution of Students' Learning Motivation

Learning Motivation	Frequency (f)	Precentage (%)
Low	44	21.7
Moderate	47	23.2
High	112	55.2
Total	203	100

Based on Table 3 above, it is known that the majority of students had a high level of learning motivation, with 112 students (55.2%). Furthermore, 47 students (23.2%) demonstrated a moderate level of motivation, while 44 students (21.7%) were categorized as having low motivation.

The results of this study indicate that most students participating in hybrid learning possess high learning motivation, totaling 112 individuals (55.2%). Meanwhile, 47 students (23.2%) exhibited moderate motivation, and 44 students (21.7%) were found to have low motivation. These findings reflect that the majority of students maintain a strong internal drive to learn, even within the context of hybrid learning. This could be influenced by several factors such as clear academic goals, social support from their environment, and a desire to achieve excellence in the nursing field (Uno, 2011).

High learning motivation among students in the context of hybrid learning reflects their ability to adapt to this blended learning system. Hybrid learning, which combines online and offline methods, requires self-directed learning, time discipline,

and active engagement in the learning process. Students with high motivation tend to make better use of the system's flexibility to enhance their academic potential. However, the proportion of students with moderate and low motivation also warrants attention, as lower levels of motivation can negatively affect academic performance and learning engagement (Schunk et al., 2014). It is essential for educational institutions to provide learning support, academic guidance, and external motivation to foster sustained student enthusiasm for learning.

Overview of Student Learning Outcomes in Hybrid Learning

TABLE 4. Frequency Distribution of Respondents Based on Learning Outcomes

Learning Outcomes	Frequency (f)	Precentage (%)
Satisfactory	21	10.3
Very Satisfactory	86	42.4
With Honors	96	47,3

The majority of respondents achieved learning outcomes with distinction, with 96 respondents (47.3%) receiving honors, followed by 47 respondents (23.2%) rated as very satisfactory, and 21 respondents (10.3%) classified as satisfactory.

The results of this study indicate that most students who participated in hybrid learning succeeded in achieving academic performance with honors, accounting for 96 individuals (47.3%). Furthermore, 47 students (23.2%) received a very satisfactory grade, while 21 students (10.3%) earned a satisfactory grade. These findings suggest that the implementation of hybrid learning does not hinder academic achievement; instead, it enables a significant number of students to reach high academic performance. This aligns with research by Astuti and Hadi (2021), which states that hybrid learning can enhance learning effectiveness when supported by technological readiness, digital literacy, and strong internal motivation.

The success of students in achieving high academic performance is also inseparable from the role of lecturers in designing interactive and adaptive learning experiences tailored to students' needs. The combination of flexible online learning and in-person sessions that allow for direct interaction enables students to better comprehend course materials, develop clinical skills, and improve academic evaluation outcomes. According to Mulyadi et al. (2023), hybrid learning contributes to improved academic achievement by accommodating diverse learning styles and providing opportunities for both independent and collaborative learning. Therefore, the hybrid learning model can serve as an effective instructional strategy, particularly in nursing higher education, where a balance between theoretical knowledge and practical application is essential.

The Relationship Between Stress Levels and Academic Achievement of Students in Hybrid Learning

TABLE 5. The Relationship Between Stress Levels and Academic Achievement of Nursing Students in Hybrid Learning

Stress Level	Cumulative Grade Point Average (CGPA)								P value
	Satisfactory		Very Satisfactory		With Honors		Total		
	n	%	n	%	n	%	n	%	
Mild	5	2.5	26	12.8	56	27.6	87	42.9	
Moderate	7	3.4	41	20.2	28	13.8	76	37.4	0.000
Severe	9	4.4	19	9.4	12	5.9	40	19.7	
Total	21	10.3	86	42.4	96	47.3	203	100	

The majority of students who achieved academic results with honors experienced mild stress, with 56 respondents (27.6%), while 5 respondents (2.5%) with mild stress achieved satisfactory results. The chi-square statistical test yielded a p-value of 0.000, which is less than the significance level of $\alpha = 0.05$, indicating that H_0 is rejected. This suggests that there is a relationship between stress levels and academic achievement among nursing students in the hybrid learning program at Universitas Muhammadiyah Kalimantan Timur.

The findings of this study indicate a significant relationship between stress levels and academic achievement in the context of hybrid learning. The majority of students who achieved results with honors experienced mild stress, with 56 respondents (27.6%), while 5 respondents (2.5%) with mild stress obtained satisfactory results. The chi-square statistical test revealed a p-value of 0.000, which is smaller than $\alpha = 0.05$, leading to the rejection of H_0. This confirms that there is a significant relationship between stress levels and academic achievement among students.

These findings are consistent with recent studies indicating that low levels of stress can provide positive stimuli in the learning process, helping students to focus better and boosting motivation to achieve higher academic performance. According to Widyastuti et al. (2022), mild stress in students can function as eustress, or positive stress, which can enhance mental preparedness and learning enthusiasm. However, when stress levels increase to moderate or high levels, it negatively affects students' concentration, memory, and academic performance.

The hybrid learning model implemented at the Faculty of Nursing, UMKT, also contributes to variations in students' stress levels. On one hand, the flexibility of time and place in online learning can reduce academic pressure; on the other hand, the demands of adapting to technology and ineffective time management can cause stress, particularly for students with lower levels of self-directed learning. According to Pramudita and Indrayani (2021), students who possess good stress and time management skills are better able to adapt to the hybrid system, enabling them to maintain or even improve their academic achievement.

Given the evidence of the relationship between stress and academic achievement, it is essential for educational institutions to provide adequate psychosocial support to

students, including counseling services, stress management training, and an inclusive and responsive learning approach that caters to individual needs. These measures will not only assist students in managing stress but also contribute to the overall improvement of academic performance. This study reinforces the view that psychological factors, such as stress, should not be overlooked in the management of nursing education, particularly in the context of the complex and dynamic hybrid learning environment.

The Relationship Between Learning Motivation and Academic Achievement of Students in Hybrid Learning

TABLE 6. The Relationship Between Learning Motivation and Academic Achievement

Learning Motivation	Cumulative Grade Point Average (CGPA)								P value
	Satisfactory		Very Satisfactory		With Honors		Total		
	n	%	n	%	n	%	n	%	
Low	16	7.9	21	10.3	7	3.4	44	21.7	0.000
Moderate	4	2	31	15.3	12	5.9	47	23.2	
High	1	0.5	34	16.7	77	37.9	112	55.2	
Total	21	10.3	86	42.4	96	47.3	203	100	

The results of Table 6 show that nearly half of the students with high learning motivation achieved academic performance with honors, totaling 34 students (16.7%). The chi-square test analysis yielded a p-value of 0.000, which is less than the significance level of 0.05. This indicates a significant relationship between learning motivation and academic achievement in the hybrid learning setting among undergraduate nursing students at UMKT.

The data above indicate a significant relationship between learning motivation and academic achievement in hybrid learning. It was found that the majority of students with high motivation successfully obtained academic results with honors, specifically 34 students (16.7%). The chi-square statistical test resulted in a p-value of 0.000, which is smaller than the 0.05 significance level. Therefore, the null hypothesis (H_0) is rejected, confirming that there is a significant relationship between the level of learning motivation and academic achievement of undergraduate nursing students at the Faculty of Health Sciences, UMKT, within the context of hybrid learning.

These findings are consistent with the theory that motivation is an internal factor that significantly determines student learning success. According to Purwanto and Anggraeni (2021), students with high motivation tend to be more active in the learning process, have a strong sense of curiosity, and are less likely to give up when facing learning difficulties. High motivation encourages students to develop effective learning strategies, utilize learning resources optimally, and remain consistent in completing academic tasks, all of which directly contribute to superior academic achievement.

In the context of hybrid learning, learning motivation plays an increasingly crucial role. This system requires students to engage in independent learning during online sessions while actively participating during face-to-face meetings. Students with high

motivation are better equipped to navigate these challenges compared to those with lower motivation. This is supported by research conducted by Nuraini et al. (2022), which found that the hybrid learning model is effective in improving academic outcomes when students possess strong internal motivation and good self-directed learning skills.

Therefore, it is essential for educational institutions to create a learning environment that fosters increased student motivation. Strategies that can be implemented include providing constructive feedback, recognizing achievements, and offering flexibility in learning styles. Additionally, training in study skills and time management can be provided to enhance students' learning effectiveness within the hybrid system. By systematically managing and facilitating learning motivation, educational institutions can sustainably improve students' academic performance.

Conclusion

This study concludes that there is a significant relationship between stress levels and learning motivation with students' academic performance in hybrid learning at the Bachelor of Nursing Program, Faculty of Health Sciences, Universitas Muhammadiyah Kalimantan Timur.

Mild stress can function as a positive motivator (eustress) that enhances students' focus and learning enthusiasm, while higher levels of stress tend to negatively affect academic achievement. Therefore, psychosocial support and effective stress management strategies are essential to support the success of hybrid learning in higher nursing education environments.

Learning motivation is one of the key factors influencing academic success, particularly in hybrid learning settings that demand independence and self-discipline. Students with high motivation are more capable of managing their time, actively engaging in learning processes, and overcoming challenges in both online and face-to-face learning. Hence, efforts to enhance students' learning motivation should be a major focus for educational institutions to ensure sustainable academic success.

Acknowledgment

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