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## **THE RELATIONSHIP BETWEEN ACADEMIC BURNOUT AND ANXIETY LEVELS AMONG STUDENTS STUDYING FROM HOME IN THE NURSING STUDY PROGRAM AT THE ABDI NUSANTARA HEALTH COLLEGE IN 2025**

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### ***Abstract***

Academic burnout is a condition where a person is emotionally tired, tends to depersonalize, and feels low personal achievement in students due to stress, lecture load or other psychological factors originating from the learning process. This condition reflects three main dimensions, namely emotional exhaustion, cynicism, and decreased personal efficacy, which can have a significant impact on students' academic performance and psychological well-being. Anxiety in students is a natural response to challenging situations, but tends to increase in college environments due to academic and social pressure. The American College Health Association survey shows that 25.9%–31.9% of students experience anxiety and stress. Academic burnout in overseas students causes students not to be optimal in completing academic assignments, the emergence of feelings of laziness, procrastination of assignments, depression, and uncertainty about graduation, including unstable financial and social factors. Research Objective: To determine the relationship between academic burnout and anxiety levels in migrant students at STIKes Abdi Nusantara nursing study program in 2025. Research Method This research uses quantitative methods with an analytical observational approach. The research design used is correlational with a cross-sectional approach, where measurements of the independent variable and dependent variable are carried out simultaneously during one observation period. The target population in this study was 59 respondents. Research Results The research results show that the Chi-Square statistical test obtained a value of  $p < 0.001$  ( $p < 0.05$ ), so based on the results above it can be interpreted that there is a relationship between academic burnout and the level of anxiety in migrant students at STIKes Abdi Nusantara Nursing Study Program in 2025. Conclusions and Suggestions: There is a significant relationship between academic burnout and the level of anxiety in migrant students of the STIKes Abdi Nusantara Nursing Study Program in 2025. Migrant students are expected to be able to improve their ability to manage academic stress through effective time management, setting learning priorities, and implementing adaptive coping strategies. Considering that the first 3–6 months of the overseas phase is a relatively vulnerable period, students need to be more active in building social support, both with peers and supervisors. Apart from that, maintaining a balance between academic activities and rest time is an important step to prevent an increase in academic burnout and anxiety.

**Keywords:** *Academic Bournot, Anxiety, Overseas, Students*

@Jurnal Ners Prodi Sarjana Keperawatan & Profesi Ners FIK UP 2026

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## INTRODUCTION

Academic burnout is a condition where a person is emotionally tired, tends to depersonalize, and feels low personal achievement in students due to stress, lecture load or other psychological factors originating from the learning process. This condition reflects three main dimensions, namely emotional exhaustion, cynicism, and decreased personal efficacy, which can have a significant impact on students' academic performance and psychological well-being. Anxiety in students is a natural response to challenging situations, but tends to increase in college environments due to academic and social pressure. The American College Health Association survey shows that 25.9%–31.9% of students experience anxiety and stress. Academic burnout in overseas students causes students not to be optimal in completing academic assignments, feeling lazy, delaying assignments, depression, and uncertainty about graduation, including unstable financial and social factors. Universities have a very important role in building students' potential so that they can become competent, creative and highly competitive individuals, while also building their careers in the future. Universities not only provide academic knowledge, but also encourage the development of professional skills through research and innovation (Simatupang et al., 2021). However, the higher education process often creates pressure, such as high academic demands, busy schedules, and expectations from the surrounding environment. This condition can trigger psychological problems, one of which is Academic Burnout, which is characterized by emotional exhaustion, loss of motivation, and decreased commitment, which can hinder students' academic and personal development (Sabrina Babul Farkhah et al., 2022). Students who study outside the region or are migrants face additional challenges. When students go abroad, it is natural that they are far from family, friends and their home environment, which causes emotions. (Prasetio et al., 2020). Overseas students need to adapt to face various new environmental challenges, including difficulties in managing pocket money, time and self-discipline (Mupenzi et al., 2020). Family support has been proven to help students relieve homesickness, increase calm, and motivate them to adapt (Mulvey, et al., 2021). Differences in culture, language, social norms and education systems pose adaptation challenges for overseas students (Pramesti, 2020; in Fadilah &

Solitchah, 2023). Research by Mahdi & Khairunisa (2020) shows that some overseas students have a lower quality of life than students who live with their families. A similar thing was explained by Herdayanti (in Hafizha, 2023), who emphasized that the lives of overseas students are significantly different from students who live with their families. Overseas students also face psychosocial problems such as not being familiar with higher academic styles (Saniskoro & Akmal, 2020). As a result, academic burnout in overseas students causes students not to be optimal in completing academic assignments, feeling lazy, delaying assignments, depression, and uncertainty about graduation, including unstable financial and social factors (Marchella, Matulesy & Pratitis, 2023; Wibowo et al., 2023). Decreased academic achievement can occur due to emotional exhaustion, depression and lack of self-confidence (Maslach in Wibowo et al., 2023). Based on research by Liu et al. (2023), of the 22,983 students studied, half experienced academic burnout. Factors that contribute to academic burnout include age, learning satisfaction, semester progress, and academic load. Research by Fadilah & Solichah (2023) shows that social support does not completely influence the burnout level of overseas students, because 72% of students still experience moderate burnout. Cultural factors, geographical distance, loneliness, and anxiety can worsen academic burnout and affect students' quality of life.

Overall, overseas students face complex psychological pressures, ranging from global to local levels, including anxiety disorders with a global prevalence of 4.05% (301 million people), national 6.2%–10.1% for ages 14–24 years, academic stress 25.9%–31.9%, and academic burnout 37.23%–72%, which have an impact on quality of life and psychological well-being. (Javaid et al., 2023) This research It is important to know the prevalence and factors that influence academic burnout in migrant students, especially in the context of adaptation on the island of Java. Based on a preliminary study conducted using a questionnaire on 10 migrant students from the STIKes Abdi Nusantara Nursing Study Program, an initial picture was obtained regarding the level of academic burnout and anxiety experienced by students. The results show that 50% of respondents are in the moderate burnout category and 30% are in the high burnout category, while 20% are in the low burnout category. This condition illustrates

that the majority of migrant students experience emotional and physical fatigue related to academic demands, practicum loads, and the process of adapting to the campus environment. In addition, the results of measuring anxiety levels showed that 40% of respondents were in the mild anxiety category and 40% were in the moderate anxiety category, while 10% were in the severe anxiety category and 10% were in the normal category. These findings indicate that the majority of migrant students experience anxiety at a mild to moderate level. Based on the characteristics of respondents, 80% of students are in the 18–25 year age range, while 20% are outside that range. In terms of living environment and learning environment, it was found that 30% of respondents were in the poor environmental category, 40% in the sufficient environmental category, and 30% in the good environmental category. These environmental conditions also influence the adaptation process of migrant students to academic and social life.

## METHODS

This research uses quantitative methods with an analytical observational approach. The research design used is correlational with a cross-sectional approach, where measurements of the independent variable and dependent variable are carried out simultaneously during one observation period. The target population in this study was 59 respondents.

## RESULT AND DISCUSSION

### 1. Frequency Distribution of Age and Environment

Characteristics	Frequency	%
<b>Age</b>		
Late teens (18 years)	2	3.4
Early adulthood (19–25 years)	56	94.9
Middle adults (> 25 years)	1	1.7
<b>Total</b>	<b>59</b>	<b>100.0</b>

Academic Burnout	Anxiety Levels				Total		P. Value
	Normal		Mild		Moderate		
	F	%	F	%	F	%	
Low	7	87,5	1	12,5	0	0,0	8 0
Mid	8	23,5	23	67,6	3	8,8	34 0
High	2	11,8	11	64,7	4	23,5	17 0

Lingkungan		
Kurang	42	71.2
Cukup	11	18.6
Baik	6	10.2
<b>Total</b>	<b>59</b>	<b>100.0</b>

Based on the table above, the majority were early adults (19-25 years) as many as 56 people (94.9%), late teens (18 years) as many as 2 people (3.4%) and middle adults (>25 years) as many as 1 person (1.7%). Based on the living environment, the majority were in a poor environment as many as 42 people (71.2%), a fairly good environment as many as 11 people (18.6%) and a good environment as many as 6 people (10.2%).

### 2. Frequency Distribution of Academic Burnout

No.	Academic Burnout	F	%
1.	Low	8	13.6
2.	Mid	34	57.6
3.	High	17	28.8
	<b>Total</b>	<b>59</b>	<b>100,0</b>

Based on the data above, it can be seen that of the 59 respondents, the majority experienced moderate academic burnout, 34 people (57.6%), 17 people (28.8%) had high academic burnout, 8 people (13.6%) had low academic burnout.

### 3. Frequency Distribution of Anxiety level

No.	Tingkat Kecemasan	F	%
1.	Normal	17	28.8
2.	Mild	35	59.3
3.	Moderate	7	11.9
4.	Severe	0	0,0
	<b>Total</b>	<b>59</b>	<b>100,0</b>

Based on table 5.3 above, it can be seen that of the 59 respondents, 35 people (59.3%) had mild levels of anxiety, 17 people (28.8%) were not anxious (normal), 7 people had moderate anxiety (11.9%), and no severe anxiety was found (0%).

### 4. The Relationship Between Academic Burnout and Anxiety Levels in Migrant Students

<b>Total</b>	<b>17</b>	<b>28,8</b>	<b>35</b>	<b>59,3</b>	<b>7</b>	<b>11,9</b>	<b>59</b>	<b>100,0</b>
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Based on the table above, it can be seen that of the 8 respondents who experienced low academic burnout, most of them were normal (not anxious) as many as 7 people (87.5%), of the 34 respondents who experienced moderate academic burnout, most of them had moderate levels of anxiety, 23 people (67.6%), and of the 17 respondents who experienced high academic burnout, most of them had moderate levels of anxiety, 11 people (64.7%). The results of the research show that the Chi-Square statistical test obtained a value of  $p.0.001$  ( $p.value < 0.05$ ), so based on the results above the basis for decision making can be concluded that  $H_0$  is rejected and  $H_a$  is accepted. Thus, it can be interpreted that there is a relationship between academic burnout and the level of anxiety among migrant students at STIKes Abdi Nusantara Nursing Study Program in 2025.

### Discussion

The research results showed that the majority of respondents were in the early adulthood age group (19–25 years), namely 56 people (94.9%). Based on Arnett's (2000) developmental theory, this age range is included in the emerging adulthood phase, namely the transition period from adolescence to adulthood which is marked by identity exploration, increased responsibility, and demands for independence. In this phase, individuals are still in the process of forming emotional maturity so they are more vulnerable to psychological pressure. Emotional instability during this developmental period can increase vulnerability to academic stress, especially when students are faced with high study demands. Migrant students in this age range not only face academic burdens, but also the process of adapting to a new environment and increasing personal responsibilities. If these demands are felt to be heavy and continue continuously, this condition can develop into academic burnout which is characterized by emotional exhaustion and decreased motivation to learn. Burnout that is not managed well has the potential to give rise to excessive worry, tension, and feelings of inadequacy, which then develop into anxiety. Research (Lee et al., 2023) shows that age and academic load contribute to the emergence of academic burnout and emotional disorders in students, while (Javaid et al., 2023) reports a high

prevalence of anxiety in the student age group due to academic pressure. These findings strengthen that early adulthood can be a factor that influences the occurrence of academic burnout and anxiety. Judging from the characteristics of the living environment, the majority of respondents were in the poor environmental category (71.2%). A less conducive environment, such as noise, limited learning facilities, low comfort, and lack of social support, can reduce concentration and affect students' psychological well-being. Unsupportive physical and social environmental conditions have the potential to increase perceived academic pressure, so that in the long term it can trigger the emergence of academic burnout in the form of emotional fatigue and decreased motivation to learn.

The research results showed that the majority of migrant students were in the medium category of academic burnout (34 people; 57.6%), followed by the high category (17 people; 28.8%) and low (8 people; 13.6%). This condition reflects quite intense study pressure, characterized by dense curriculum demands, completion of reports and continuous clinical practice, as well as competency achievement standards that must be met. This situation can trigger emotional exhaustion, decreased enthusiasm for learning, and feelings of less than optimal performance in carrying out academic responsibilities. In theory, academic burnout is a condition of emotional exhaustion, depersonalization, and decreased self-achievement that occurs due to continuous academic pressure. Burnout occurs when individuals feel that academic demands exceed their abilities or resources, so that their physical and psychological energy becomes drained. For migrant students, limited rest time, unstable self-management, and the need to adapt to new environments can exacerbate this pressure and increase the risk of burnout. Research (Schaufeli et al., 2002) explains that burnout in students is related to high study loads and ongoing emotional exhaustion. Apart from that, research (Lee et al., 2023) also shows that academic pressure and lack of social support are significantly related to increased academic burnout in students. Thus, the conditions experienced by migrant students in this research are in line with theory and previous research results that intense academic pressure

*and environmental adaptation can influence the emergence of academic burnout.*

*The results showed that the majority of respondents experienced mild levels of anxiety (35 people; 59.3%), followed by the normal category (17 people; 28.8%), and moderate anxiety (7 people; 11.9%), and there were no respondents with severe levels of anxiety. This mild to moderate anxiety appears as a response to academic pressure, the social adaptation process, and concerns about achievement. Migrant students face psychological challenges such as loneliness, separation from family, and limited emotional support, which can increase vulnerability to anxiety. In theory, anxiety is an emotional response that arises when individuals face situations that are considered threatening or stressful, which are characterized by feelings of worry, tension and uncertainty. In an academic context, anxiety can be triggered by the demands of assignments, evaluations, and high standards of achievement. Level of anxiety is mild at baseline It is still adaptive because it can increase alertness and motivation to learn. However, if it occurs continuously and is not managed well, anxiety can interfere with concentration, reduce academic performance, and have an impact on mental health. Spielberger's (2010) research states that academic anxiety is related to individual perceptions of pressure and negative self-evaluation. In addition, research (Javaid et al., 2023) shows that students have a fairly high prevalence of anxiety due to academic pressure and performance demands, especially students who experience difficulties adapting. These findings are in line with the results of this study which show that anxiety in migrant students is at a mild to moderate level in response to academic pressure and the environmental conditions they face.*

*The research results showed that the majority of migrant students experienced academic burnout in the moderate category (57.6%), while the level of anxiety that was most commonly found was mild anxiety (59.3%), followed by the normal category (28.8%) and moderate anxiety (11.9%), and no severe anxiety was found. Bivariate analysis using the Chi-Square test shows a value of  $p = 0.001$  ( $p < 0.05$ ), which means there is a significant relationship between academic burnout and anxiety levels in migrant students. The dominant level of academic burnout is in the medium category, indicating that*

*the majority of respondents have experienced significant emotional fatigue, such as feeling bored with lectures, decreased enthusiasm for learning, and the emergence of feelings of inability to complete academic demands. This condition is likely influenced by the high workload, ongoing academic pressure, busy lecture schedules, and the demands of clinical practice on nursing students. Apart from that, status as an overseas student is also a risk factor, because students have to adapt to a new environment, manage their lives independently, and face limited emotional support from their families. Meanwhile, the level of anxiety that is most commonly found is mild anxiety. This shows that most students are still able to control their emotional responses even though they are under academic pressure. Anxiety in migrant students can be caused by worries about academic achievement, fear of failure, financial pressure, loneliness, and the social adaptation process. In the initial phase of going abroad, students tend to experience internal conflict between academic demands and the need for adjustment, which can trigger anxiety. The relationship between academic burnout and anxiety in this study shows a unidirectional pattern. Most students with low burnout do not experience anxiety, while students with moderate to high burnout tend to experience mild to moderate anxiety. This shows that the higher the level of emotional exhaustion and academic burnout, the greater the possibility of anxiety appearing. Psychologically, ongoing burnout will reduce an individual's coping capacity, so that students become more vulnerable to negative thoughts, excessive worry, and self-doubt, which then develops into anxiety. Theoretically, academic burnout according to Christina Maslach (1981) is a response to chronic stress which is characterized by three dimensions, namely emotional exhaustion, cynicism or depersonalization (depersonalization/cynicism), and reduced personal accomplishment. In migrant students, high academic pressure accompanied by limited social support can trigger the gradual development of these three dimensions and have an impact on psychological conditions. In line with this, the theory of anxiety according to Charles Spielberger (1972) differentiates anxiety into state anxiety (situational) and trait anxiety (persistent tendency). In this research, the anxiety experienced by migrant students is more directed towards state anxiety, because it appears as a response to academic pressure, the social*

*adaptation process, environmental changes, and distance from family. If this pressure continues without adaptive management, situational anxiety can increase and affect students' mental well-being. The results of this research are supported by research by Liu (2023) which states that high academic pressure, excessive workload, and living environmental conditions that are less conducive have a significant relationship with increasing academic burnout and anxiety in students. In his research, students who lived far from their families and were in environments with low social support tended to show higher burnout and anxiety scores than college students. that has a strong support system. This strengthens the findings of this research that external factors, especially academic and environmental pressure, play an important role in the emergence of emotional exhaustion and psychological disorders. Apart from that, Andargeery's (2024) research also found that many nursing students experienced anxiety in the mild to moderate category in response to intensive academic demands and a high clinical practice load. This research confirms that the characteristics of a nursing education program that is dense, full of responsibility, and demands academic and clinical competence can simultaneously increase students' psychological pressure. This condition is in line with the results of this research, where the majority of respondents experienced moderate burnout and mild anxiety. This research shows the similarity that there is a significant relationship between academic burnout and anxiety levels, where the higher the burnout experienced by students, the higher the level of anxiety felt. The majority of respondents were in the category of moderate burnout and mild to moderate anxiety, which shows that academic pressure is the main factor influencing the psychological condition of overseas students. The difference lies in the absence of severe anxiety in this study, so it can be concluded that even though students experience burnout at a moderate level, anxiety is still within relatively controllable limits, possibly due to their adaptability and fairly good coping mechanisms. Researchers concluded that academic burnout in migrant students was in the moderate category and the dominant level of anxiety was in the mild category, with a significant relationship between the two. Burnout arises from continuous academic pressure, high workloads, busy clinical practice schedules, as well as the demands of adapting to the learning system and*

*independent life as an overseas student. Meanwhile, anxiety arises as a psychological response to concerns about academic achievement, fear of failure, and the process of adjusting to a new environment. The initial phase of overseas travel, especially in the first 3-6 months, is a relatively vulnerable period because students are still in the adaptation stage so that academic pressure and demands for adjustment occur simultaneously.*

## CONCLUSION

*There is a significant relationship between academic burnout and the level of anxiety in migrant students of the STIKes Abdi Nusantara Nursing Study Program in 2025. Migrant students are expected to be able to improve their ability to manage academic stress through effective time management, setting learning priorities, and implementing adaptive coping strategies. Considering that the first 3–6 months of the overseas phase is a relatively vulnerable period, students need to be more active in building social support, both with peers and supervisors. Apart from that, maintaining a balance between academic activities and rest time is an important step to prevent an increase in academic burnout and anxiety.*

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