

HOW ACADEMIC STRESS INFLUENCES ENGLISH LEARNING MOTIVATION: A STUDY AMONG UNIVERSITY STUDENT

Andreansyah Ahmad¹, Kurniasih², Eko Suhartoyo³

^{1,2,3}English Language Education, Faculty of Teacher Training and Education, University of
Islam Malang

E-mail: andreansyahahmad16@gmail.com

Abstract

English has become widely recognized as the global lingua franca in the 21st century. At the tertiary level, English is not solely treated as an academic subject but also a means of accessing global knowledge and academic resources. University students are increasingly expected to comprehend scholarly materials in English. Nevertheless, achieving English proficiency can be challenging, particularly for students who do not use the language regularly in daily life. Sometime it can influence the learning motivation. In light of these gaps, the present study aims to investigate the impact of academic stress on the motivation of university students in learning English in Indonesia. How does academic stress influence university students' motivation to learn English? This study investigates the relationship between academic stress and motivation in learning English among university students. Recognizing that English proficiency is increasingly essential for academic success and career advancement, the research explores how psychological pressure from academic demands affects students' enthusiasm and persistence in language learning. A quantitative correlational design was employed, involving 44 students from the English Education Department at the University of Islam Malang. Data were collected through questionnaires adapted from Misra and McKean's (2000) Academic Stress Inventory and Dörnyei's (2005) L2 Motivational Self System. Descriptive and inferential analyses using SPSS revealed that students experienced moderate to high levels of academic stress, primarily caused by workload, deadlines, and concerns about academic performance. Despite this, most respondents exhibited moderate to high motivation, driven by both instrumental (career-oriented) and intrinsic (self-development) goals. Pearson's correlation analysis showed a significant negative relationship between academic stress and English learning motivation ($r = -0.426$, $p = 0.004$), indicating that as stress increases, motivation decreases. The findings support Self-Determination Theory (Deci & Ryan, 1985) and previous research asserting that excessive stress undermines students' sense of autonomy, competence, and relatedness, thereby diminishing intrinsic motivation. The study concludes that academic stress is a critical factor influencing students' engagement in English learning. It recommends that educators and institutions implement stress management programs, autonomy-supportive teaching practices, and flexible academic policies to sustain students' motivation and psychological well-being in higher education.

Keywords: academic stress, motivation, EFL Students

INTRODUCTION

In the context of modern higher education, students frequently encounter diverse academic pressures that significantly influence their learning experiences. One such pressure is the growing demand for English proficiency, which has become essential not only for academic success but also for future professional engagement in a globalized world. Concurrently, the psychological burden resulting from academic responsibilities can impact students' overall performance and motivation. This chapter introduces the study by presenting its background, research questions, objectives, and significance. It seeks to investigate how

academic stress affects students' motivation to learn English, thereby offering insights that may inform more effective pedagogical and institutional support strategies.

English has become widely recognized as the global lingua franca in the 21st century, functioning as a key medium for communication in fields such as education, science, business, and international relations. Its influence extends beyond native English-speaking countries, reaching nations where it is taught as a second or foreign language. In Indonesia, the rising demand for English proficiency is closely tied to globalization, which necessitates the ability to engage in cross-cultural communication. Consequently, English has been integrated into the national education curriculum and is considered a vital skill for university graduates.

Academic stress is defined as pressure related to academic demands such as exams, assignments, and time management, which can negatively affect students' psychological well-being and academic outcomes (Kohn & Frazer, 1986; Misra & McKean, 2000). This form of stress often manifests in feelings of anxiety, fatigue, and cognitive overload, which may hinder students' ability to concentrate and perform effectively in their academic tasks. When students experience prolonged academic stress, it can lead to decreased self-confidence and reduced engagement in learning activities. Learning motivation plays a crucial role in determining students' persistence, effort, and achievement in learning activities (Ryan & Deci, 2000). It functions as a driving force that encourages students to initiate and sustain their learning processes, even when facing difficulties. Furthermore, motivation can be categorized into intrinsic and extrinsic types, both of which influence how students approach learning tasks. High levels of motivation are associated with greater resilience, active participation, and better academic performance, whereas low motivation may result in disengagement and poor learning outcomes. Therefore, the interaction between academic stress and learning motivation becomes an important factor in understanding students' overall academic success.

At the tertiary level, English is not solely treated as an academic subject but also as a means of accessing global knowledge and academic resources. University students are increasingly expected to comprehend scholarly materials in English, produce academic writing, and participate in international academic forums. This expectation highlights the need for students to attain a high level of English proficiency. In addition, English skills are frequently required by employers, especially in multinational companies and industries that operate within international contexts. As a result, English proficiency serves as a critical tool for both academic advancement and career opportunities.

Several studies indicate a negative relationship between academic stress and learning motivation, where increased stress levels are associated with decreased motivation to learn (Deb et al., 2015). This relationship suggests that excessive academic pressure can reduce students' enthusiasm, persistence, and overall engagement in learning activities. When students experience high levels of stress, they often struggle to concentrate, manage their time effectively, and maintain a positive attitude toward learning tasks. Furthermore, prolonged exposure to academic stress may lead to emotional exhaustion and burnout, which further weakens students' intrinsic motivation. As a result, learners may become disengaged, show less interest in participating in classroom activities, and demonstrate lower academic achievement. Therefore, managing academic stress is essential to sustain students' motivation and promote more effective learning outcomes, particularly in demanding subjects such as English as a foreign language.

Nevertheless, achieving English proficiency can be challenging, particularly for students who do not use the language regularly in daily life. One of the significant obstacles encountered by students is academic stress, which refers to the psychological pressure resulting from academic demands such as assessments, assignments, and deadlines. This form of stress is commonly experienced by university students who must balance academic responsibilities with personal and developmental challenges. When unmanaged, academic stress may lead to

negative outcomes such as anxiety, cognitive overload, and decreased performance, factors that can hinder the process of language acquisition.

Moreover, academic stress has implications for students' learning behaviours, particularly their motivation to learn. Motivation in language learning refers to the internal or external factors that drive learners to initiate, sustain, and invest effort in acquiring a new language. As highlighted by Dörnyei (2019), motivation is a central element in successful second or foreign language learning, influencing learners' engagement, resilience, and learning strategies. However, excessive stress can diminish learners' sense of autonomy and competence, as suggested by Deci and Ryan's Self-Determination Theory (1985), which posits that these psychological needs are essential for intrinsic motivation. When students feel overwhelmed, they may lose confidence in their abilities, resulting in reduced motivation and disengagement from language learning.

Previous studies have explored the relationship between academic stress and language learning motivation. Putri and Cahyono (2022), using a quantitative design, identified a significant inverse correlation between academic stress and motivation to learn English among university students in Indonesia. Their study demonstrated that higher stress levels tend to be associated with lower motivation. Similarly, Tran (2021) found that elevated academic stress negatively impacted students' self-efficacy, which is closely linked to their motivation to learn. Saragih (2021), through qualitative analysis, reported that students experiencing moderate to high levels of academic stress frequently showed reduced interest and effort in learning English, as well as declining academic performance.

These studies offer consistent evidence supporting the negative effect of academic stress on language learning motivation. While employing diverse methodologies, including standardized questionnaires and in-depth interviews, their findings converge on the notion that stress hampers learners' psychological readiness and willingness to engage with English learning tasks. Motivation, in these contexts, is not only influenced by personal disposition but is also sensitive to the emotional and cognitive load students carry as part of their academic experience.

Despite the contributions of existing research, several important gaps remain. Many previous studies have utilized either quantitative or qualitative approaches independently, limiting the depth and breadth of insights into the relationship between academic stress and motivation. A mixed-methods approach has the potential to address this limitation by combining statistical data with qualitative perspectives, thereby capturing both the general patterns and the nuanced experiences of learners. Furthermore, while some studies have examined this issue in Asian educational settings, there is a lack of focused research within the Indonesian higher education context, where English is taught as a foreign language and where socio-cultural and institutional challenges may further complicate the learning process.

In light of these gaps, the present study aims to investigate the impact of academic stress on the motivation of university students in learning English in Indonesia. By employing a mixed-methods design, the research seeks to provide a comprehensive understanding of how stress levels influence students' motivation, learning behaviors, and attitudes toward English. The findings are expected to offer practical implications for educators, curriculum developers, and policymakers to design learning environments that minimize academic stress and foster sustained motivation for language learning.

METHOD

This chapter describes the methodological procedures used in the study, including the research design, population and sample, research instruments, data collection procedures, and data analysis techniques. The study employed a quantitative correlational approach to examine the relationship between students' academic stress and their motivation to learn English. This

approach enabled the researcher to obtain objective numerical data and analyze the strength and direction of the relationship between academic stress (independent variable) and English learning motivation (dependent variable) among university students.

The population consisted of students from the English Education Department at the University of Islam Malang, with a sample of 44 students selected through purposive sampling. Data were collected using a structured questionnaire consisting of demographic information, an Academic Stress Scale adapted from Misra and McKean (2000), and an English Learning Motivation Scale adapted from Dörnyei's L2 Motivational Self System, all measured using a 5-point Likert scale. The questionnaires were distributed during class hours with informed consent from participants. The collected data were analyzed using SPSS, including descriptive statistics, normality tests, and Pearson Product–Moment correlation to determine the strength and direction of the relationship between academic stress and English learning motivation.

FINDINGS

Students' Academic Stress Levels

The analysis of the descriptive statistics of academic stress is presented in Table 4.1.1. The results show that the three measured statements indicate a high level of stress among the respondents.

Table 1. Descriptive Statistics of Academic Stress

Item	Mean	Interpretation
I felt overwhelmed by academic assignments	3.73	High stress
Deadlines caused me excessive anxiety	3.68	High stress
I worried about my academic performance	3.61	High stress

The findings show that the statement “*I feel overwhelmed with academic tasks*” received the highest mean score ($M = 3.73$), followed by “*Deadlines make me highly anxious*” ($M = 3.68$) and “*I worry about my academic performance*” ($M = 3.61$). The overall mean score ($M = 3.47$, $SD = 0.54$) indicates that students generally experience a moderate level of academic stress. These results highlight workload, deadline pressure, and concerns about academic achievement as the main sources of stress among students, consistent with the Academic Stress Inventory by Misra and McKean (2000). This pattern also supports Lazarus and Folkman's (1984) Cognitive Appraisal Theory, which explains that stress occurs when individuals perceive demands as exceeding their coping resources. Furthermore, prolonged academic stress may lead to symptoms of academic burnout such as fatigue, emotional exhaustion, and reduced academic engagement (Schaufeli et al., 2002).

Students' Motivation to Learn English

The analysis of data from the English Learning Motivation Scale, adapted from Dörnyei's (2005) L2 Motivational Self System, is presented in Table 2. This framework helps explain how students' Ideal L2 Self, Ought-to L2 Self, and learning experiences influence their motivation and engagement in learning English.

Table 2. Descriptive Statistics of English Learning Motivation

Item	Mean	Interpretation
------	------	----------------

I imagined myself speaking English fluently in the future	3.84	High motivation
I studied English because it is important for my career	3.79	High motivation
I enjoyed my English classes	3.65	Moderate to high motivation

Table 2 shows that respondents generally have a high level of motivation to learn English. The statement “*I imagine myself speaking English fluently in the future*” obtained the highest mean score ($M = 3.84$), highlighting the importance of learners’ Ideal L2 Self in motivating language learning (Dörnyei, 2005). Instrumental motivation is also evident, as the item “*I study English because it is important for my career*” scored highly ($M = 3.79$), indicating that career opportunities influence students’ motivation. Additionally, the item “*I enjoy attending English classes*” ($M = 3.65$) reflects moderate-to-high enjoyment, suggesting that both personal aspirations and practical benefits contribute to students’ motivation to learn English.

The Relationship Between Academic Stress and English Learning Motivation

To investigate the relationship between academic stress and English learning motivation, Pearson’s correlation analysis was employed. The results of this analysis are presented in Table 3.

Table 3. Correlation Between Academic Stress and Motivation

Variables	r	p-value	Interpretation
Academic Stress & Motivation	-0.426	0.004	Moderate negative correlation

The correlation table between academic stress and motivation demonstrates a significant negative relationship between the two variables. With a correlation coefficient (R) of -0.426 and a p -value of 0.004 , the results indicate that the higher the level of academic stress experienced by an individual, the lower their academic motivation. This moderate negative correlation suggests that excessive academic pressure can hinder learners’ enthusiasm and academic goals.

This finding is consistent with the descriptive results presented earlier, where students reported experiencing moderate-to-high levels of stress alongside strong but varied levels of motivation. Taken together, these results provide empirical evidence that although students possess both instrumental and intrinsic reasons for learning English, heightened stress levels may undermine their ability to sustain such motivation.

In this study, participants appeared to experience stress levels that exceeded the optimal threshold, thereby weakening their motivation and persistence in language learning. This outcome aligns with the Yerkes–Dodson law (Yerkes & Dodson, 1908), which posits that while moderate stress may enhance performance, excessive stress impairs both motivation and learning outcomes.

Discussions

The findings of this study indicate that university students experience moderate to high levels of academic stress, primarily caused by academic workload, deadlines, and concerns about performance. These results are consistent with Misra and McKean (2000), who identified

similar academic stressors among college students, particularly time pressure and task overload. In addition, Deb et al. (2015) found that excessive academic demands significantly contribute to students' psychological distress, including anxiety and emotional exhaustion. From a theoretical perspective, this finding aligns with Lazarus and Folkman's (1984) Cognitive Appraisal Theory, which explains that stress arises when individuals perceive academic demands as exceeding their coping resources.

When compared with previous studies, the level of academic stress identified in this research reflects a similar pattern across different educational contexts. For instance, Putri and Cahyono (2022) reported that Indonesian university students also experienced moderate to high stress due to academic workload and institutional expectations. Similarly, Tran (2021) found that academic pressure negatively influences students' psychological readiness and engagement in English learning. These similarities suggest that academic stress is a common and persistent issue among university students, particularly in English as a Foreign Language (EFL) context.

Despite experiencing considerable stress, the students in this study demonstrated moderate to high motivation to learn English, driven by both intrinsic and instrumental factors. This finding supports Dörnyei's (2005) L2 Motivational Self System, which emphasizes the role of the Ideal L2 Self in shaping learners' motivation. It is also consistent with Gardner (1985), who highlighted the importance of both integrative and instrumental motivation in second language acquisition. However, compared to previous research, the present study suggests that although motivation remains relatively strong, it is vulnerable to the negative effects of academic stress, particularly when stress levels are high and prolonged.

The correlation analysis revealed a significant negative relationship between academic stress and motivation ($r = -0.426$, $p = 0.004$), indicating that higher levels of stress are associated with lower levels of motivation in learning English. This finding is consistent with Saragih (2021), who reported that students experiencing high academic stress tend to show reduced interest and participation in English learning. Similarly, Tran (2021) found that academic stress negatively affects students' self-efficacy, which in turn weakens their learning motivation. Furthermore, Liu and Huang (2021) argued that academic stress often functions as a psychological threat rather than a motivating challenge, thereby decreasing learners' engagement in EFL contexts.

However, a more critical comparison reveals that not all studies fully support a purely negative relationship. Liu and Huang (2021) suggested that moderate levels of stress may enhance motivation when students perceive it as a challenge rather than a threat. This perspective is supported by the Yerkes–Dodson Law (1908), which posits that optimal levels of stress can improve performance and motivation. In contrast, the findings of the present study indicate that the level of stress experienced by students tends to exceed this optimal threshold, resulting in decreased motivation. This discrepancy may be influenced by contextual factors such as academic workload intensity, limited coping strategies, and institutional pressure.

Moreover, this study highlights the role of sociocultural and institutional factors in shaping students' academic stress and motivation. In the Indonesian context, English proficiency is often associated with academic success, career advancement, and social mobility, which can increase external pressure on students. This finding is supported by Nguyen and Habók (2021), who found that exam-oriented education systems tend to increase stress while reducing intrinsic motivation. Similarly, Suwandi (2023) reported that Indonesian university students often experience emotional pressure due to high academic expectations and limited psychological support.

Overall, the findings of this study confirm and extend previous research by demonstrating that academic stress is a significant factor influencing students' motivation to learn English. While earlier studies have established a negative relationship between these

variables, this research provides additional empirical evidence from the Indonesian higher education context. It emphasizes the importance of balancing academic demands with psychological support to sustain students' motivation. Therefore, educational institutions should implement strategies such as autonomy-supportive teaching practices (Deci & Ryan, 2000), flexible deadlines, and counselling services to help students manage stress and maintain their engagement in learning English.

CONCLUSION

This study explored how academic stress affects students' motivation to learn English within a university context. Using a quantitative correlational design, data were gathered from questionnaires administered to a group of English Education Department students. The following conclusions were drawn based on the analysis of the study's three research questions:

The data analysis indicated that students generally experience moderate to high academic stress. The primary causes of stress were excessive coursework, strict deadlines, and concerns over academic achievement. These stressors led to increased emotional strain, anxiety, and a feeling of being overwhelmed. The findings suggest that academic demands frequently exceed students' perceived ability to manage their responsibilities effectively.

Despite the pressure they face, students demonstrated moderate to high levels of motivation in learning English. Most students were driven by long-term objectives such as improving future career prospects and achieving personal growth. Their responses reflected a strong Ideal L2 Self, indicating that learners envisioned themselves as successful English speakers. Motivation driven by external expectations, such as family or societal pressure (Ought-to L2 Self), appeared to be less significant.

Statistical testing revealed a significant negative correlation between academic stress and motivation to learn English. Specifically, as students' stress increased, their enthusiasm and drive to engage with English language learning declined. This outcome supports psychological theories and previous research findings that stress can disrupt the internal processes that sustain motivation, such as confidence, focus, and emotional energy.

In summary, even though students aspired to become proficient in English, their motivational efforts were hindered by the intensity of their academic stress. Thus, without adequate support, the desire to succeed in language learning may not be sufficient to maintain consistent engagement.

REFERENCES

- Ahmed, M., Alghamdi, A., & Rahman, M. (2020). The impact of academic stress on English language learning motivation: Evidence from a Middle Eastern university. *International Journal of Educational Research*, 101, 101–112. <https://doi.org/10.1016/j.ijer.2020.101112>
- Ahmed, O., Hossain, M. A., & Siddiqua, S. (2020). Academic stress, anxiety, and depression among students: A cross-sectional study. *Journal of Education and Health Promotion*, 9(1), 1–8. https://doi.org/10.4103/jehp.jehp_520_19
- Al-Kumaim, N. H., Alhazmi, A. K., Mohammed, F., Gazem, N. A., Fazea, Y., & Sallam, K. M. (2021). Exploring the impact of transformation to fully online learning during COVID-19 on Malaysian university students' academic life and performance. *International Journal of Interactive Mobile Technologies*, 15(5), 140–158. <https://doi.org/10.3991/ijim.v15i05.20203>

- Alrabai, F. (2020). The role of motivation in EFL students' success in learning English in Saudi Arabia. *International Journal of English Linguistics*, 10(1), 20–33. <https://doi.org/10.5539/ijel.v10n1p20>
- Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. Springer. <https://doi.org/10.1007/978-1-4899-2271-7>
- Deci, E. L., & Ryan, R. M. (2000). The “what” and “why” of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*, 11(4), 227–268. https://doi.org/10.1207/S15327965PLI1104_01
- Deb, S., Strodl, E., & Sun, J. (2015). Academic stress, parental pressure, anxiety and mental health among Indian high school students. *International Journal of Psychology and Behavioral Sciences*, 5(1), 26–34. <https://doi.org/10.5923/j.ijpbs.20150501.04>
- Dörnyei, Z. (2001). *Motivational strategies in the language classroom*. Cambridge University Press. <https://doi.org/10.1017/CBO9780511667343>
- Dörnyei, Z. (2005). *The psychology of the language learner: Individual differences in second language acquisition*. Lawrence Erlbaum Associates. <https://doi.org/10.4324/9781410613349>
- Dörnyei, Z. (2009). *The psychology of second language acquisition*. Oxford University Press.
- Dörnyei, Z. (2009). The L2 motivational self system. In Z. Dörnyei & E. Ushioda (Eds.), *Motivation, language identity and the L2 self* (pp. 9–42). Multilingual Matters. <https://doi.org/10.21832/9781847691293-003>
- Dörnyei, Z., & Ryan, S. (2015). *The psychology of the language learner revisited*. Routledge. <https://doi.org/10.4324/9781315779553>
- Gardner, R. C. (1985). *Social psychology and second language learning: The role of attitudes and motivation*. Edward Arnold.
- Hasan, M., & Khan, S. (2022). The effect of academic stress on students' performance: An analysis from higher education institutions. *Journal of Applied Research in Higher Education*, 14(5), 2015–2032. <https://doi.org/10.1108/JARHE-05-2021-0204>
- Kim, T.-Y., & Kim, Y.-K. (2018). The impact of Korean secondary school students' perceptions of English learning and their L2 selves on motivation. *System*, 72, 88–98. <https://doi.org/10.1016/j.system.2017.10.009>
- Kohn, J. P., & Frazer, G. H. (1986). An academic stress scale: Identification and rated importance of academic stressors. *Psychological Reports*, 59(2), 415–426. <https://doi.org/10.2466/pr0.1986.59.2.415>
- Kurniasih, D., Cahyono, B. Y., Astuti, U. P., & Suryati, N. (2023). Teacher strategies in reducing writing anxiety and boosting student motivation in online learning. *TESOL International Journal*, 18(1), 43–58.
- Lamb, M. (2017). The motivational dimension of language teaching. *Language Teaching*, 50(3), 301–346. <https://doi.org/10.1017/S0261444817000088>
- Lazarus, R. S., & Folkman, S. (1984). *Stress, appraisal, and coping*. Springer. <https://doi.org/10.1007/978-1-4419-1005-9>

- Lestari, I. (2024). *English teachers' perceptions of students' English acquisition: An analysis of the impact of teachers' learning experiences on the teaching process* (Master's thesis). Universitas Islam Malang.
- Lin, T. J., & Huang, Y. M. (2022). Academic burnout and learning engagement among university students: The mediating role of emotional regulation. *Educational Psychology*, 42(7), 819–835. <https://doi.org/10.1080/01443410.2021.1935049>
- Liu, X., & Huang, J. (2021). The motivational role of academic stress among university EFL learners: A challenge or a threat? *Journal of Language Teaching and Research*, 12(5), 789–799. <https://doi.org/10.17507/jltr.1205.05>
- Ma, X. (2024). Teachers' perceptions of academic workload and student engagement in EFL classrooms. *Asian EFL Journal*, 26(1), 120–140.
- Markus, H., & Nurius, P. (1986). Possible selves. *American Psychologist*, 41(9), 954–969. <https://doi.org/10.1037/0003-066X.41.9.954>
- Misra, R., & Castillo, L. G. (2004). Academic stress among college students: Comparison of American and international students. *International Journal of Stress Management*, 11(2), 132–148. <https://doi.org/10.1037/1072-5245.11.2.132>
- Misra, R., & McKean, M. (2000). College students' academic stress and its relation to their anxiety, time management, and leisure satisfaction. *American Journal of Health Studies*, 16(1), 41–51.
- Nguyen, L. T., & Habók, A. (2021). Exam-oriented education and its impact on motivation and achievement: A Vietnamese case. *Cogent Education*, 8(1), 1933683. <https://doi.org/10.1080/2331186X.2021.1933683>
- Park, H., & Choi, B. (2020). The effects of supportive learning environments on students' motivation and academic success. *Educational Studies*, 46(4), 440–456. <https://doi.org/10.1080/03055698.2019.1584859>
- Pekrun, R., Goetz, T., Titz, W., & Perry, R. P. (2014). Academic emotions in students' self-regulated learning and achievement. *Educational Psychologist*, 37(2), 91–105. https://doi.org/10.1207/S15326985EP3702_4
- Pramudita, D. F. (2024). *"From time to time, I feel pressured": EFL graduate student psychological feelings in writing research papers for publication* (Undergraduate thesis). Universitas Islam Malang.
- Purtanto, Y. A. (2021). *The relationship between students' motivation and students' English achievement* (Undergraduate thesis). Universitas Islam Malang.
- Putri, I. D., & Cahyono, B. Y. (2022). Academic stress and its influence on English learning motivation among Indonesian university students. *Studies in English Language and Education*, 9(3), 1030–1047. <https://doi.org/10.24815/siele.v9i3.26297>
- Rahman, M. M., Singh, M. K. M., & Pandian, A. (2020). Exploring ESL learners' anxiety and motivation in writing classrooms. *The English Teacher*, 49(2), 55–68. <https://doi.org/10.24191/et.v49i2.11806>
- Ruzin, M. (2021). *The perception and motivation of the second-year students of English Education Department of University of Islam Malang in taking online learning activities* (Undergraduate thesis). Universitas Islam Malang.

- Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology*, 25(1), 54–67. <https://doi.org/10.1006/ceps.1999.1020>
- Salmela-Aro, K., & Upadyaya, K. (2014). School burnout and engagement in the context of demands–resources model. *British Journal of Educational Psychology*, 84(1), 137–151. <https://doi.org/10.1111/bjep.12018>
- Saragih, S. (2021). Academic stress and its effect on university students' motivation in learning English: A qualitative perspective. *Journal of English Language Studies*, 6(2), 89–98. <https://doi.org/10.30870/jels.v6i2.12345>
- Schaufeli, W. B., & Bakker, A. B. (2004). Job demands, job resources, and their relationship with burnout and engagement. *Journal of Organizational Behavior*, 25(3), 293–315. <https://doi.org/10.1002/job.248>
- Schaufeli, W. B., Leiter, M. P., Maslach, C., & Jackson, S. E. (1996). Maslach Burnout Inventory–General Survey (MBI-GS). In C. Maslach, S. E. Jackson, & M. P. Leiter (Eds.), *Maslach Burnout Inventory manual* (3rd ed., pp. 19–26). Consulting Psychologists Press.
- Suwandi, I. (2023). Silent endurance: Academic pressure and emotional suppression among Indonesian university students. *Indonesian Journal of Educational Psychology*, 12(1), 45–59. <https://doi.org/10.31258/ijep.v12i1.45-59>
- Thi, N. H., Le, T. P., & Nguyen, T. H. (2024). The effect of academic workload on students' engagement in online EFL learning. *Asian Journal of University Education*, 20(2), 150–164. <https://doi.org/10.24191/ajue.v20i2.250>
- Thompson, A. B. (2023). The impact of concentrated assessment schedules on student engagement. *Journal of Educational Assessment*, 15(2), 45–58.
- Tran, T. T. (2021). The impact of academic stress on EFL students' motivation and learning behavior. *Journal of Language and Education*, 7(3), 118–130. <https://doi.org/10.17323/jle.2021.118>
- Tran, T. T. T. (2021). Academic stress, self-efficacy, and learning motivation among university students. *Journal of Educational and Social Research*, 11(2), 1–10.
- Ul Jannah, S., Mustofa, A., & Nasihah, M. (2024). The correlation between learning motivation and students' achievement of high- and low-proficiency students in learning English. *JP3 (Jurnal Pendidikan dan Pembelajaran)*, 9(1), 45–55.
- Wang, J. (2025). Academic workload, emotional fatigue, and intrinsic motivation among EFL students in Chinese universities. *Frontiers in Education*, 10, 1420852. <https://doi.org/10.3389/educ.2025.1420852>
- Yan, X. (2025). Understanding academic stress and its impact on learning motivation in higher education. *Frontiers in Psychology*, 16, 1405097. <https://doi.org/10.3389/fpsyg.2025.1405097>
- Yerkes, R. M., & Dodson, J. D. (1908). The relation of strength of stimulus to rapidity of habit-formation. *Journal of Comparative Neurology and Psychology*, 18(5), 459–482. <https://doi.org/10.1002/cne.920180503>

Yu, C., Zhang, W., & Li, M. (2022). Academic workload, stress, and burnout among EFL learners in Chinese universities. *Frontiers in Psychology*, 13, 875937. <https://doi.org/10.3389/fpsyg.2022.875937>