

DAFTAR PUSTAKA

- Abd-Alrazaq, A., Rababeh, A., Alajlani, M., Bewick, B. M., & Househ, M. (2020). Effectiveness and safety of using chatbots to improve mental health: Systematic review and meta-analysis. *Journal of Medical Internet Research*, 22(7), e16021. <https://doi.org/10.2196/16021>
- Adamopoulou, E., & Moussiades, L. (2020). Chatbots: History, technology, and applications. *Machine Learning With Applications*, 2, 100006. <https://doi.org/10.1016/j.mlwa.2020.100006>
- Adelina, S. (2018). Faktor penyebab lamanya mahasiswa menyelesaikan skripsi di fakultas ekonomi Universitas Negeri Padang. *Jurnal Ecogen*, 1(4), 184. <https://doi.org/10.24036/jmpe.v1i1.4738>
- Adiwardana, D., Luong, M., So, D. R., Hall, J., Fiedel, N., Thoppilan, R., Yang, Z. J., Kulshreshtha, A., Nemade, G., Lu, Y., & Le, Q. V. (2020). Towards a human-like Open-Domain chatbot. *arXiv (Cornell University)*. <https://arxiv.org/pdf/2001.09977>.
- Aldwin, C. M. (2007). *Stress, coping, and development: An integrative perspective*. New York, NY: Guilford Press.
- Alidina, S. (2015). *The mindful way through stress: The proven 8-week path to health, happiness, and well-being*. Guilford Press.
- Alto, V. (2023). *Modern generative AI with ChatGPT and OpenAI Models*. United Kingdom: Packt Publishing.
- Amah, O. E., Ogba, K. T., Nwifo, J. I., Ogba, M. A., Onyekachi, B. N., Nwanosike, C. L., & Onyishi, A. E. (2022). Academic stress and suicidal ideation: moderating roles of coping style and resilience. *BMC Psychiatry*, 22(1). <https://doi.org/10.1186/s12888-022-04063-2>
- Ambarwati, P. D., Pinilih, S. S., & Astuti, R. T. (2019). Gambaran tingkat stres mahasiswa. *Jurnal Keperawatan Jiwa*, 5(1), 40. <https://doi.org/10.26714/jkj.5.1.2017.40-47>
- Anderson, G. W. (1957). Research in reproductive wastage. *American Journal of Public Health and the Nation's Health*, 47(12), 1542–1551. <https://doi.org/10.2105/ajph.47.12.1542>
- Andrico, R. (2023). Gambaran stres akademik mahasiswa yang mengerjakan skripsi di Universitas Andalas. [Skripsi, Universitas Andalas]. E-Skripsi Universitas Andalas.

- Athavipach, C., Pan-Ngum, S., & Israsena, P. (2019). A wearable In-Ear EEG device for emotion monitoring. *Sensors*, 19(18), 4014. <https://doi.org/10.3390/s19184014>
- Aulia, S., & Panjaitan, R. U. (2019). Kesejahteraan psikologis dan tingkat stres pada mahasiswa tingkat akhir. *Jurnal Keperawatan Jiwa*, 7(2), 127. <https://doi.org/10.26714/jkj.7.2.2019.127-134>
- Azwar, S. (2012). Reliabilitas dan validitas. Yogyakarta: Pustaka Pelajar
- Azwar, S. (2017). *Metode penelitian psikologi*. Yogyakarta: Pustaka Pelajar.
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: W. H. Freeman Company.
- Barani, S., & Salamor, J. (2022). Gambaran tingkat stres pada mahasiswa tingkat akhir yang sedang menyelesaikan skripsi di Universitas Hein Namotemo. *LELEANI : Jurnal Keperawatan Dan Kesehatan Masyarakat*, 2(1), 35–40. <https://doi.org/10.55984/leleani.v2i1.99>
- Batterham, P. J., & Calear, A. L. (2017). Preferences for Internet-Based Mental health interventions in an adult online sample: Findings from an online community survey. *JMIR Mental Health*, 4(2), e26. <https://doi.org/10.2196/mental.7722>
- Behm, J., & Behm (2012). Rogers revisited : The genetic impact of the counseling relationship. *Ideas and Research You Can Use: VISTAS 2012*, 1(26), 1-8.
- Bendig, E., Erb, B., Schulze-Thuesing, L., & Baumeister, H. (2019). The Next Generation: Chatbots in Clinical Psychology and Psychotherapy to Foster Mental Health – A Scoping Review. *Verhaltenstherapie*, 32(Suppl. 1), 64–76. <https://doi.org/10.1159/000501812>
- Bodie, G. D., Vickery, A. J., Cannava, K., & Jones, S. M. (2015). The role of “Active Listening” in informal helping conversations: Impact on perceptions of listener helpfulness, sensitivity, and supportiveness and discloser emotional improvement. *Western Journal of Communication*, 79(2), 151–173. <https://doi.org/10.1080/10570314.2014.943429>
- Borelli, J. L., Sohn, L., Wang, B. A., Hong, K., DeCoste, C., & Suchman, N. E. (2019). Therapist-Client Language Matching: Initial Promise as a Measure of Therapist-Client Relationship Quality. *Psychoanalytic psychology : the official journal of the Division of Psychoanalysis, American Psychological Association, Division 39*, 36(1), 9–18. <https://doi.org/10.1037/pap0000177>
- Boucher, E. M., Harake, N., Ward, H. E., Stoeckl, S., Vargas, J., Minkel, J., Parks, A. C., & Zilca, R. (2021). Artificially intelligent chatbots in digital mental health interventions: a review. *Expert Review of Medical Devices*, 18(sup1), 37–49. <https://doi.org/10.1080/17434440.2021.2013200>

- Bullock, G., Kraft, L., Amsden, K., Gore, W., Prengle, B., Wimsatt, J., Goode, A., (2017). The prevalence and effect of burnout on graduate healthcare students. *Can. Med. Educ. J.* 8 (3), e90-e108.
- Burleson, B. R., & Samter, W. (1985a). Consistencies in theoretical and naive evaluations of comforting messages. *Communication Monographs*, 52, 103–123.
- Burleson, B. R., & Samter, W. (1985b). Individual differences in the perception of comforting messages: An exploratory investigation. *Central States Speech Journal*, 36, 39–50.
- Burleson, B. R. (1994a). Comforting communication: Significance, approaches, and effects. In B. R. Burleson, T. L. Albrecht, & I. G. Sarason (Eds.), *Communication of social support: Messages, interactions, relationships, and community* (pp. 3–28). Thousand Oaks, CA: Sage.
- Burleson, B. R. (1994b). Comforting messages: Features, functions, and outcomes. In J. A. Daly & J. M. Wiemann (Eds.), *Strategic interpersonal communication* (pp. 135–161). Hillsdale, NJ: Lawrence Erlbaum Associates.
- Burleson, B. R., & Goldsmith, D. J. (1998). How the comforting process works: Alleviating emotional distress through conversationally induced reappraisals. In P. A. Andersen & L. K. Guerrero (Eds.), *Handbook of communication and emotion: Research, theory, applications, and contexts* (pp. 245–280). San Diego, CA: Academic Press. San Diego, CA: Academic Press.
- Burleson, B. R. (2003). Emotional support skills. In J. O. Greene & B. R. Burleson (Eds.), *Handbook of communication and social interaction skills* (pp. 551–594). Lawrence Erlbaum Associates Publishers.
- Cahyono D. & Wekke, I. S. (2018). *Teknik penyusunan dan penulisan tesis*. Yogyakarta: Deepublish Publisher.
- Calonia, J. T., Pagente, D. P., Desierto, D. J. C., Capio, R. T., Tembrevilla, J. a. P., Guzman, C. A., & Nicor, A. J. S. (2023). Time Management and Academic achievement: Examining the roles of prioritization, procrastination and socialization. *Zenodo (CERN European Organization for Nuclear Research)*. <https://doi.org/10.5281/zenodo.8115965>
- Campbell, Tavis S., Jillian A. Johnson, Kristin A. Zernicke, Christopher Shaw, Kazuo Hara, Kazuo Hara, & Susan Folkman. (2013). "Cognitive Appraisal." In *Encyclopedia of Behavioral Medicine, 2066*. New York, NY: Springer New York.

- Caldarini, G., Jaf, S., & McGarry, K. (2022). A literature survey of recent advances in chatbots. *Information*, 13(1), 41. <https://doi.org/10.3390/info13010041>
- Choi, D. W., Chun, S. S., Lee, S. A., Han, K. T., & Park, S. (2018). Association between sleep duration and perceived stress: Salaried worker in circumstances of high workload. *International Journal of Environmental Research and Public Health*, 15(4), 796. <https://doi.org/10.3390/ijerph15040796>
- Christensen, A. (2023). *How many languages does chatgpt support? the complete chatgpt language list*. SEO.ai - The #1 AI Writer for SEO. <https://seo.ai/blog/how-many-languages-does-chatgpt-support>
- Christiano, P. F., Leike, J., Brown, T. B., Martic, M., Legg, S., & Amodei, D. (2017). Deep reinforcement learning from human preferences. *Neural Information Processing Systems*, 30, 4299–4307. <http://papers.nips.cc/paper/7017-deep-reinforcement-learning-from-human-preferences.pdf>
- Christianson, S. (1992). Emotional stress and eyewitness memory: A critical review. *Psychological Bulletin*, 112(2), 284–309. <https://doi.org/10.1037/0033-2909.112.2.284>
- Cohen, J., & Borenstein, M. (1988). *Statistical power analysis: A computer program*. Lawrence Erlbaum Assoc Incorporated.
- Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education*. New York: Routledge.
- Cutrona, C. E., & Russell, D. W. (1990). Types of social support and specific stress: Toward a theory of optimal matching. In B. R. Sarason, I. G. Sarason, & G. R. Pierce (Eds.), *Social support: An interactional view* (pp. 319–366). New York: Wiley.
- De Nieva, J. O., Joaquin, J. C., Tan, C. B., Te, R. K. M., & Ong, E. (2020). Investigating students' use of a mental health chatbot to alleviate academic stress. *6th International ACM In-Cooperation HCI and UX Conference*. <https://doi.org/10.1145/3431656.3431657>
- Deng, Y., Cherian, J., Khan, N. M., Kumari, K., Sial, M. S., Comite, U., Gavurova, B., & Popp, J. (2022). Family and academic stress and their impact on students' depression level and academic performance. *Frontiers in Psychiatry*, 13, 869337. <https://doi.org/10.3389/fpsy.2022.869337>
- Divya, S., Indumathi, Ishwarya, S., Priyasankari, M., & S, K. D. (2018). A self-diagnosis medical chatbot using artificial intelligence. *J Web Dev Web Design.*, 3(1). <http://matjournals.in/index.php/JoWDWD/article/view/2334>

- Dosovitsky, G., Pineda, B. S., Jacobson, N. C., Chang, C., Escoredo, M., & Bunge, E. L. (2020). Artificial intelligence chatbot for depression: Descriptive study of usage. *JMIR Formative Research*, 4(11), e17065. <https://doi.org/10.2196/17065>
- Dubey, S. (2019). Towards finding association between decision fatigue and critical thinking in the constructive e-learning environment. *Int. J. Sci. Res. Rev.* 7 (6). <http://dx.doi.org/10.13140/RG.2.2.16936.83208>
- Eisenberg, D., Golberstein, E., & Hunt, J. B. (2009). Mental health and academic success in college. *B.E. J Econ Anal Policy* 9, 1–35. <https://doi:10.2202/1935-1682.2191>
- Etika, N., & Hasibuan, W. F. (2016). Deskripsi Masalah Mahasiswa Yang Sedang Menyelesaikan Skripsi. *KOPASTA: Jurnal Program Studi Bimbingan Konseling*, 3(1), 40–45. <https://doi.org/10.33373/kop.v3i1.265>
- Ernawati, L., & Rusmawati, D. (2015). Dukungan sosial orang tua dan stres akademik pada siswa SMK yang menggunakan kurikulum 2013. *Empati*, 4(4), 26-31.
- Eshghie, M., & Eshghie, M. (2023). ChatGPT as a Therapist Assistant: A suitability study. *arXiv* (Cornell University). <https://doi.org/10.48550/arxiv.2304.09873>
- Farhat, F. (2023). ChatGPT as a Complementary Mental Health Resource: A Boon or a Bane. *Annals of Biomedical Engineering*. <https://doi.org/10.20944/preprints202307.1479.v1>
- Field, A. P. (2017). Discovering statistics using IBM SPSS statistics. <https://dl.acm.org/citation.cfm?id=2502692>
- Firdaus, F. A., & Navion, F. P. (2021). Penerapan konseling individu teknik reframing untuk mengurangi stres akademik pada mahasiswa. *Irsyad: Jurnal Bimbingan, Penyuluhan, Konseling, Dan Psikoterapi Islam*, 9(1), 1-20
- Fitzpatrick, K. K., Darcy, A. M., & Vierhile, M. (2017). Delivering cognitive behavior therapy to young adults with symptoms of depression and anxiety using a fully automated conversational agent (WoeBot): a randomized controlled trial. *JMIR Mental Health*, 4(2), e19. <https://doi.org/10.2196/mental.7785>
- Folkman, S., & Lazarus, R.S. (1980). An analysis of coping in a middle-aged community sample. *Journal of Health and Social Behavior*, 21, 219-231.

- Folkman, S., & Lazarus, R.S. (1988). The relationship between coping and emotion: Implications for theory and research. *Soc. Sci. Med.* 26(3), 309–317.
- Freitas, J. D., Uğuralp, A.K., Uğuralp, Z., & Puntoni, S. (2022). Chatbots and mental health: insights into the safety of generative AI. *Harvard Business School Working Paper*, 23-011
- Gadzella, B. M. (1994). Student-Life Stress Inventory: Identification of and reactions to stressors. *Psychological Reports*, 74(2), 395–402. <https://doi.org/10.2466/pr0.1994.74.2.395>
- Garcia-Brustenga, G., Fuertes-Alpiste, M., & Molas-Castells, N. (2018). Briefing paper: Chatbots in education. eLearn Center, Universitat Oberta de Catalunya. <https://doi.org/10.7238/elc.chatbots.2018>.
- Goli, Z., Asghari, A., & Moradi, A. (2014). Effects of mood induction on the pain responses in patients with migraine and the role of pain catastrophizing. *Clinical Psychology & Psychotherapy*, 23(1), 66–76. <https://doi.org/10.1002/cpp.1939>
- Govaerst, S. & Gregoire, J. (2004). Stressfull academic situations: study on appraisal variables in adolescence. *Revue europeenne de psychologie appliqué*, 54, 261-271
- Gould, C. E., Kok, B. C., Vanessa, K., Zapata, A. M. L., Owen, J. E., & Kuhn, E. (2019). Veterans Affairs and the Department of Defense mental health apps: A systematic literature review. *Psychological Services*, 16(2), 196–207. <https://doi.org/10.1037/ser0000289>
- Gravetter, F. J., Forzano, L. B., & Rakow, T. (2021). *Research methods for the behavioral sciences*. Hampshire: Cengage Learning.
- Green, Z. A., Faizi, F., Jalal, R., & Zadrán, Z. (2021). Emotional support received moderates academic stress and mental well-being in a sample of Afghan university students amid COVID-19. *Int. J. Soc. Psychiatry*. 207640211057729. <https://doi: 10.1177/00207640211057729>.
- Hardy, C. L., & Van Vugt, M. (2006). Nice guys Finish first: the competitive altruism hypothesis. *Personality and Social Psychology Bulletin*, 32(10), 1402–1413. <https://doi.org/10.1177/0146167206291006>
- Harned MS, Banawan SF, Lynch TR. (2006). Dialectical behavior therapy: an emotion-focused treatment for borderline personality disorder. *J Contemp Psychother*, 36(2), 67–75. doi: 10.1007/s10879-006-9009-x.
- Haque, M. R., & Rubya, S. (2023). An Overview of Chatbot Based Mobile Mental Health Applica-tions: Insights from App Description and User Reviews

(Preprint). *Jmir Mhealth and Uhealth*, 11, e44838.
<https://doi.org/10.2196/44838>

Hassani, H., & Silva, E. S. (2023). The role of ChatGPT in Data Science: How AI-Assisted conversational Interfaces are revolutionizing the field. *Big Data and Cognitive Computing*, 7(2), 62. <https://doi.org/10.3390/bdcc7020062>

Hashim, M. J. (2017). Patient-centered communication: Basic skills. *PubMed*, 95(1), 29–34. <https://pubmed.ncbi.nlm.nih.gov/28075109>

Hawkins, N., & Meyer, M. E. (1965). Time perception of short intervals during finished, unfinished and empty task situations. *Psychonomic Science*, 3(1–12), 473. <https://doi.org/10.3758/bf03343238>

Healing, S., & Bavelas, J. B. (2011). Can questions lead to change? An analogue experiment. *Journal of Systemic Therapies*, 30(4), 30–47. <https://doi.org/10.1521/jsyt.2011.30.4.30>

Heilman, K. M. (1997). The neurobiology of emotional experience. *Journal of Neuropsychiatry and Clinical Neurosciences*, 9(3), 439–448. <https://doi.org/10.1176/jnp.9.3.439>

Helpiyani, H., Jumaini, & Erwin. (2019). Gambaran tingkat stres akademik mahasiswa keperawatan dalam menyusun skripsi. *Jurnal Online Mahasiswa FKp*, 6(1), 363–369.

Hobfoll, S. E. (2002). Social and psychological resources and adaptation. *Review of General Psychology*, 6(4), 307–324. <https://doi.org/10.1037/1089-2680.6.4.307>

Hofmann, F., Sperth, M., & Holm-Hadulla, R. M. (2015). Methods and effects of integrative counseling and short-term psychotherapy for students. *Mental Health & Prevention*. <https://doi.org/10.1016/j.mhp.2015.04.005>

Holahan, C. J., Ragan, J. D., & Moos, R. H. (2004). Stress. In C. Spielberger (Ed.), *Encyclopedia of Applied Psychology*. San Diego, CA: Academic Press.

Hormansyah, D. S. & Utama, Y. P. (2018). Aplikasi chatbot berbasis web pada sistem informasi layanan publik kesehatan di malang dengan menggunakan metode Tf-Idf. *Jurnal Informatika Polinema*, 4(3), p. 224.

Houde, S., Liao, V., Martino, J., Muller, M., Piorkowski, D., Richards, J. T., Weisz, J. D., & Zhang, Y. (2020). Business (mis)use cases of generative AI. *arXiv (Cornell University)*. <https://arxiv.org/pdf/2003.07679.pdf>

Huan, V. S., Yeo, L. S., Ang, R. P., & Chong, W. H. (2006). The influence of dispositional optimism and gender on adolescents perception of academic stress. *Adolescence*, 41(163).

- Hughes, A. (n.d.). *ChatGPT: Everything you need to know about OpenAI's GPT-4 tool*. <https://www.sciencefocus.com/future-technology/gpt-3/>
- Husniah, W. O., & Fauzi, M. I. (2023). Teknik emotion focused coping untuk mengatasi stres akademik mahasiswa tingkat akhir melalui konseling individual. *Jurnal Pendidikan Dan Konseling (Jpdk)*, 5(1), 438-442.
- Hutchby, I. (2005). "Active listening": Formulations and the elicitation of feelings-talk in child counseling. *Research on Language and Social Interaction*, 38, 303–329. doi:10.1207/s15327973rlsi3803_4
- Idrus, M. (2009). *Metode Penelitian Ilmu Sosial Pendekatan Kualitatif dan Kuantitatif*. Jakarta: Penerbit Erlangga
- Ishaq. (2017). *Metode penelitian hukum dan penulisan skripsi, tesis, serta disertasi*. Bandung: Bandung Alfabeta.
- Jones, S. M., & Burleson, B. R. (1997). The impact of situational variables on helpers' perceptions of comforting messages: An attributional analysis. *Communication Research*, 24, 530–555.
- Judson, T., Odisho, A. Y., Young, J. J., Bigazzi, O., Steuer, D., Gonzales, R., & Neinstein, A. B. (2020). Implementation of a digital chatbot to screen health system employees during the COVID-19 pandemic. *Journal of the American Medical Informatics Association*, 27(9), 1450–1455. <https://doi.org/10.1093/jamia/ocaa130>
- Kaplan, D. M., Tarvydas, V. M., & Gladding, S. T. (2014). 20/20: A vision for the future of counseling: The new consensus definition of counseling. *Journal of Counseling & Development*, 92(3), 366–372
- Kamtsios, S., & Karagiannopoulou, E. (2015). Exploring relationships between academic hardiness, academic stressors, and achievement in university undergraduates. *Journal of Applied Educational and Policy Research*, (1).
- Keane, C., Waldeck, D., Holliman, A., Goodman, S., & Choudhry, K. (2021). Exploring the experience of anxiety among final year students at University: A thematic analysis. *The Qualitative Report*. <https://doi.org/10.46743/2160-3715/2021.4874>
- Kinasih, H. W., Prajanto, A., & Sartika M. (2021). Peran dosen pembimbing dalam lulus tepat waktu mahasiswa : Study pada Mahasiswa Akuntansi Universitas X. *Proceeding SENDIU 2021*. 208-214.
- Kindness, P., Masthoff, J., & Mellish, C. (2017). Designing emotional support messages tailored to stressors. *International Journal of Human-computer Studies*, 97, 1–22. <https://doi.org/10.1016/j.ijhcs.2016.07.010>
- Kirwan, C. G., & Fu, Z. (2020). Smart cities and artificial intelligence: Convergent systems for planning, design, and operations. Elsevier.

- Kobasa, S. C. (1979). Stressful life events, personality, and health: An inquiry into hardiness. *Journal of Personality and Social Psychology*, 37(1), 1.
- Kretzschmar, K., Tyroll, H., Pavarini, G., Manzini, A., & Singh, I. (2019). Can your phone be your therapist? Young people's ethical perspectives on the use of fully Automated conversational Agents (Chatbots) in mental health support. *Biomedical Informatics Insights*, 11, 117822261982908. <https://doi.org/10.1177/1178222619829083>
- Kucherbaev, P, Bozzon, A., & Houben, G. J. (2018). Human-aided bots. *IEEE Internet Computing*, 22(6), 36-43. doi: 10.1109/MIC.2018.252095348.
- Kühn, T., Ramrath, M., Ridder, A., Scharmann, A., Weller, S., & Krämer, N. (2023). Trust in AI Chatbots: The perceived expertise and use of ChatGPT in subjective and objective tasks. <https://doi.org/10.17605/OSF.IO/9HZJG>
- Kuhn, R., Bradbury, T. N., Nussbeck, F.W., & Bodenmann, G. (2018). The power of listening: Lending an ear to the partner during dyadic coping conversations. *Journal of Family Psychology*, 32(6), 762.
- Lane, R. D., & Smith, R. (2021). Levels of emotional awareness: Theory and measurement of a socio-emotional skill. *Journal of Intelligence*, 9(3), 42. <https://doi.org/10.3390/jintelligence9030042>
- Lara, R., Fernández-Daza, M., Fernández-Daza, M., Olivencia-Carrión, M. A., Jiménez-Torres, M. G., Olivencia-Carrión, M. D., Ogallar-Blanco, A., & Godoy-Izquierdo, D. (2021). Active coping and anxiety symptoms during the covid-19 pandemic in spanish adults. *International Journal of Environmental Research and Public Health*, 18(16), 8240. <https://doi.org/10.3390/ijerph18168240>
- Lazarus, R. S. (1982). Thoughts on the relations between emotion and cognition. *American Psychologist*, 37(9), 1019–1024. <https://doi.org/10.1037/0003-066X.37.9.1019>
- Lehnert, K. (2023). AI Insights into Theoretical Physics and the Swampland Program: A Journey Through the Cosmos with ChatGPT. *arXiv (Cornell University)*. <https://doi.org/10.48550/arxiv.2301.08155>
- Li, H., and Lin, C. (2003). College stress and psychological well-being of Chinese college students. *Acta Psychol. Sinica* 25, 222–230.
- Linehan, M. M. (1993). *Cognitive-behavioral treatment of borderline personality disorder*. Guilford Press.
- Linehan MM. (1997). *Validation and psychotherapy*. In Bohart AC, Greenberg LS, editors. *Empathy reconsidered: New directions in psychotherapy*. Washington, DC: American Psychological Association; 1997. pp. 353–92.

- Linton SJ, Boersma K, Vangronsveld K, Fruzzetti A. (2011). Painfully reassuring? the effects of validation on emotions and adherence in a pain test. *Eur J Pain*, 16(4):592–599. doi: 10.1016/j.ejpain.2011.07.011.
- MacLaughlin, E. J., Raehl, C. L., Treadway, A. K., Sterling, T. L., Zoller, D. P., & Bond, C. (2005). Assessing medication adherence in the elderly. *Drugs & Aging*, 22(3), 231–255. <https://doi.org/10.2165/00002512-200522030-00005>
- MacGeorge, E. L., & Van Swol, L. M. (2019). Advice: Communicating to support and influence. *Oxford Research Encyclopedia of Communication*. <https://doi.org/10.1093/acrefore/9780190228613.013.178>
- Marthinus, V., Pata'dungan, A. M., Haryati, B. Z., Tandirerung, W. Y., & Marewa, J. B. (2022). Implementasi tugas proyek dalam upaya pembentukan keterampilan kerja mahasiswa. *JP (Jurnal Pendidikan) : Teori Dan Praktik*, 7(1), 24–30. <https://doi.org/10.26740/jp.v7n1.p24-30>
- Mathur, R., & Sharma, R. (2015). Academic stress in relation with optimism and resilience. *International Research Journal of Interdisciplinary & Multidisciplinary Studies*. 1(7), 129-134.
- Maulidya, I. (2022). Pengaruh regulasi emosi terhadap stres akademik pada mahasiswa yang sedang mengerjakan skripsi di Universitas Andalas. [Skripsi, Universitas Andalas]. E-Skripsi Universitas Andalas.
- Mbakwe, A. B., Lourentzou, I., Celi, L. A., Mechanic, O. J., & Dagan, A. (2023). ChatGPT passing USMLE shines a spotlight on the flaws of medical education. *PLOS Digital Health*, 2(2), e0000205. <https://doi.org/10.1371/journal.pdig.0000205>
- McEwen, B. S., & Seeman, T. E. (1999). Protective and Damaging effects of mediators of stress: Elaborating and testing the concepts of allostasis and allostatic load. *Annals of the New York Academy of Sciences*, 896(1), 30–47. <https://doi.org/10.1111/j.1749-6632.1999.tb08103.x>
- McLeod, J., & Machin, L. (1998). The context of counselling: A neglected dimension of trainings research and practice. *British Journal of Guidance & Counselling*, 26(3), 325–336. <https://doi.org/10.1080/03069889808253846>
- Meng, J., Rheu, M., Zhang, Y., Dai, Y., & Peng, W. (2023). Mediated social support for distress reduction: AI chatbots vs. human. *Proceedings of the ACM on Human-computer Interaction*, 7(CSCW1), 1–25. <https://doi.org/10.1145/3579505>
- Mijwil, M., Aljanabi, M., & Ali, A. H. (2023). ChatGPT: Exploring the role of cybersecurity in the protection of medical information. *Mesopotamian Journal of Cyber Security*, 18–21. <https://doi.org/10.58496/mjcs/2023/004>

- Miller, G.V.F. & Travers, C.J. (2005). Ethnicity and the experience of work: Job stress and satisfaction of minority ethnic teachers in the UK. *Int. Rev. Psychiat.* 17(5), 317–327.
- Miller, A. L., & Rathus, J. H. (2014). *DBT skills manual for adolescents*. https://openlibrary.org/books/OL31175887M/DBT_skills_manual_for_adolescents
- Mishra, P., Pandey, C. K., Singh, U., Gupta, A., Sahu, C., & Keshri, A. (2019). Descriptive statistics and normality tests for statistical data. *Annals of Cardiac Anaesthesia*, 22(1), 67. https://doi.org/10.4103/aca.aca_157_18
- Mnasri, M. (2019). Recent advances in conversational NLP: Towards the standardization of Chatbot building. arXiv preprint arXiv:1903.09025.
- Morelli, S. A., Lee, I. A., Arn, M. E., & Zaki, J. (2015). Emotional and instrumental support provision interact to predict well-being. *Emotion*, 15(4), 484–493. <https://doi.org/10.1037/emo0000084>
- Morris, C. G. (1990). *Contemporary psychology and effective behavior (7th ed.)*. Illinois: Harper Collins Publishers.
- Moustakas & Callahan, C. E. & Callahan, R. J. (1956) Reflections on reflection of feelings, *The Journal of Social Psychology*, 43(2), 323-331, DOI: 10.1080/00224545.1956.9919229
- Murairwa, S. (2015). Voluntary sampling design. *International Journal of Advanced Research in Management and Social Sciences*, 4(2), 185–200. <http://garph.co.uk/ijarmss/feb2015/18.pdf>
- Mulya, A. H., & Indrawati, S. E. (2016). Hubungan antara motivasi berprestasi dengan stres akademik pada mahasiswa tingkat pertama fakultas psikologi Universitas Diponegoro Semarang. *Jurnal Empati*, 5(2), 296-302.
- Open AI. (n.d.). *About*. <https://openai.com/about>
- Oram, R., Rogers, M., & DuPaul, G. (2020). Explaining the relationship between ADHD symptomatology and amotivation in the undergraduate population: The role of basic psychological need frustration. *Canadian Journal of School Psychology*, 35(2), 139–153. <https://doi.org/10.1177/0829573519880063>
- Oram, R., & Rogers, M. (2022). Academic procrastination in undergraduate students: Understanding the role of basic psychological need satisfaction and frustration and academic motivation. *Canadian Journal of Education*, 45(3), 619–645. <https://doi.org/10.53967/cje-rce.v45i3.5293>

- Oswalt, S. B., & Riddock, C. C. (2007). What to Do about Being Overwhelmed: Graduate Students, Stress and University Services. *The College Student Affairs Journal*, 27(1), 24–44. <http://files.eric.ed.gov/fulltext/EJ899402.pdf>
- Ouyang, L., Wu, J., Xu, Almeida, D., Wainwright, C. L., Mishkin, P., Zhang, C., Agarwal, S., Slama, K., Ray, A., John, S., Hilton, J., Kelton, F., Miller, L., Simens, M., Askill, A., Welinder, P., Christiano, P., Leike, J., & Lowe, R. J. (2022). Training language models to follow instructions with human feedback. *arXiv* (Cornell University). <https://doi.org/10.48550/arxiv.2203.02155>
- Pallavicini, F., Pepe, A., & Mantovani, F. (2022). The effects of playing video games on stress, anxiety, depression, loneliness, and gaming disorder during the early stages of the COVID-19 pandemic: PRISMA Systematic review. *Cyberpsychology, Behavior, and Social Networking*, 25(6), 334–354. <https://doi.org/10.1089/cyber.2021.0252>
- Pascoe, M. C., Hetrick, S. E., and Parker, A. G. (2020). The impact of stress on students in secondary school and higher education. *Int. J. Adolesc. Youth*, 25, 104–112. <https://doi.org/10.1080/02673843.2019.1596823>
- Patel, F., Thakore, R., Nandwani, I., & Bharti, S. (2019). Combating depression in students using an intelligent chatbot: A cognitive behavioral therapy. *IEEE 16th India Council International Conference (INDICON)*, 1-4.
- Pereira, J., Fernández-Raga, M., Osuna-Acedo, S., Roura-Redondo, M., Almazán-López, O., & Buldón-Olalla, A. (2019). Promoting learners' voice productions using chatbots as a tool for improving the learning process in a MOOC. *Technology, Knowledge and Learning*, 24(4), 545–565. <https://doi.org/10.1007/s10758-019-09414-9>.
- Pham, X. L., Pham, T., Nguyen, Q. M., Nguyen, T. H., & Cao, T. T. H. (2018). Chatbot as an intelligent personal assistant for mobile language learning. *Proceedings of the 2018 2nd international conference on education and e-Learning—ICEEL*, 16–21. <https://doi.org/10.1145/3291078.3291115>.
- Pratiwi, M. D., & Sepriadi. (2023). Faktor lamanya penyusunan skripsi mahasiswa Jurusan Pendidikan Olahraga Fakultas Ilmu Keolahragaan Universitas Negeri Padang. *Jurnal Pendidikan dan Olahraga*, 6(1), 14-20.
- Puig-Pérez, S., Cano-López, I., Martínez, P., Kożusznik, M. W., Alacreu-Crespo, A., Hidalgo, V., Duque, A., Almela, M., Aliño, M., García-Rubio, M. J., Pollak, A., & Kożusznik, B. (2022). Optimism as a protective factor against the psychological impact of COVID-19 pandemic through its effects on perceived stress and infection stress anticipation. *Current Psychology*. <https://doi.org/10.1007/s12144-022-02819-3>

- Purwanto, E. (2014). Model motivasi trisula: Sintesis baru teori motivasi berprestasi. *Jurnal Psikologi*, 41(2), 218. <https://doi.org/10.22146/jpsi.6951>
- Putri, D. K. S. (2013). Pengalaman menyelesaikan skripsi: Studi fenomenologis pada Mahasiswa Psikologi Universitas Negeri Surabaya. *Character: Jurnal Penelitian Psikologi*, 2(2). <http://jurnalmahasiswa.unesa.ac.id/index.php/character/article/view/7149>
- Putri, S. A., & Sawitri, D. R. (2017). Hubungan antara hardiness dengan stres akademik pada taruna tingkat II Politeknik Ilmu Pelayaran Semarang. *Jurnal Empati*, 6(4), 319-322.
- Qadriani, F. E., & Windasari, N. A. (2023c). Battle of Bootcamp: Analyzing factor affecting customer satisfaction and continuance intention in Coding Bootcamp Industry Indonesia. *International Journal of Current Science Research and Review*, 06(01). <https://doi.org/10.47191/ijcsrr/v6-i1-06>
- Rahman, R., Rahman, M. R., Tripto, N. I., Ali, M., Apon, S. H., & Shahriyar, R. (2021). AdolescentBot: Understanding Opportunities for Chatbots in Combating Adolescent Sexual and Reproductive Health Problems in Bangladesh. *Conference on Human Factors in Computing Systems*. <https://doi.org/10.1145/3411764.3445694>
- Rahmat, N. H., Aripin, N., Lin, N. M., Whanchit, W., & Khairuddin, Z. (2020). Exploring the connection between critical thinking skills and academic writing. *International Journal of Asian Social Science*, 10(2), 118–128. <https://doi.org/10.18488/journal.1.2020.102.118.128>
- Rambe, A. R. R. (2010). Korelasi antara dukungan sosial orang tua dan self-directed learning pada siswa SMA. *Jurnal Psikologi*, 37(2), 216-223.
- Ray, P. P. (2023). ChatGPT: A comprehensive review on background, applications, key challenges, bias, ethics, limitations and future scope. *Internet of Things and Cyber-Physical Systems*, 3, 121–154. <https://doi.org/10.1016/j.iotcps.2023.04.003>
- Reddy, S., Devi, M. S., & Banu, N. (2018). Counselling and its effect on perceived stress among young adults. *International Journal of Educational Science and Research*, 8(3), 173 -178
- Riepenhausen, A., Wackerhagen, C., Reppmann, Z., Deter, H., Kalisch, R., Veer, I. M., & Walter, H. (2022). Positive cognitive reappraisal in stress resilience, mental health, and well-being: A comprehensive systematic review. *Emotion Review*, 14(4), 310–331. <https://doi.org/10.1177/17540739221114642>
- Rishabh & Anuradha (2018). Counsellor chatbot. *IRJCS: International Research Journal of Computer Science*, 5, 126-136. [doi://10.26562/IRJCS.2018.MRCS10087](https://doi.org/10.26562/IRJCS.2018.MRCS10087)

- Rimé, B. (2009). Emotion elicits the social sharing of emotion: Theory and empirical review. *Emotion Review*, 1(1), 60–85. <https://doi.org/10.1177/1754073908097189>
- Sagita, D. D., Daharnis, D., & Syahniar S. (2017). Hubungan *self-efficacy*, motivasi berprestasi, prokrastinasi akademik, dan stres akademik mahasiswa. *Bikotetik (Bimbingan dan Konseling Teori dan Praktik)*, 1(2), 43-52.
- Samter, W., Burleson, B. R., & Murphy, L. B. (1987). Comforting conversations: Effects of strategy type on evaluations of messages and message producers. *Southern Speech Communication Journal*, 52, 263–284.
- Sandoval, Z. V. (2018). Design and implementation of a chatbot in online higher education settings. *Issues in Information Systems*, 19(4), 44–52. https://doi.org/10.48009/4_iis_2018_44-52
- Saputro, W. (2022). *Generative chatbot berbahasa indonesia dengan menggunakan arsitektur transformer* [Master Thesis]. Universitas Gadjah Mada.
- Schaaff, K., Reinig, C., & Schlippe, T. (2023). Exploring ChatGPT's empathic abilities. *arXiv* (Cornell University). <https://doi.org/10.48550/arxiv.2308.03527>
- Schillings, C., Meißner, D., Erb, B., Schultchen, D., Bendig, E., & Pollatos, O. (2023). A chatbot-based intervention with ELME to improve stress and health-related parameters in a stressed sample: Study protocol of a randomised controlled trial. *Frontiers in Digital Health*, 5. <https://doi.org/10.3389/fdgh.2023.1046202>
- Schote, A. B., Dietrich, K., Linden, A. E., Dzionsko, I., De Los Angeles Molano Moreno, L., Winnikes, U., Zimmer, P., Domes, G., & Meyer, J. (2022). Real sweating in a virtual stress environment: Investigation of the stress reactivity in people with primary focal hyperhidrosis. *PLOS ONE*, 17(8), e0272247. <https://doi.org/10.1371/journal.pone.0272247>
- Seehausen, M., Kazzer, P., Bajbouj, M., & Prehn, K. (2012). Effects of empathic paraphrasing – extrinsic emotion regulation in social conflict. *Frontiers in Psychology*, 3. <https://doi.org/10.3389/fpsyg.2012.00482>
- Seligman, M. E. P. (2006). *Learned optimism: How to change your mind & your life*. New York: Vintage Books.
- Seniati, L., Yulianto, A., & Setiadi, B. N. (2011). *Psikologi eksperimen*. Jakarta: Indeks.
- Setiawan, D., Karuniawati, E. A. D., & Janty, S. I. (2023). Peran ChatGPT (Generative Pre-Training Transformer) dalam implementasi ditinjau dari dataset. *Innovative: Journal Of Social Science Research*, 3(3), 9527–9539.

- Sharma, M. & Kaur, G. (2011). Gender differences in procrastination and academic stress among adolescents. *Indian Journal of Social Science Researches*, 8(1), 122-127.
- Shadish, W. R., Cook, T. D., & Campbell, D. T. (2002). *Experimental and quasiexperimental designs: For generalized causal inference*. New York: Houghton Mifflin Company
- Shaughnessy, J. J., Zechmeister E. B., & Zechmeister, J. S. *Research methods in psychology*. New York: McGraw-Hill
- Sieburg, E. (1975). *Interpersonal confirmation: A paradigm for conceptualization and measurement*. San Diego, CA: United States International University.
- Singh, S., Darbari, H., Bhattacharjee, K., & Verma, S. (2016). Open source NLG systems: A survey with a vision to design a true NLG system. *Int J Control Theory Appl*, 9(10), 4409-21.
- Skinner, E. A., & Zimmer-Gembeck, M. J. (2016). *The development of coping: Stress, neurophysiology, social relationships, and resilience during childhood and adolescence*. New York, NY: Springer.
- Smith, E. A., & Bird, R. B. (2000). Turtle hunting and tombstone opening. *Evolution and Human Behavior*, 21(4), 245–261. [https://doi.org/10.1016/s1090-5138\(00\)00031-3](https://doi.org/10.1016/s1090-5138(00)00031-3)
- Sohail, N. (2013). Stress and academic performance among medical students. *PubMed*, 23(1), 67–71. <https://pubmed.ncbi.nlm.nih.gov/23286627>
- Solso, R. L., & MacLin, M. K. (2002). *Experimental psychology: A Case Approach* (5th ed). Boston: Allyn & Bacon
- Steel, P., & Klingsieck, K. B. (2016). Academic procrastination: Psychological antecedents revisited. *Australian Psychologist*, 51(1), 36–46. <https://doi.org/10.1111/ap.12173>
- Stiennon, N., Ouyang, L., Wu, J., Ziegler, D. M., Lowe, R., Voss, C., Radford, A., Amodei, D., & Christiano, P. F. (2020). Learning to summarize from human feedback. *arXiv* (Cornell University). <http://export.arxiv.org/pdf/2009.01325>
- Sulasteri, S., Nur, F., & Kusumayanti Fakultas Tarbiyah dan Keguruan UIN Alauddin Makassar Jl Yasin Limpo No, A. H. (2019). Faktor-faktor Penyebab Keterlambatan Mahasiswa Uin Alauddin Makassar Menyelesaikan Skripsi. *Idaarah*, 3(1), 96–113. <https://www.neliti.com/publications/338002/>
- Supratiknya. (2014). *Pengukuran psikologis*. Yogyakarta: Universitas Sanata Dharma.

- Susnjak, T. (2022). ChatGPT: The end of online exam integrity? arXiv (Cornell University). <https://doi.org/10.48550/arxiv.2212.09292>
- Sweeney, C., Potts, C., Ennis, E., Bond, R., Mulvenna, M., O'Neill, S., Malcolm, M., Kuosmanen, L., Kostenius, C., Vakaloudis, A., McConvey, G., Turkington, R., Hanna, D. B., Nieminen, H., Vartiainen, A., Robertson, A., & McTear, M. F. (2021). Can Chatbots Help Support a Person's Mental Health? Perceptions and Views from Mental Healthcare Professionals and Experts. *ACM Transactions on Computing for Healthcare*, 2(3), 1–15. <https://doi.org/10.1145/3453175>
- Teniente, S., & Guerra, N. S. (2011). Active listening. In Goldstein S. & Naglieri J. A., *Encyclopedia of Child Behavior and Development* (pp. 27–28). Springer Reference.
- Tinglin, S.A. (2006). *The perceptions of stress in mature female nurses returning to school for graduate studies*. D'Youville College.
- Tlili, A., Shehata, B., Adarkwah, M. A., Bozkurt, A., Hickey, D. T., Huang, R., & Agyemang, B. (2023). What if the devil is my guardian angel: ChatGPT as a case study of using chatbots in education. *Smart Learning Environments*, 10(1). <https://doi.org/10.1186/s40561-023-00237-x>
- Travis J, Kaszycki A, Geden M, Bunde J. (2020). Some stress is good stress: the challenge-hindrane framework, academic self-efficacy, and academic outcomes. *J Educ Psychol*. <https://doi.org/112:1632>. [10.1037/edu0000478](https://doi.org/10.1037/edu0000478)
- Ursia, N. R., Siaputra, I. B., & Sutanto, N. (2013). Academic procrastination and self-control in thesis writing students of faculty of psychology, Universitas Surabaya. *Hubs-Asia*, 10(1).
- Utami, S. D. (2015). Hubungan antara efikasi diri dengan stres akademik pada siswa kelas XI di MAN 3 Yogyakarta. *Jurnal Riset Mahasiswa Bimbingan dan Konseling*, 4(6).
- Vaidyam, A., Wisniewski, H., Halamka, J., Kashavan, M. S., & Torous, J. (2019). Chatbots and Conversational Agents in Mental Health: A review of the Psychiatric landscape. *The Canadian Journal of Psychiatry*, 64(7), 456–464. <https://doi.org/10.1177/0706743719828977>
- Vahedian-Azimi, A., Hajjesmaeili, M., Kangasniemi, M., Fornés-Vives, J., Hunsucker, R. L., Rahimi-Bashar, F., Pourhoseingholi, M. A., Farrokhvar, L., & Miller, A. C. (2017). Effects of stress on critical care nurses: A national cross-sectional study. *Journal of Intensive Care Medicine*, 34(4), 311–322. <https://doi.org/10.1177/0885066617696853>
- VandenBos, G. R. (2015). *APA dictionary of psychology*. Washington: American Psychological Association.

- Van Der Plas, E., David, A. S., & Fleming, S. M. (2019). Advice-taking as a bridge between decision neuroscience and mental capacity. *International Journal of Law and Psychiatry*, 67, 101504. <https://doi.org/10.1016/j.ijlp.2019.101504>
- Vangronsveld, K. L. & Linton S. J. (2011). The effect of validating and invalidating communication on satisfaction, pain and affect in nurses suffering from low back pain during a semi-structured interview. *Eur J Pain*, 16(2):239–246. doi: 10.1016/j.ejpain.2011.07.009
- Weger, H., Castle, G., & Emmett, M. C. (2010). Active listening in peer Interviews: The Influence of message paraphrasing on perceptions of listening skill. *International Journal of Listening*, 24(1), 34–49. <https://doi.org/10.1080/10904010903466311>
- Weger, H., Bell, G. C., Minei, E., & Robinson, M. C. (2014). The relative effectiveness of active listening in initial interactions. *International Journal of Listening*, 28(1), 13–31. <https://doi.org/10.1080/10904018.2013.813234>
- Wilks, S. E. (2008). Resilience amid academic stress: the moderating impact of social support among social work students. *Adv Soc Work*, 9(2), 106–125.
- Winstead, B. A., Derlega, V. J., Lewis, R. J., Sanchez-Hucles, J., & Clarke, E. G. (1992). Friendship, social interaction, and coping with stress. *Communication Research*, 19(2), 193–211. <https://doi.org/10.1177/009365092019002004>
- Wolfram, S. (2023). *What is ChatGPT doing .. and why does it work?*. Wolfram Media.
- Wong, B., & Hoskins, K. (2022). Ready, set, work? Career preparations of final-year non-traditional university students. *Higher Education Pedagogies*, 7(1), 88–106. <https://doi.org/10.1080/23752696.2022.2100446>
- Wu, Y., Wu, W., Chen, X., Zhou, M., & Li, Z. (2017). Sequential Matching Network: A New Architecture for Multi-turn Response Selection in Retrieval-Based Chatbots. *ArXiv*. <https://doi.org/10.18653/v1/p17-1046>
- Xu, Z. (2021). How the Entertaining Effects of Movies Help People to Reduce Chronic Stress and Increase Happiness. *International Journal of Social Science and Humanity*, 102–105. <https://doi.org/10.18178/ijssh.2021.v11.1048>
- Yaniv, I. (2004). Receiving other people's advice: Influence and benefit. *Organizational Behavior and Human Decision Processes*, 93(1), 1–13. <https://doi.org/10.1016/j.obhdp.2003.08.002>

- Yu, A., Berg, J. M., & Zlatev, J. J. (2021). Emotional acknowledgment: How verbalizing others' emotions fosters interpersonal trust. *Organizational Behavior and Human Decision Processes*, *164*, 116–135. <https://doi.org/10.1016/j.obhdp.2021.02.002>
- Yusuf, N. M., & Yusuf, J. M. (2020). Faktor-faktor yang mempengaruhi stres akademik. *Psyche Journal*, *13*(2), 235–239. <https://doi.org/https://doi.org/10.29165/psikologi.v13i2.1363>
- Zuccon, G., & Koopman, B. (2023). Dr ChatGPT, tell me what I want to hear: How prompt knowledge impacts health answer correctness. *arXiv (Cornell University)*. <https://doi.org/10.48550/arxiv.2302.13793>
- Zunita, M., Yusmansyah, & Widiastuti, R. (2019). Analisis kesiapan kerja mahasiswa tingkat akhir. *ALIBKIN: Jurnal Bimbingan Konseling*, *6*(3).

