

Analysis of the using ChatGPT as Coping Stress

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Abstract

Stress is a common problem that is often discussed because of its connection to mental health. Even so, stress is often not taken seriously. In fact, this disease can attack anyone, be it the elderly, the younger generation, workers or students. Academic literature studies show that stress also occurs in students because of the large and ever-increasing workload. In managing stress, it is important to learn effective coping mechanisms. That way, stress does not become a burdensome pressure. In today's world, technology has become a popular solution for dealing with stress, especially through social media and other forms of technology. ChatGPT is an AI system that can communicate with humans naturally. The aim of this research is to find out whether using the ChatGPT function can help relieve stress in final year students who are working on their thesis in the Arabic Language Education program at Muhammadiyah University of Yogyakarta. The research method applied here is descriptive qualitative, and data was collected through questionnaires. Data was collected, reduced and presented narratively.

Keywords: Stress, Coping Stress, ChatGPT, Arabic Theses

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الملخص:

الضغط هو مشكلة شائعة يتم مناقشتها كثيرًا بسبب ارتباطها بالصحة النفسية. ومع ذلك، غالبًا ما لا يُعطى الضغط الاهتمام الكافي. يمكن أن يصيب هذا المرض أي شخص، سواء كانوا من كبار السن أو الشباب أو العمال أو الطلاب. تظهر الدراسات الأكاديمية أن الضغط يحدث غالبًا بين الطلاب بسبب العبء الكبير والمستمر. يعاني الطلاب في السنة النهائية غالبًا من الضغط بسبب وزن مهامهم النهائية أو الرسائل العلمية. في إدارة الضغط،

من المهم تعلم آليات التكيف الفعالة. بهذه الطريقة، لا يصبح الضغط عبء ثقيلًا. في عالمنا الحالي، أصبحت التكنولوجيا حلاً شائعًا للتعامل مع الضغط، خاصة من خلال وسائل التواصل الاجتماعي وغيرها من أشكال التكنولوجيا ChatGPT. هو نظام ذكاء اصطناعي يمكنه التواصل مع البشر بشكل طبيعي. الهدف من هذا البحث هو معرفة ما إذا كان استخدام وظيفة ChatGPT يمكن أن يساعد في تخفيف الضغط عند الطلاب في السنة النهائية الذين يعملون على رسائلهم العلمية في برنامج تعليم اللغة العربية في جامعة محمدية يوغياكارتا. الأسلوب البحثي المطبق هنا هو الوصفي التوصيفي، وتم جمع البيانات من خلال استبيانات. تم جمع البيانات وتقليلها وتقديمها بشكل سردي.

Introduction:

As part of an undergraduate education program, students are required to write a final project in order to obtain a bachelor's degree. (Zahara & Alfiandi, 2022 "Under the supervision of a team of supervisors." (Penyusun et al., 2020). Stress is a feeling of pressure that can arise due to an imbalance between expectations and reality (Sukadiyanto, 2010). There are two types of stress: Eustress is positive, while distress is negative. (V. Subramaniam, 2015).

There are different ways to cope with stress and depression caused by internal and external factors. These methods of managing stress are known as coping mechanisms. (Siti Nur'Alimah, 2022). Coping refers to visible and hidden behaviors that individuals employ to reduce or eliminate psychological tension in response to stressful situations (Maryam, n.d.). Dealing with stress involves individuals' efforts to regulate situations perceived as stressful due to a gap between efforts and abilities (Fitriandita, 2023).

Many students find it challenging to write a thesis due to its heavy burden. It is not uncommon for students to experience stress problems as a result of this (Siti Nur'Alimah, 2022). This is also a source of stress for students who struggle to write theses in Arabic (Susman, 2017).

ChatGPT is a sophisticated language model capable of generating human-like text (Misnawati n.d.). ChatGPT was developed by OpenAI Labs, an AI research company based in the US. It was publicly released on November 30, 2020 (Setiawan & Luthfiyani, 2023). ChatGPT is frequently

used as an assisting tool for writing scientific articles, papers, and theses (Zhai, n.d.). ChatGPT is not only a platform for writing assistance but also offers various other services including health services (Khanthavit & Khanthavit, 2023).

In addition to its facilitating use, ChatGPT also induces stress. This was stated in a study conducted in Thailand aimed at examining the relationship between stress and ChatGPT individually. The sample taken was a daily sample starting from December 10, 2015, and ending on May 31, 2023. Regression analysis showed that ChatGPT significantly increased stress. However, in the development subsample, the stress level decreased. Stress increased in the early- and viral-use subsamples, where the effect in the viral-use subsample was significantly higher. In the COVID-19 pandemic subsample, the effect was not significant. The causality of ChatGPT in stress was confirmed by a contemporaneous causality test. Then, the conclusion explained that ChatGPT influences individual stress (Khanthavit & Khanthavit, 2023).

Final-year students often feel academic stress. Many factors contribute to the stress students feel when completing final assignments, including their thesis. Unfortunately, some students who are responsible for completing their thesis can become so stressed that they end up not working on it, which can impede their graduation and affect the study program's accreditation.

The stress experienced by senior students is caused by various factors. In a study conducted at IPB Bogor, it is explained that 5 factors can influence the stress of senior students when preparing their final assignments or theses, including the role of the supervisor, literature review, data analysis method, support system, and research group. The most influential factor in increasing the stress of senior students is the data analysis method. This factor involves the analysis activities conducted after data from all respondents have been collected. This variable has the highest loading value of 0.928 and the highest correlation with the latent data analysis method of 92.8% (W.P, 2023). From this, we can conclude that stress is also experienced by senior students, especially when completing their final assignments or theses.

The author conducted observations using questionnaires to understand the academic problems experienced by final-year students who are working on their thesis and found that almost all final-year students in the Arabic Language Education Program at Muhammadiyah University of Yogyakarta experienced varying levels of stress during the thesis writing process. Some students may experience stress when writing a thesis in

Arabic due to factors such as a lack of proficiency in the language and inexperience with Arabic writing.

This is also reinforced by a study conducted in 2019 on academic stress and academic burnout in completing the final assignments of Arabic language education students at Jambi University, class of 2019. It is explained that based on the research results attended by 8 participants from the 2019 class and conducted using qualitative techniques of FGD interviews and documentation. It resulted in the participants' experiences regarding the phenomenon of academic stress and academic burnout, concluding that there is a description of burnout symptoms consisting of physical, emotional, and mental illness, as well as descriptions of stress aspects, namely physiological, behavioral, cognitive, and emotional. Then the influencing factors are also divided into internal and external factors, where internal factors include physical condition and revision difficulties, while external factors include busyness in activities (W.P, 2023).

Looking at the cases of stress experienced by final-year students, it is important for students to know how to handle academic stress well. In this study, we intend to explore and analyze the use of ChatGPT as a coping mechanism for stress experienced by final-year students during the thesis writing process. This research was conducted on students from the 2020 cohort who were working on Arabic-language theses and using ChatGPT in their work.

Method

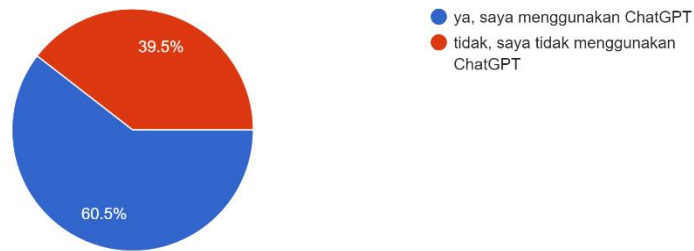
This research is a comprehensive investigation carried out on students from the class of 2020 who were registered in the Arabic Language Education program at Muhammadiyah University of Yogyakarta and used ChatGPT when working on their thesis in Arabic. Qualitative descriptive methodology is used to understand and describe field conditions related to the problem under study.

This research uses a qualitative descriptive method as described by Sugiono (2006). This method allows researchers to engage with existing reality, analyze it comprehensively, and present a detailed and descriptive narrative. The primary data collection method is using the Gform questionnaire, with two stages of distributing the questionnaire. In the first stage, the researcher distributed a questionnaire to find out how many students used ChatGPT when working on their thesis in Arabic. and found the following results,

ARABIC LANGUAGE EDUCATION STUDENT DATA CLASS OF 2020		
No.	Name	Student ID Number
1	Zulfa	20200820001
2	Lulu Rafifah	20200820002
3	Nurul Amnil Bariyyah	20200820004
4	Salsabilla Talitha	20200820005
5	Aqila Arifah	20200820006
6	fadhila fitri r a	20200820007
7	Rostanura Aji	20200820009
8	Raudhatul Jannah	20200820010
9	Sopiah Nadira Khairunnisa	20200820011
10	Ula adawiyah	20200820012
11	Dzulfikar Afan	20200820013
12	Muhammad Iqbal Wilopo	20200820014
13	Wahyu hidayanti	20200820015
14	Dipim Pratami	20200820016
15	Muhammad Septa Aji	20200820017
16	Zulfa Himawati	20200820018
17	Dona agesti kurnia	20200820022
18	Zarqi Fathi Harits	20200820023
19	Annida Safhira Fatunnisa	20200820024
20	Khaerul Fata	20200820026
21	Annisa Salsabilla Aisy	20200820028
22	Wardah Hanifah	20200820031
23	Nurul rahmadina	20200820033
24	Muhammad Zaidan Al-Farizi	20200820034
25	Ahmad Azzam Dhiaulhaq	20200820035
26	Anis Fitriah	20200820038
27	Muhamad Fatih Akbar	20200820040
28	Ahmad Husein An Nury	20200820041
29	Dalila Nadya Pratama	20200820043
30	Ahmad Dzaki	20200820044
31	Diva Alya	20200820045
32	Nova Elisa Putri	20200820046

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apakah anda menggunakan ChatGPT?
43 responses



It was found that of the 43 respondents, 26 respondents stated that they used ChatGPT and 17 others did not. However, after conducting more in-depth observations by asking directly to 26 respondents who used ChatGPT, 14 of them stated that they used ChatGPT as a tool in completing their Arabic thesis. the following are the names of those who used ChatGPT when working on Arabic theses,

2020 Arabic Language Education Student Data who became informants			
No.	Name	Age	Student ID Number
1	Aqila Arifah	22	20200820006
2	Fadhila Fitri Rabbany Andari	21	20200820007
3	Sopiah Nadira Khairunnisa	22	20200820011
4	Muhammad Iqbal Wilopo	23	20200820014
5	Dipim Pratami	21	20200820016
6	Muhammad Septa Aji	24	20200820017
7	Dona agessti kurnia	22	20200820022
8	Khaerul Fata	23	20200820026
9	Annisa salsabilla aisy	23	20200820026
10	Nurul rahmadina	22	20200820028
11	Anis Fitriah	23	20200820033
12	Muhamad Fatih Akbar	20	20200820038
13	Ahmad Dzaki	22	20200820040
14	Diva Alya	22	20200820044

and 12 of them used ChatGPT but not to work on their thesis in Arabic. in the second stage, a questionnaire was distributed to explore data in depth regarding the use of ChatGPT as a coping tool during stress when working on an Arabic thesis. The questions used in the questionnaire are as follows,

No.	Question			
	Demographics	ChatGPT	Stress and coping stress	Arabic thesis
1	Nama	Apa yang Anda ketahui tentang ChatGPT?	apakah dalam mengerjakan skripsi berbahasa Arab Anda mengalami kesulitan sehingga menjadikan Anda merasakan stres?	Bagaimana pendapat Anda mengenai apakah kewajiban skripsi berbahasa Arab dapat menimbulkan stres bagi mahasiswa Pendidikan Bahasa Arab UMY?
2	Umur	Apa saja fungsi ChatGPT yang Anda ketahui?	Ketika Anda mengalami stres saat mengerjakan skripsi, bagaimana cara Anda melakukan Coping stress/ Penanggulangan terhadap stres yang Anda rasakan?	
3	Nomor Induk Mahasiswa (NIM)	Apakah Anda mengerti cara menggunakan ChatGPT?	Ketika Anda menggunakan ChatGPT saat mengerjakan skripsi, apakah Anda merasakan stres Anda berkurang?	
4		Dalam hal apa Anda menggunakan ChatGPT?		
5		Apakah Anda menggunakan ChatGPT ketika menuliskan skripsi berbahasa Arab?		
6		Dalam mengakses ChatGPT, apakah Anda		

		memiliki kendala?		
7		Kendala apa yang Anda miliki dalam mengakses ChatGPT?		
8		jelaskan secara singkat pengalaman Anda dalam menggunakan ChatGPT?		

Researchers obtain comprehensive and in-depth information by using various data collection techniques from various points of view. During the data analysis stage of the research, the researcher followed the steps commonly used in qualitative research. These steps include data collection, data reduction, data presentation, and drawing conclusions. Researchers take great care in each of these steps to ensure that the final results are reliable and representative. The results of the reduction analysis are presented in narrative format which includes text descriptions and key findings expressed by research participants. This approach encourages readers to have a deeper engagement with the material and gain a comprehensive understanding of the phenomenon under study. By utilizing a comprehensive and structured qualitative descriptive method, this research has the potential to produce a valuable contribution to the understanding of the problem at hand. Furthermore, it can enrich academic insight in the field of Arabic Language Education.

RESULT AND DISCUSSION

A. Arabic Thesis

The thesis is a written work based on the results of field research or literature studies compiled by students in their field of study as a final project. The thesis is also a scientific work prepared by students conducted independently. As a scientific work, the preparation of a thesis must comply with scientific rules that are different from writing popular articles or non-fiction papers (Penyusun et al., 2020).

In the UMY Arabic language education study program, an Arabic thesis is an obligation for students. This is done to support the Arabic

writing skills of Umy Arabic language education study program students. Besides being able to practice Arabic writing skills, Arabic-language theses also have their challenges for students.

Departing from the theoretical study by referring to the article "Perceptions of VII and IX Semester Students of Arabic Language Education Department About Arabic Thesis Writing at the Faculty of Tarbiyah and teacher UIN Alauddin Makassar," the existing data shows that the majority of students experience difficulties in writing Arabic theses.

From a total of 14 students who became informants in the study, 12 informants or around 85.7% of the total number of informants stated that they experienced difficulties in writing an Arabic thesis. This shows that there is a significant level of difficulty faced by students in the process of writing an Arabic thesis in this environment.

One informant stated that they experienced "a fair amount of difficulty," which shows that although not as much as the majority, there is still a degree of difficulty felt in writing an Arabic thesis.

Meanwhile, one other informant stated that they did not experience any difficulties when writing an Arabic thesis. This shows that there are variations in students' experiences and perceptions related to difficulties in writing a thesis, and not all students experience the same challenges in the process.

Overall, these findings highlight the importance of understanding and accommodating the different levels of difficulties that students may face in writing an Arabic thesis. It also shows the relevance of trying to provide appropriate support and guidance to students in overcoming challenges in their thesis writing process.

B. Stress

The term stress was first coined in the fourteenth century, but its meaning is still "difficulty or suffering that is so heavy". According to McGrath (2003: 81) Stress is a pressure or something that feels pressing in an individual caused by an imbalance between expectations and the reality that individuals want, both physical and spiritual desires (Sukadiyanto, 2010).

Launching from the Indonesia-National Adolescent Mental Health Survey 2022, 15.5 million (34.9%) adolescents experience mental problems and 2.45 million (5.5%) adolescents experience mental disorders, this means that the problem of stress that results in a person's mental must be more concerned. Therefore, it is important to understand stress and how to

overcome it. In his research, V.subramanian said that the factors that cause students stress are the environment, academics, work competition, interpersonal relationships and ways of thinking (V.Subramaniam, 2015).

Stress is often used in both popular culture and academic literature, especially in the fields of psychology and education. In health education, the presence of stress is often considered a barrier to learning, several researchers have found that students who experience stress tend to show decreased academic ability (Talib & Zia, 2012), Several articles in health education have said that stress is related to various stimuli including lack of knowledge. Stress is necessary for learning and begins a constructive dialogue about how one can maximize learning under stressful conditions (Rudland et al., 2020).

In 2020, a study was conducted on final-year students at the College of Health Sciences (STIK) with a sample size of 30 students, and it was found that almost half of the students who were sampled had stress. A total of 18 students (58.1%) experienced very severe stress, 5 students (16.5%) experienced severe stress, 5 students (16.5%) experienced moderate stress and 2 students (6.5%) experienced mild stress (Zahara et al., 2022). In this study, it was said that many of the final year students had stress at different levels, this was also corroborated by previous research, namely in a study conducted in 2017 at Muhammadiyah University of Malang, based on the results of a study with a sample of 48 students found that at the age of 22 years, students tend to experience stress more easily, from the entire sample it was found that 14 students (13.8%) experienced mild stress, 30 students (29.7%) experienced moderate stress, and 4 students (4.0%) experienced severe stress (Ambarwati et al., 2017).

In another study conducted at Walisongo State Islamic University to determine the effect of religious coping on student academic stress, the results showed that the religious coping of final year students of the faculty of ushuluddin and humanities was at the majority of moderate levels of 80.2% or 69 people. The academic stress of final year students of the faculty of Ushuluddin and Humanities is at the majority level of 76.7% or 66 people, and there is no effect of religious coping on the academic stress of final year students of the faculty of Ushuluddin and Humanities with a significance level of 0.236 where $p > 0.05$.

This is corroborated by similar research in the same place but with different variables and research to determine the difference in the level of anxiety of high school and MA graduates in facing Arabic language lessons at the faculty of Ushuluddin and Humanities. Of the 30 respondents who were MA graduates and 30 respondents who graduated from high school,

the results showed that the anxiety level of high school graduates showed that no one experienced mild anxiety level or 0 (0%), 18 students experienced moderate anxiety level (60%), 12 students experienced severe anxiety level (40%). The level of anxiety experienced by MA graduate students shows 5 students experiencing mild anxiety levels (17%), 22 students experiencing moderate anxiety levels (73%), and 3 students experiencing severe anxiety levels (10%) (S Nurkhoiriyah, 2021).

In Thailand, a study was conducted to determine the relationship between ChatGPT and stress, and it was found that ChatGPT can increase productivity, job satisfaction, and other services. In addition, ChatGPT also gives causes stress to individuals. Based on daily samples taken from December 10, 2015, to May 31, 2023 regression tests and sd that ChatGPT significantly increased stress levels (Khanthavit & Khanthavit, 2023).

Based on the article "An era of ChatGPT as a significant futuristic support tool: A study on features, abilities, and challenges," the author's data shows that the interviewed students experienced varying degrees of difficulty in doing their Arabic theses, which in turn affected the level of stress they felt.

Out of a total of 14 students interviewed, the majority of the informants, 8 out of 14, stated that they experienced difficulties in doing their Arabic thesis and that it caused them to feel stressed. This shows that there is a significant level of difficulty in the process of writing an Arabic thesis among university students.

The other 4 students stated that they experienced considerable difficulty in writing an Arabic thesis, but this level of difficulty was not enough to cause significant stress. This indicates that although they faced challenges in writing their thesis, they were able to manage their stress effectively or perhaps had efficient coping strategies.

Meanwhile, the other 2 students stated that they did not experience significant difficulties in writing an Arabic thesis and as a result, they did not feel stressed. This shows variations in the level of difficulties students face during the thesis writing process.

Overall, the findings suggest that the majority of students experience difficulties in writing an Arabic thesis, which can lead to varying levels of stress. This highlights the importance of appropriate support and assistance in overcoming the challenges of writing a thesis and shows the potential relevance of using tools such as ChatGPT in helping students overcome difficulties in writing an Arabic thesis.

C. Coping Stress

Coping stress is a mechanism used by individuals to cope or adjust to the pressure, tension, or psychological challenges faced in everyday life. These stress-coping strategies can vary depending on the individual, the situation, and the context. Various studies have been conducted to understand the factors that influence stress-coping behaviors and coping strategies used by various groups, including university students, tahfiz students, and individuals who have a double burden (Maryam, n.d.)

Types of Stress Coping:

- a) **Problem-Focused Coping:** This strategy emphasizes efforts to address problems directly. Individuals who use this approach tend to focus on problem-solving, planning, and controlling stressful situations (Aulia, 2023)
- b) **Emotion-Focused Coping:** In this strategy, individuals attempt to regulate their emotional responses to stressful situations. This may involve the use of cognitive mechanisms such as denial, distraction, or seeking social support (Andriyani, 2019)
- c) **Avoidance Coping:** This strategy involves attempts to avoid or reduce contact with stressful situations or problems. Although it can provide temporary relief, the use of this avoidance strategy is often ineffective in the long term (Aulia, 2023)
- d) **Social Support Coping:** In this strategy, individuals seek support from others, such as friends, family, or mental health professionals. Social interaction and emotional support from others can help individuals reduce stress levels and improve their psychological well-being (Fitriandita, 2023)

Factors Affecting Coping Stress:

Research has also highlighted various factors that can influence a person's stress-coping behavior, including:

- a) **Environmental Conditions:** Environmental factors such as academic pressures, work, or social environments can influence the coping strategies used by individuals (Andriyani, 2019; Lubis et al., 2015).

- b) Personal Factors: Individual characteristics such as personality, level of independence, and other personal resources can also influence stress-coping strategies (Fitriandita, 2023).
- c) Social Support: The availability and type of social support received by individuals can also influence the stress-coping strategies they use (Lubis et al., 2015).

With a better understanding of the different types of stress-coping strategies and the factors that influence their use, individuals can more effectively manage and cope with stress in their daily lives.

In the study of coping stress strategies among 2019 psychology students at Andalas University, researchers found various approaches used by informants to manage stress while working on their thesis. Out of the 14 informants interviewed, they employed diverse methods to handle this stress.

As a way of coping with stress, some individuals chose to engage in alternative activities such as watching movies, exercising, or taking walks around the city. These activities were seen as ways to redirect their thoughts and alleviate the pressure caused by academic tasks piling up. Additionally, some sought entertainment or engaged in activities they enjoyed to relieve the perceived burden of stress.

Some informants also decided to take a momentary break from working on their thesis and rest to recuperate. They recognized the importance of maintaining a balance between productivity and mental health, so taking time to rest was considered a wise step.

However, not all informants used the same methods for coping with stress. Some chose to watch movies or dramas as a form of escape from the perceived pressure, while others preferred to indulge in activities they enjoyed such as snacking or going for walks. Some informants also considered exercise as an effective way to reduce stress and enhance their mental well-being.

These findings indicate that each individual has different preferences and coping strategies. They need to find the methods that best suit their needs and personal preferences in dealing with academic pressures such as working on a thesis.

D. ChatGPT

ChatGPT is an artificial intelligence system that uses natural language modeling technology to generate quality, human-like text. The main advantages of ChatGPT include its ability to understand and respond to text in a way that resembles human interaction, as well as its flexibility to be used in a variety of contexts, such as education, customer service, and content development. However, the use of ChatGPT should also be considered wisely, given associated risks such as the spread of false or inaccurate information, as well as ethical and privacy concerns in the use of this technology (Zhai, n.d.) (Manawatu, n.d.) (Hidayat et al., 2023).

Based on the theoretical review of the article "An era of ChatGPT as a significant futuristic support tool: A study on features, abilities, and challenges," in this study based on the data taken, the data shows that out of a total of 14 students who use ChatGPT as a means to do an Arabic thesis, there are variations in its use.

Of these 14 students, 5 students did not use ChatGPT at all when writing their Arabic thesis. This shows that not all students chose or felt the need to use ChatGPT in their thesis writing process.

Meanwhile, 6 other students used ChatGPT as a tool in writing an Arabic thesis. This indicates an acceptance of the use of ChatGPT as a tool in the thesis writing process, which may be due to ChatGPT's ability to provide suggestions or assistance in the formation of Arabic text.

The other two students stated that they had not used ChatGPT in writing their Arabic thesis, but planned to do so in the future. This suggests that there is an interest in utilizing ChatGPT as an aid in thesis writing, although no implementation has taken place at this point.

One student stated that they used ChatGPT, but not fully or 100%. This may indicate that although students use ChatGPT, they may also rely on their knowledge and skills in thesis writing, and use ChatGPT only as one additional source or tool.

Overall, these data reflect varying levels of acceptance and use of ChatGPT as an aid in Arabic thesis writing among university students. This highlights the importance of considering individual needs and preferences in selecting and using technologies such as ChatGPT in academic contexts.

Conclusion

From the above discussion, it can be concluded that, the discussion above provides valuable insights into the challenges faced by students in writing Arabic theses, the impact of stress on academic performance, coping stress strategies employed by students, and the utilization of ChatGPT as a tool in thesis writing.

Firstly, regarding Arabic thesis writing, it is evident that a majority of students experience difficulties in this process, leading to varying levels of stress. These challenges underscore the importance of providing appropriate support and guidance to students, as well as accommodating the different levels of difficulty they may face.

Secondly, stress is a prevalent issue among university students, with various factors contributing to its occurrence. The presence of stress can significantly affect academic performance and overall well-being, highlighting the need for effective stress management strategies.

Thirdly, coping stress strategies vary among individuals and can include problem-focused coping, emotion-focused coping, avoidance coping, and seeking social support. Understanding these strategies and the factors influencing their use is essential for promoting effective stress management among students.

Finally, ChatGPT emerges as a potential tool in thesis writing, with varying levels of acceptance and utilization among students. While some students embrace ChatGPT as an aid in writing their theses, others may choose not to use it or utilize it only partially. This highlights the importance of considering individual preferences and needs in integrating technological tools into academic tasks.

Overall, addressing the challenges of Arabic thesis writing and stress management among students requires a comprehensive approach that takes into account the diverse needs and experiences of individuals. By providing adequate support, promoting effective coping strategies, and leveraging innovative technologies like ChatGPT, universities can better assist students in navigating the complexities of academic writing and stress management.

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Conflict of interest

We, the authors of this article, declare and acknowledge that there is no competing financial, personal, or other interest in writing this article.

Authors' Contributions

I, Umurdin Syafrandy Tuanany and Talqis Nurdianto designed this study and gathered some literature review to write this article in order to fulfil the requirement of this research and fill up the research gap.

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