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**CYBERCOUNSELING REALITY APPROACH IN THE REDUCTION OF  
STUDENT ACADEMIC STRESS: A LITERATURE REVIEW**

**Anggita Giyar Kamtoni<sup>1</sup>, Chandra Mahanani Yunanto<sup>2</sup>**

<sup>1</sup>State University of Semarang, Sekaran, Gn. Pati Sub-District, Semarang, Indonesia,  
[anggitagiyar@students.unnes.ac.id](mailto:anggitagiyar@students.unnes.ac.id)

<sup>2</sup>State University of Semarang, Sekaran, Gn. Pati Sub-District Semarang, Indonesia,  
[chandramahananiyunanto@students.unnes.ac.id](mailto:chandramahananiyunanto@students.unnes.ac.id)

**ABSTRACT**

*This research is a research on the scientific field of guidance and counseling. This research was done with a literature study research method using 14 articles that support the argument of this research. This article discusses academic stress that has a serious impact on students. The stress that exists in students needs to be overcome. One of the counseling approaches that can be used by a counselor in helping counselees overcome stress is the reality approach. And with the advancement of time and the counseling process that can be done online, the reality counseling approach can be implemented through cybercounseling. The objectives of writing this article are (1) to describe the concept and implementation of cybercounseling; (2) to describe reality counseling and its impact on students' academic stress; (3) to use cybercounseling with a reality approach to help reduce students' academic stress. The results obtained from the literature review that has been conducted, cybercounseling with a reality approach is effective to help reduce academic stress in college students. The implementation of reality cybercounseling uses the stages of W (Want), D (Do), E (Evaluation), and P (Planning). The WDEP model has a strong connection to stress management in college students because it helps to identify needs, evaluate, and plan concrete steps in the process of reducing academic stress. In the future, further research can examine in real terms in the field related to the implementation of cybercounseling with a reality approach with experiments in the field.*

Keywords: cybercounseling, counseling reality, academic stress

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### **INTRODUCTION**

Academic stress has become an increasingly pressing challenge among college students, with effects that can extend to various aspects of mental and physical well-being. According to research conducted by Ellis (2021), 70% of students experience high levels of academic stress, with pressure being the indicator of the highest stressor. In student life, this pressure comes from too much coursework and too little time to complete assignments. Academic stress is a reaction to the many demands and tasks that students have to do too much (Barseli et al, 2020). Prolonged academic stress can have a negative impact on students' mental and physical health and reduce their academic performance (Hubbard et al., 2018; Lipson et al., 2019). Therefore, appropriate management of academic stress is crucial to support students' academic success. In this context, it is important to find effective solutions to manage and reduce academic stress so that a student's life can continue to run optimally, and one approach that can help reduce students' academic stress is the application of a reality counseling approach.

The reality approach, popularized by Glasser (2014), emphasizes the importance of facing one's current reality and taking responsibility for one's actions. The reality approach is one of the counseling theories that focuses on an individual's current behavior and how it can be changed to achieve desired goals (Corey, 2017). In the context of counseling, this approach invites individuals to acknowledge the reality of their situation and develop appropriate strategies to deal with it. This approach can help students identify factors that contribute to academic stress, evaluate current behaviors, and develop more effective coping strategies to manage stress (Wubbolding & Brickell, 2017). With the principles that exist in the reality approach, it is very effective in reducing students' academic stress. Research conducted by Astuti (2022) shows that counseling with reality counseling approaches and techniques is effective in reducing the impact of study stress on students. This is also supported by the research conducted by Andini et al (2023), who conducted reality group counseling research to overcome the academic stress of final year students, which proved to be effective in overcoming the stress of final year students. Therefore, the reality approach can be used in an effective cybercounseling process in reducing academic stress.

Cybercounseling, or online counseling, has become popular in recent years. It is a response to the need and circumstances for more massive mental health services. In this case, the use of websites, video conferencing, online chat, email allows for interaction between counselor and counselee without the need for face-to-face meetings. Cybercounseling is effective and efficient to conduct, especially at a young age, because it is easily accessible and reduces stigma, thus providing comfort to the counselee (Navarro et al., 2021; Dowling & Rickwood, 2021). With the ease of obtaining counseling services, cybercounseling is a widely chosen alternative because of the advantages in it that greatly support counselees who were reluctant to counseling to have mental health awareness and attend counseling that was previously difficult to reach. The research design in this mini-research is a descriptive design. With the aim of describing phenomena or characteristics related to the research topic under study. In a descriptive design, the researcher identifies, categorizes, and analyzes the content of the literature under study (Snyder, 2019). Therefore, the research design used in this study aims to comprehensively describe the results of previous studies that support the arguments brought by the author regarding cybercounseling with a realistic approach. The implication of

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this research is to be able to analyze the extent of the impact of reality counseling in reducing students' academic stress when implemented in a cybercounseling format. The novelty of this research is brought to the topic, which is related to cybercounseling, with the specific approach used by the reality counseling approach to reduce academic stress.

In light of the development of information technology and the pressing issue of academic stress among students, researchers are seeking to analyze the efficacy of cybercounseling with a reality approach in reducing student academic stress. This mini-research project entails a literature study that explores recent research supporting arguments related to cybercounseling with a reality approach to reducing academic stress in college students.

### **METHODOLOGY**

The research method used by the author in the preparation of this article is a literature review. The literature review method is a method for collecting, compiling, systematically assessing literature related to research topics (Ridley, 2012). In the literature review there are 5 stages including (1) collecting literature from various sources such as Google Scholar, Garuda, and others. The keywords used are "cybercounseling", "reality approach", "academic stress"; (2) literature selection, given the limitation of the year of research literature at least 2018 with Indonesian and English; (3) reviewing literature sources; (4) drawing the results of the study; and (5) discussion of the results of the study. The stages of this research can be briefly described through the following chart (Ilmi, A. et al, 2022).

### **RESULT AND DISCUSSION**

#### **RESULT**

Based on the results of the literature collection, 30 initial articles were obtained, then the literature was selected and 14 articles were obtained that the author could review as an initial view related to cybercounseling, reality approach and academic stress. The following are the results of the literature reviewed by the author:

<b>No.</b>	<b>Author</b>	<b>Year</b>	<b>Title</b>	<b>Result</b>	<b>Novelty of Research</b>
1.	Cahyah, A. N., & Hariastuti, R. T	2018	Implementation of Reality Counseling to Reduce Student Boredom at SMA Wachid Hasyim 2 Taman	Reality counseling is effective for reducing students' learning saturation at SMA Wachid Hasyim 2 Taman. This is indicated by the difference in the results of students' learning saturation before and after being given the reality counseling treatment. Before being given the treatment, the average student score was in the high category, but after being given the treatment	The difference between this research and the research conducted by Cahyah is the research method used. This research uses a descriptive method, while Cahyah uses an experimental method. Apart from that, this research used cybercounseling, while Cahyah used face-to-face counseling.

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				the student score was in the low category.	
2.	Prabawa, Abi Fa'izzarahman, M. Ramli, & Lutfi Fauzan	2018	Development of a reality cybercounseling website to increase self-disclosure of vocational high school students	Moreover, website development was found to be effective in increasing self-disclosure among vocational students.	The research conducted by Prabawa focused on website development, while this research focuses on explaining cybercounseling through a reality approach.
3.	Puspita, D., Elita, Y., & Sinthia, R.	2019	The Effect of Cyber-Counseling-Based Group Counseling Services Via Whatsapp on Self Openness of Guidance and Counseling Students in Semester 4a, Bengkulu University.	The pre-test results showed that the level of self-disclosure of 4A semester students of Bengkulu University Counseling Study Program was classified as medium-low. After the service was provided, there was an increase in the post-test score.	The difference between this research and the research conducted by Puspita lies in the research method used. This research uses a descriptive method, while Puspita uses an experimental method
4.	Daud, A.	2019	Handling Counselor Problems Through Reality Counseling	At Reality Counseling, our goal is to help you reach your full potential. We believe in three guiding principles: doing what's right, taking responsibility, and facing reality. By becoming more aware of these principles, you can develop the skills you need to tackle any challenge.	This research focuses on the reality approach and the WDEP technique provided through cybercounseling. Meanwhile, Daud's research focuses more on reality counseling which is carried out face to face.
5.	Alvionita, R., Syahriman, S., & Sholihah, A.	2020	The Effect Of Group Counseling Services With Coping Strategies (Emotion Focused) In Reducing The Stress Of Juvenile Inmates In Lpka Klas Ii Bengkulu.	The research subjects showed a significant reduction in stress levels after receiving group counseling services with emotion-focused coping strategies.	The difference between this research and the research conducted by Alvionita, Syahriman, and Sholihah lies in the research method used. Alvionita uses an experimental method, while this research uses a descriptive method. The counseling carried out by Alvionita was face to face, whereas this research used cybercounseling, and

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					the techniques used were different. Alvionita uses coping strategies, while this research uses the WDEP technique.
6.	Ridha, A. A.	2020	Reality Not Imagination: Reality Therapy Counseling Helps Academic Adjustment.	Moreover, reality counseling is effective in improving academic adjustment when using a reality approach. This is demonstrated by the subject's progress in mapping out lecture targets and showing persistence in improving academic adjustment.	In the research conducted by Ridha, the research method used was the experimental method, whereas in this research the descriptive method was used. Ridha carried out reality counseling face to face, whereas in this research it was carried out through cybercounseling.
7.	Indrasari, H. K	2021	Reality Counseling to Reduce Stress in Single Parents	Reality Counseling can reduce stress levels in single parents. It can also improve single parents' ability to adapt to the stress and anxiety they feel.	The difference between this research and the research conducted by Indrasari lies in the research method and the process of implementing reality counseling. In Indrasari's research, the research method used was the experimental method, while in this research the method used was the descriptive method. The process of implementing reality counseling in Indrasari's research was carried out face to face, whereas in this research it was carried out through cyber counseling.
8.	Prabawa, A. F. I., & Antika, E. R.	2021	The Effectiveness of Reality Cybercounseling in Improving Senior High School Students, Academic Honesty	Reality Cybercounseling can be used to improve students' academic honesty. The four stages of reality cybercounseling in the study were able to change individuals to behave honestly according to the 3Rs (right, reality, responsibility) by	Prabawa and Antika's research used experimental research methods, while this research used descriptive methods.

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				changing their cognitions and actions, which ultimately resulted in physiological and affective changes.	
9.	Kresnawan, J. D.	2021	Problem focused coping skills to reduce student academic stress.	The product, Problem-Focused Coping Skills Guide to Reduce Academic Stress in Students, has been declared to meet product acceptance standards. This is based on evaluations conducted by experts in the field of guidance and counseling, experts in the field of educational media, and potential users of the product. The evaluation includes aspects such as usefulness, appropriateness, accuracy, and attractiveness of the product.	The difference between this research and Krenawan's research lies in the techniques used to reduce academic stress. In this research, the WDEP technique was used, while in Kresnawan's research, coping skills were used
10.	Alfira, A., & Nur, S.	2022	Cyber Counseling-based Guidance and Counseling Service Strategy.	The use of cybercounseling has potential time and financial benefits for counselors and counselees because the counseling process is not limited by time and space constraints. Counseling can take place anytime, anywhere. In addition to these advantages, cybercounseling also has disadvantages that have been criticized by various parties, such as the counselor's lack of attention to the counselee's facial expressions, body language, and verbal cues, and the lack of dynamics that may occur. In addition, behaviors that may affect the counseling dynamic cannot be clearly controlled.	The difference between this research and Alfira's research lies in the counseling approach and techniques used. Alfira's research only discusses cybercounseling in general, but this research also explains the reality approach and WDEP techniques.
11.	Jalal, N. M.	2022	The Effectiveness of Online Counseling for Students during	Online counseling is effective for helping students deal with problems during the Covid 19 pandemic.	In the research conducted by Jalal, there was no special counseling approach or technique used.

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			the Covid 19 Pandemic	However, there are barriers in the implementation of online counseling, such as the lack of specific knowledge or expertise possessed by counselors in communicating through media chat platforms, as well as the lack of skills in writing texts to prevent misunderstandings between counselors and online counseling users.	Meanwhile, this research uses a reality approach and the WDEP technique
12.	Yuananda, B. A., & Laksmiwati, H.	2022	Overview of academic stress in students who work on scientific articles	Among students working on scientific articles, 68.9% experienced moderate academic stress.	The difference between this research and the research conducted by Yuananda lies in the approach and counseling techniques used. Yuananda's research did not use special approaches and techniques, while this research used a reality approach and WDEP techniques through cybercounseling.
13.	Andini, S. D	2023	The Effect of Group Counseling with Reality Approach to Overcome Academic Stress among Final Year Students	Reality counseling has an impact on overcoming academic stress among final year students. This is evidenced by the increase and decrease in academic stress before and after receiving reality group counseling services.	In the research conducted by Andini, the research method used was the experimental method. Meanwhile, in this research using descriptive methods, the implementation of reality counseling is also carried out face to face, whereas in this research using cyber counseling
14.	Asani, S., Panahali, A., Abdi, R., & Gargari, R. B.	2024	Effectiveness of Reality Therapy and Mindfulness-Based Cognitive Therapy in Academic Meaning and Academic Emotions of Procrastinating Students.	The study results show that both MBCT and reality therapy are effective in increasing positive emotions and academic meaning, as well as reducing negative emotions in students who struggle with academic procrastination.	The difference between this research and the research conducted by Asani lies in the research method used. This research uses a descriptive method, while Asani's research uses an experimental method. Apart from that, in

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Asani's research, counseling was carried out face to face, whereas in this study it was carried out via cybercounseling.

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### **DISCUSSION**

#### **Concept and Implementation of Cybercounseling**

It's a traditional counseling process that has been transformed into an online format, including ethics, training, technology, and necessary competencies (Mallen et al., 2005). When providing online counseling services or cybercounseling, it's important to emphasize key aspects that are easier to implement in conventional counseling. Barak and Grohol (2011) defined cybercounseling as a form of counseling that uses digital technology, such as the internet and social media, as a medium for communication between counselors and clients. It's a convenient and accessible way to receive counseling services remotely. Cybercounseling allows individuals in need of psychological support to access services through online chat, email, video calls, or other online methods. According to Alfira and Nur (2022), cybercounseling is a professional practice that involves using electronic media to communicate between the counselor and client when they are physically separated.

Based on the definitions provided by previous experts, the author concludes that cybercounseling is the process of providing psychological assistance online through various forms of communication media, both synchronous and asynchronous. The media used to support cybercounseling include websites, social media, online chat, telephone, email, and video calls.

The implementation of online counseling services follows the current technological advancements. The purpose of cybercounseling is to provide easy access to psychological support and assistance services for counselees. This is achieved through the convenience of not requiring in-person visits to a counselor's practice or location. Counselors need to develop specific skills that support cybercounseling process, from basic counseling skills to cybercounseling skills. These included non verbal understanding cues, manage running online counseling, and building good relationship online counseling, in addition, technology optimization also plays role in increasing effectiveness of counseling.

#### **Reality Counseling in Reducing Student Academic Stress**

##### **Academic Stress in the Context of College Students**

Academic stress is a common phenomenon that often occurs among students and has a great impact on students life. Stress have a significant role in mental and physical well-being. The pressure that exist in the process of pursuing education makes the emergence of stress in students. Stress is a situation where an individual encounters a problem and cannot find a way out (Alvionita, R. et al, 2020). Stress can be defined as a situation where individuals are unable to fulfill their desires (Indrasari, K. H., 2021). Andini



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et al. (2023) explain that academic stress is a situation where students are unable to cope with demands, leading to a negative perception of the demands and considering the academic results received as a burdensome disturbance.

From the definitions described above, it can be concluded that academic stress is a state of a student who is faced with a challenge or academic problem that creates negative perceptions so that he has difficulty in finding solutions. Academic stress is caused by the burden that arises from the learning process, the tasks obtained, so that it creates a negative perception in students. Therefore, academic stress is an important issue because it is very common among students. Therefore, it must be reduced in order to maintain the physical and mental well-being and academic performance of students.

### **Reality Counseling**

Reality Counseling is a counseling approach developed by William Glasser. According to Glasser (2017), it emphasizes current reality and taking responsibility for one's actions. Individuals have needs, must understand the consequences of their choices, and need a plan to achieve their goals. Wubbolding (2017) explains that the reality approach focuses on what exists, what is desired, and how to achieve it. The reality approach aims to develop responsible decision-making. Reality counseling helps individuals achieve their desired goals and attain success in the counseling process (Indrasari, K. H., 2021).

The counseling process is based on the 3R principle: right, responsibility, and reality, which is designed to meet individual needs (Cahyah & Hariastuti, 2018). The 3R principle posits that individuals can achieve a successful identity by adhering to prevailing norms and values, taking responsibility, and behaving in accordance with reality.

### **Stages of Reality Counseling**

Glasser (2017) explains that reality counseling has systematic stages, abbreviated as WDEP, in which there are Wants, Do, Evaluation, and Planning (planning). These stages are explained as follows:

1. Wants, in this stage the counselor explores the desires, needs, and hopes that the counselee wants. The goal is to find out what the counselee needs for the problems he or she is experiencing.
2. Do, at this stage the counselor explores the direction of the behavior the counselee has done in the past and is doing now in relation to the desires the counselee is expressing. Explored in terms of what is being done, the purpose, as well as how and what results from this behavior.
3. Evaluation, at this stage the counselor evaluates the actions with the counselee in terms of what the counselee has done to fulfill the wishes. The counselor may clarify with the client the steps taken.
4. Planning, is the final stage for planning the next action. Based on the evaluation, the counselor and the counselee formulate a concrete and measurable action plan to achieve the goal. The plan must be specific, measurable, achievable and have a time frame.

From the stages described by Glasser, Asro (2018) explains that the stages are very systematic in reality counseling, which makes it easy to use in counseling services. Therefore, this systematic stage allows it to be done in an unconventional format, which is online.

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### ***Cybercounseling with Reality Approach in Reducing Student Academic Stress***

The Reality Approach can help students in reducing stress because this approach teaches coping skills and provides support to counsees to take more effective control of their lives. Of course, the reality approach focuses on the present; events that occurred in the past cannot be changed, and this tends to make the counselor take no responsibility for the circumstances he or she is experiencing. For this reason, counselors do not need to find out more about the irrational experiences that cause students to experience academic stress. Remember that the purpose of the reality approach is to help the counselee experience quality life, understand and improve behavior, make choices, and meet basic needs in his or her life. The counselee not only overcomes the problems he or she is experiencing, but can also prevent or anticipate future problems.

The implementation of the reality approach to help reduce student stress can be done through cybercounseling. The stages that will be used in the implementation of cybercounseling are W (Want), D (Do), E (Evaluate), P (Plan). This phase of the WDEP concept is closely related to stress management because it involves identifying, assessing, and making concrete plans to manage the academic stress that students experience.

1. **Want:**

In this first stage, the counselee or student identifies needs related to the counselee ideals, expectations, and self-perception. The purpose of this identification is to find out the needs related to the problems experienced, namely the stress experienced.

2. **Do (Direction of Behavior or Action):**

At this stage, after identifying individual needs, students then explore behaviors that have been carried out in the present or in the past in relation to the needs that have been explained by the counselee.

3. **Evaluation:**

At this stage, counselee or in this case students evaluate what actions have been taken in reducing stress. Evaluate the extent to which the actions taken by counselee help to manage stress and improve mental health.

4. **Planning:**

From the evaluation that has been done in the previous stage, counseling together with the counselor compiles a behavioral step plan to reduce the stress experienced. In the form of adjustments and handling in managing stress that has been done, making new goals, and planning follow-up actions in maintaining good things that have been achieved.

Prabawa et al (2018) in their research that developed a reality-based cybercounseling website that aims to increase student self-openness, found results that reality-based websites are effective in increasing student self-openness. Indrasari (2021) and Andini et al (2023) in their research resulted in realia counseling being effective in reducing stress. Research conducted by Prabawa and Rindi (2021) cybercounseling reality can increase academic honesty in students.

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By using the WDEP model, students can take a structured and systematic approach to managing their stress. This model helps students plan concrete actions, evaluate their progress, and plan next steps in an effort to reduce stress and improve student well-being. Reality Counseling also aims to help individuals achieve autonomy so that if they experience academic stress again in the future, they will be able to manage it on their own. In general, the stages of cybercounseling are the same as in-person counseling. The difference is that cybercounseling uses social networks in cyberspace to communicate between counselors and counsees.

### **CONCLUSION**

Academic stress can have a serious impact on students if not addressed immediately. This is certainly a challenge for counselors in providing services. Cybercounseling or online counseling can be used to help students reduce their academic stress. There are various media that can be used in the implementation of cybercounseling, including social media, online chat, phone, email, video call, and others. One approach that can be used in the implementation of cybercounseling is the reality approach. This approach aims to help counsees experience quality of life, understand and improve behavior, make choices, and meet basic needs in their lives. The counselee not only overcomes the problems he or she is experiencing, but can also prevent or anticipate future problems.

The stages utilized in the implementation of cybercounseling are W (Want), D (Do), E (Evaluate), P (Plan). The WDEP model is strongly linked to students' stress management, as it enables them to identify, plan, and evaluate concrete steps in coping with stress. The model assists students in planning concrete actions, evaluating their progress, and planning subsequent steps with the aim of reducing stress and improving their well-being. The results of the literature study indicate that cybercounseling with a reality approach can assist students in reducing academic stress. However, a field test of a reality cybercounseling implementation process has not been conducted in this study due to the limitations of a study of existing research literature. Consequently, future researchers may wish to employ experimental research methods that are more comprehensive in testing the implementation of reality cybercounseling in the field.

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