

A literature review; the role of school counselor developing spiritual intelligence in the pandemic era (Covid-19): based on online learning

Izul Haidi Afdilah^{1*}, Nur Hidayah², Blasius Boli Lasan³

^{1,2,3}Universitas Negeri Malang, Indonesia

*Corresponding author, e-mail: izulhaidiaf13@gmail.com

Abstract

The global outbreak of the Covid-19 pandemic had an impact on changes in life patterns especially in education, where the teaching and learning processes were carried out at home. The virus is currently associated with psychiatric problems due to the distribution of information that is not necessarily correct, the discovery of a vaccine, and the inability to predict when it is likely to go extinct. It is feared that students tend to experience stress, depression, and worry on the current conditions, in addition to the new learning patterns, which seem taken to them. Therefore, the role of the school counselor is needed to assist students to overcome the problems currently faced, with media counseling, counseling, and information services through the use of services, such as Zoom, Google Meet, Google Classroom, and Edmodo. The implementation of giving rocks is focused on increasing spiritual intelligence because this aspect is the core belief of every human being. People tend to be generous because of their belief in the creator of the universe (Allah), in giving alms benefit. Furthermore, they pray five times a day because, with good and productive intentions, because they are principled Muslims that need to be serious in carrying out their work. This is a literature study that provides discourse and ideas on the role that can be taken by school counselor to help overcome the psychiatric problems experienced by students during the Covid-19 pandemic. In conclusion, this study aims to give a general overview of the teacher guidance and counseling on the roles that can be taken to help alleviate student problems during the Covid-19 pandemic by utilizing their spiritual intelligence, such as enhancing their Intention, Qolbu Salim, Muhasabah, Optimistic personality, and encouraging them to pray.

Keywords: School counselor; spiritual intelligence; online learning platform; Covid-19

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Introduction

The Covid-19 pandemic is a new type of virus from the coronavirus family, which was first found in Wuhan, Hubei, China at the end of 2019. The World Health Organization (WHO) officially named it the Coronavirus-2019 disease shortened to Covid-19. This virus spread to various parts of the world within a short time, hence it was called a pandemic by WHO in March 2020 (Joharudin & Septiadi, 2020; Setiawan, 2020). Coronavirus-2019 has spread throughout the world, with the first two cases found in Indonesia at the beginning of March 2020 (Windhiyana, 2020). Studies have shown that this virus spreads from human to human through droplets that enter the respiratory tract of other individuals through the eyes, mouth, or nose. When the droplets of positively infected patients emitted through sneezing or coughing, land on objects or surfaces that are touched by negative or unprotected people, they become infected (Rifa'i et al., 2020). The rapid spread of this virus throughout the world, also affected the economy, tourism, aviation, retail companies, and livestock. Its impact also affected the education sector all over the world, especially in Indonesia.

On 4th March 2020, the United Nations Educational, Scientific, and Cultural Organization (UNESCO) officially recommended online learning and suggested an educational platform for teachers to use in reaching students at home (Setiawan, 2020). Therefore, the Indonesian Ministry of Education and Culture decreed that all learning activities in tertiary institutions be carried out online through various educational applications. The Ministry of Education and Culture issued Circular Letter Number 3. Year 2020 on the Prevention of Covid-19 at the Education Unit prohibited the gathering of colleges and schools (Windhiyana, 2020). According to Azzahra (2020), the massive spread of the Covid-19 outbreak has disrupted Indonesia's education sector where around 45 million students cannot carry out their learning in schools. All aspects of life are affected by pandemics, especially in the economic and educational fields which are mostly affected.

Studies have shown that home study policies at educational institutions cause major disruptions associated with student learning, cancellation of assessment, limited opportunities to get a job after graduation, etc (Syah, 2020). Psychologically the panic that occurs due to pandemic led to the global restriction on the unlimited movement of people, goods, and services from one place to another (Joharudin & Septiadi, 2020). Many individuals develop symptoms similar to coronavirus, due to anxiety, fear, excessive worry, which makes them experience psychological health problems that cause psychosomatic (Nurkholis, 2020).

In a recent challenging study by Chinese medical students, the level of discussion was higher with factors that were strongly associated with Covid-19 (Odriozola-González et al., 2020). Schools particularly face numerous difficulties in increasing student various educational pressure (Hall, 2020; Peters et al., 2020). The pandemic has affected the lives of students in various ways, therefore, teachers need to monitor them psychologically (Daniel, 2020; Temsah et al., 2020). Data from international students shows that the majority returned home to their families because classes were carried out online (Odriozola-González et al., 2020). Disruption in question by students becomes a joint task between parents, subject, and school counselor. However, the teacher's guidance and counseling have to assist students that ask for help and those with psychological problems. The special role of the guidance and counseling teacher needs to be associated with psychological and spiritual approaches.

The school counselor act as the main implementers and coordinators of all the guidance and counseling services activities in schools to help students solve various problems thereby making them independent individuals with proper development (Putra, 2015a, 2015b; Rahman, 2015). Fadli et al. (2018) stated that school counselor as educators implicitly play a significant role in dealing with various phenomena that occur in the school environment, such as the behavior and psychological conditions of students. This category of teachers also helps in developing the quality of students' personalities to become independent individuals capable of planning their careers, for optimal development have (Hidayati, 2017; Muswara, Dheny & Jahada, 2018; Wahyuni & Falah, 2017; Zainal Arifin, 2015). The school counselor is responsible for the smooth learning of students by assisting to ensure they overcome various problems for growth and development to achieve educational goals (Fitriani & Ifdil, 2018; Handaka & Maulana, 2017; Hayati, 2016; Nisa, 2016; Raini, 2015; Sudirman et al., 2013).

The guidance and counseling process of school counselor is not carried out conventionally, rather they utilize technological advances effectively. Providing online assistance is important because this is the most effective method to assist students. Policies are carried out in Indonesia by transferring all educational activities to the government and related educational institutions (Anhusadar, 2020; Pujilestari, 2020; Purwanto et al., 2020; Syaharuddin, 2020). The inception of the Covid-19 pandemic led to a stop in the face-to-face teaching process with the Ministry of Education and Culture replacing it with online learning using various applications, such as E-learning, classes, video conversion, Google Meet, live chat, Whatsapp groups, Zoom, Webex, etc (Abidin & Arizona, 2020; Dewi, 2020; Firman & Rahayu, 2020; Jamaluddin et al., 2020; Khasanah et al., 2020; Syarifudin, 2020).

All levels of education were transformed and agreed to carry out learning from home through various online bold media (Atsani, 2020; Irhandayaningsih, 2020; Yakobus, 2020). The utilization of these systems is one of the efforts used to overcome problems and facilitate students to access learning materials provided by teachers (Riyanda et al., 2020; Suryana et al., 2020). Online learning is an important part of the education system because it encourages face-to-face learning when teachers are unable to attend (Rusdiana & Nugroho, 2020). It also encourages brave learning interaction in two directions and the provision of information capable of making it easier for students to improve their quality of learning (Castro & Tumibay, 2019; Hart et al., 2019; Sm et al., 2020; Vivolo, 2016).

Conditions not associated with conventional learning implements the role of the applied school counselor through technological advances. Online learning becomes a tool perfectly utilized by school counselor to play important roles in student development. In particular, the focus improves the spiritual aspect because many students have no idea of its importance and its ability to help them become good personalities and develop optimally.

In Islam it is believed that every individual is born carrying fitrah, however, it is their parents and environment that makes them lose/divert their spiritual potential (El Fiah, Rifda, 2014). Religion controls human life into good personal formation. It is the belief that is firmly planted, with stronger influence in controlling behavior, and the formation of individual attitudes (Yantiek, 2014). The spiritual quotient is a description associated with the process of placing human activities to ensure they are able to carry out patterns or ethics set by the Creator of the Universe (Supriyanto & Troena, 2012). According to Ardana et al. (2013) and Sabiq (2012) spiritual intelligence, is a man's ability to understand himself with the owner of unlimited power (God), and realize the level of meaningfulness of life and nature a way exemplified by the Messenger of Allah. Wealth, strength, and influence are obtained from the awareness of the deepest meaning of God's permission, and the purpose of each individual expressed through a life devoted to worshipping God (Agustini, Syukriyah, 2013; Fadli, Mochamad, 2013; Riasning et al., 2017; Sapariyah et al., 2015).

Increasing spiritual intelligence is important because it is used as a bastion of various problems and polemics that interfere with students' developmental tasks. The study carried out by Nurkholis (2020) stated that spiritual intelligence has a significant impact on the psychological education of students, thereby leading to panic. Students also experience feelings of depression, stress, and anxiety. The results above illustrate how vulnerable students are to disturbances and shocks to the current conditions of Covid-19 occurring in Indonesia and the need for guidance from the guidance and counseling teachers specifically for proper development. In connection with the spiritual intelligence of the research carried out by Zainal Arifin (2015), there are still students that have not been able to carry out their worship properly, read the Koran, have bad morals, and have not served their parents respectfully (Birrul Walidain). Generally, students need the guidance of school counselor for the proper development of their spiritual intelligence properly and optimally. The research carried out by Rahmasari (2012) and Supriyanto & Troena (2012) increased spiritual intelligence, provided a rise in performance and learning, as well as working processes. In line with the above research Yantiek (2014) stated that the higher the spiritual intelligence of students, the higher the pro-social behavior and self-control. Aspects of spiritual intelligence become an important factor to consider in overcoming life problems, especially those associated with the pandemic. Furthermore, the research carried out by El Fiah, Rifda (2014) stated that teachers are expected to direct and increase children's spiritual intelligence from an early age to stimulate their potential.

Zainal Arifin (2015) research titled "The Role of school counselor in Fostering the Emotional and Spiritual Intelligence of Students with Special Needs" was carried out to determine students that are dependent on the school. While the novelty of this study was completed and provides a complete picture of the duties and roles of the school counselor in enhancing the spiritual intelligence of students at home while providing a way of service or media that helps them to overcome the psychological problems of the Covid-19 pandemic.

Method

Definition. Literature research is a theoretical study carried out by examining books, articles, documents, literature, notes, research reports, and a phenomena/topic based on clear references (Abdi Mirzaqon & Budi Purwoko, 2017; Aminati & Purwoko, 2013; Azizah, 2017; Khatibah, 2011; Sari, 2020). Stages of Literature Research. Table 1 provides the stages of literature research (Abdi Mirzaqon & Budi Purwoko, 2017; Azizah, 2017; Sari, 2020).

Table 1. Stages of Literature Research

No	Stages
1	Determine general research topics
2	Look for information that supports an idea/topic
3	Reinforce the focus of research
4	Gather and classify the required reading material
5	Read and make research notes
6	Review additional reading material that completes the topic
7	Categorize reading material and start writing reports

Time and place. This research was carried out on 7 Syawal 1441 H / 05-05-2020 at the Malang State University. Data source. This research discussed the following 1) The role of the Guidance and Counseling teacher, 2) Spiritual Intelligence, and 3) Covid-19. Data Collection Techniques. All sources relating to the topic were taken from books, articles, research reports, records, and sources with scientific validity.

Table 2. Reference sources used

No	Source	Count
1	Book	1
2	Article (Journal)	68
3	Article (Website)	5
4	Articles (Tabloids)	1

Research Instruments. The instruments of this study were the classification of research material checklist, writing schema map, and the format of research notes (Abdi Mirzaqon & Budi Purwoko, 2017; Azizah, 2017).

Data analysis. The Content Analysis method was used to obtain valid inferences and can be reexamined based on the context. The process of reviewing, preventing, and overcoming misinformation was carried out by checking between libraries, rereading the literature, and paying attention to the notes (Abdi Mirzaqon & Budi Purwoko, 2017; Azizah, 2017; Sari, 2020).

Results and Discussion

Covid-19 directly makes individuals feel uneasy and interferes with their psychological health and also other psychosomatic problems (Nurkholis, 2020). The conditions mostly experienced by students need to be resolved, therefore, to alleviate these inconsistencies, the learning process needs to occur when students are at home. In addition, students are burdened and equipped with the new rule of studying at home, without the direct guidance of the teacher, therefore parents' play an essential role in assisting them with their educational needs.

The role of school counselor to increase students' spiritual intelligence in the Covid-19 pandemic era

Spirituality itself is human nature because people with it at work, school, and home tend to complete tasks assigned to them (Fachrunnisa, Olivia & Kusumawati, Diah Ayu, 2020). The role of school counselor is carried out by helping students improve personal qualities focused on emotional and spiritual aspects (Zainal Arifin, 2015). When properly directed, spiritual intelligence becomes a factor for students to develop properly both psychologically and physically. Therefore, school counselor need to develop their spiritual intelligence optimally.

Table 3 shows the differences in the role of school counselor during the Covid-19 pandemic (Rahman, 2015; Zainal Arifin, 2015);

Table 3. Differences in the role of school counselor in the Covid-19 Pandemic Era

The task of the school counselor	The Task of school counselor in the Covid-19 Pandemic Era
Firstly the school counselor as a communicator communicates with students privately to understand their problems, ways of thinking, and behavior.	1. Guidance and Counseling Teachers acquire adequate knowledge, before acting as mentors to students willing to learn the Science of Religion and monotheism, i.e seeking the greatness of God through Sunnah. Furthermore, with God's permission, the School counselor finds it easy to guide students to become better. "Example: does not support the use of motorbike, but encourages students that use the helm to utilize it properly. This does not work, because every action starts within oneself."
Secondly, the two School counselors act as companions. After discussing the emotional and spiritual problems of students, they failed to adjust the process to facilitate students' emotional, spiritual and physical problems.	2. School counselors understand the psychological needs of students, therefore, they need to be able to assist. The basic psychological barrier simply experienced by students is shown in the following example. "How can someone help a friend without knowing the person's needs? Usually, someone's turmoil is caused by excessive expression and the reality is not appropriate."

The task of the school counselor	The Task of school counselor in the Covid-19 Pandemic Era
<p>Thirdly School counselors as advisors and motivators, provide solutions to emotional and spiritual problems after being identified to increase students' enthusiasm in a supportive direction.</p> <p>Fourthly School counselors as counselors and mentors, foster spiritual intelligence and provide services to the maximum extent possible. They also provide group and individual guidance.</p>	<p>3. The School counselor monitors and controls the process of providing input and enthusiasm, which is important and very necessary. In addition, the teacher reviews the extent to which the behavior is carried out by students and the obstacles dictated to ensure other plans are easily carried out by students. "Example: A house is equipped with furniture such as refrigerator, tv, mattress, plates, stove, carpet, water, to make it comfortable and livable. However, after it has been properly equipped, the owners had no time to live in it, which made it dusty, and busy with damaged electronics. Therefore all that that is planned and carried out need to be controlled periodically and continuously."</p>
<p>Fifthly Teachers as Guidance and counselors control students' emotional and spiritual matters, by communicating with those in the field of study, co-teachers, and guardians.</p>	<p>4. The School counselor as an information connector considers all kinds of activities that are carried out at home, needs to build cooperation with parents to enhance the progress being prepared by students, and ask for important information about their associates. "Example: Suppose we want to create a company engaged in land transportation logistics, we need a driver, a car, a ticket window/home base for themed places, etc. It possible for us to carry out these activities without a third party. This is what is needed by the School counselor because students for 24 hours are at home and under the supervision of their parents/family, it is needed for parents as third parties to jointly carry out the plan".</p> <p>5. School counselors as evaluators, see the extent of progress experienced by students in the process of carrying out reconciliation, which was initially contemplated. They formulated future activities and obstacles experienced by students to make the program more effective. "Example: Are there any of us willing to fail in the same place for the second time? The process of muhasabah/recalculating what has been previously conducted is important in order to become a successful person."</p>

The description that makes it easy for readers to understand the process of helping students through the role of the School counselor in the Covid-19 pandemic era is as follows figure 1.

The stages of the process undertaken by the School counselor is useful when the freedom indicators meet. Indications of good spiritual intelligence are as follows: a) Ability to be flexible b) Have high self-awareness, c) Able to control problems patiently, d) Ability to deal with trials or pain, e) Quality Vision and clear mission, f) Avoiding all forms of loss (immoral), g) Tendency to have a holistic view of all problems (El Fiah, Rifda, 2014; Riasning et al., 2017; Sabiq, 2012; Sapariyah et al., 2015; Tikollah et al., 2006).

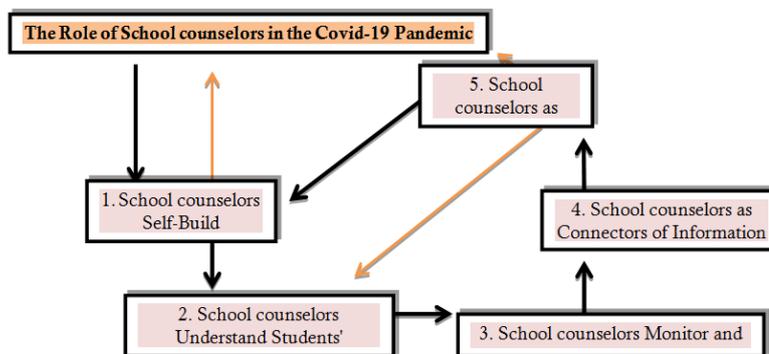


Figure 1. Concept of the stages of work carried out by school

Indicators of Spiritual Intelligence of Students in the Pandemic Era

Appropriate indicators need to be under normal circumstances to adjust the present experiences experienced by students, increase their spiritual intelligence in accordance with Islamic teaching principles.

Table 4. Indicator of Spiritual Intelligence

No	Indicator	Information
1	Fix Intention "Charity depends on the intention, of someone by migrating to Allah and His Messenger, regarding the woman he wants to marry ". (HR. Bukhari, Muslim, dan empat imam Ahli Hadits)	Surely things are intended because God is eternal. Therefore, before making a change, it is expected that students renew their intention on their needs, while hoping for the face of God.
2	Healthy Heart Repair (Namely) on the day of wealth and sons are no longer useful, except those who face Allah with a clean heart. [Asy-Syu'ara'/26: 88-89].	<p>A healthy heart is clean and safe from various lusts that are contrary to the commands and prohibitions of Allah. It is also clean and safe from the various doubts that surround Allah's message. He survived, not slaving to any other than Allah, not making judges other than His Messenger; Clean in loving Allah Almighty and in being entitled to His Messenger; Clean in fear and hope Rabb, in trust in Allah, in repentance to Rabb, in humiliating themselves before God, in prioritizing seeking God's pleasure in all circumstances and in avoiding God's wrath in all ways.</p> <p>1: A heart that is healthy and safe, always accepts, loves, and puts the truth first. His knowledge of the truth is absolutely perfect, always obedient, and fully accept the rules from God,</p> <p>2: A hard heart, does not accept and obey the truth (rules).3: A heart that is sick becomes hard and dies, and when it beats the disease it becomes healthy and safe.</p>
3	Self Muhasabah "O you who believe, fear Allah and let everyone pay attention to what he has done for tomorrow (hereafter), and fear Allah, surely Allah is All-Knowing what you are doing. And do not be like those who forget Allah, then God made them forget themselves. These are the bad guys. " (QS. Al-Hasyr: 18-19)	This is an argument that we can correct ourselves (muhasabah). If you slip into a mistake, then remember the deed and immediately repent and then turn away from all intermediaries who can cause immorality. If we see deficiencies in compulsory practice, then try to fulfill them perfectly and ask God for help in facilitating worship.
4	Optimistic personality "There is no contagious disease itself and no bad luck. Al-fa'lu (good words) impressed me. " (HR. Bukhari dan Muslim)	Optimism requires action and concrete steps for someone that wants to succeed in obtaining religious knowledge, and mobilize all of its potentials. Running a business or endeavor in achieving its goals. Similarly, when intending to settle down, the spirit alone is not enough, it takes physical and scientific readiness related to housekeeping, hence the marriage ark is a blessing in the sight of Allah. Life is essentially learning, charity, patience, and accompanying everything with full optimism that God Provides the best according to his destiny.
5	Prays "Truly prayer is worship" HR Ahmad, IV / 267; Abu Dawud, 1479 and at Tirmidzi, 2969 and confirmed by him	Muslim, need to pray all the time because prayer is worship that has a very noble position in the side of Allah Subhanahu wa Ta'ala, in accordance with the words of the Prophet sallallahu 'alayhi wa sallam:" There is no noblest in the side of Allah Subhanahu wa Ta'ala than prayer ". HR Ahmad, II / 362 and at Tirmidzi, 3370, and his health. Nobody can change destiny except prayer. Ask for help only from Allah.

With the permission of Allah, assuming the four elements are properly corrected, they are capable of providing benefits to users, especially students.

Media can be used by school counselors

According to [Azzahra \(2020\)](#) distance learning has become the most pervasive obstacle in the education sector even before the pandemic, however, the current crisis has accelerated its adoption and significant implementation. Therefore, it is important to include distance learning skills using information and communication technology in future teacher training programs. However, there are doubts regarding its effectiveness because the majority of its contents are not relevant to distance learning. Therefore, for the successful adoption of distance learning, teachers need to have basic technological skills, such as how to use a computer connected to the internet, knowledge of using recording devices and software, as well as methods for delivering lessons online. These skills are very necessary when using available online platforms.

Designing online learning models comprises of 5 aspects, namely (1) Types of services, (2) Learning system components, (3) Service device components, (4) Platforms, (5) Magnitude/volume of data, and (6) Evaluation ([Hikmawati, 2020](#)), which are elaborated as follows:

Types of services

Adjusting to the current conditions with the most supportive service used to provide Information Services that periodically relate to the condition of the students' spiritual intelligence which needs to be continuously improved.

Service components

The process of planning effective laying is to pay attention to the following a) The condition of students and their families in participating in the services, b) The condition of the teacher's guidance and counseling in providing services, and c) the platform used for service delivery, which is usually between school counselors and students.

Service device components

Components are equipment that supports the service process to be planned, making it easy for teachers of guidance and counseling to practice.

Platform

There are five things teachers need to consider in choosing an online learning platform ([Ramdhan et al., 2020](#)), namely (1) Instruction, (2) Content, (3) Motivation, (4) Teacher and student interpersonal relationships, and (5) Mental health. The need for teachers to integrate with other online platforms is due to interest and effectiveness ([Suhada et al., 2020](#)). The following applications are easily used by School counselors ([Farida et al., 2020](#); [Ikhwan, 2020](#); [Tabiin, 2020](#)) as follows:

Table 5: Applications that support the delivery of services in the Covid-19 Pandemic Era

<i>Software</i>	<i>Information</i>
<i>Zoom</i>	This is a cloud computing-based video-conferencing application that facilitates users to communicate with others virtually. Founded in 2011 by Eric Yuan, its use is on the rise due to the COVID-19 virus outbreak. The latest data shows the use of this application by over 300 million people in recent weeks. The number has increased by more than 50 percent since its development. Zoom is now the number application with an increase in the founder's overall total income to 89.6 trillion.
<i>Google Classroom</i>	Google Classroom was developed by Google with its first edition released on August 12, 2014. This application enables teachers to easily create classes, assign tasks, communicate, and manage to learn at the same time with all class material automatically stored in the drive folder. Google Classroom is affordable and safe and provided free for schools, nonprofits, and individuals without advertisements. Appbrain noted, at the beginning of the month, that this application did not even enter the list of the 100 most popular applications. However, by March 10, it was listed among the 5 most popular applications. The countries with the highest download rates are Indonesia Mexico, Canada, Finland, Italy, and Poland.
<i>Google Meet</i>	Google Meet is a communication platform specifically developed by Google and released in 2017. It comprises instant messaging, video conversations, SMS, and VOI features. This software is free, used to conduct video conferences with a maximum of 100 Members, and has a display video quality above average. Google Meet was formerly famous for hangout, with a maximum of 100 million active users daily and three million new users every day.

<i>Software</i>	Information
<i>Webex</i>	This software is used to carry out video conferencing with a maximum of 100 participants in one phone call while maintaining very good quality. Cisco Webex is also equipped with several features such as screen sharing, Google Assistant, Google Home Hub, document uploader feature, video conversation recorder feature, and a virtual board for drawing.
<i>Skype</i>	Another video conferencing service that also felt the 'windfall' during the Covid-19 pandemic was Skype with an increase in active daily users by 70% to 40 million. According to Microsoft, there was also an increase in Skype-to-Skype calls by 220%. Overall, Skype is said to have 200 million active users in the past six months. The Meet Now feature allows users to make calls through a web browser, without requiring other users to register a new account or download the software.
<i>Whatsapp Group</i>	Whatsapp is currently the best-selling chat application in the world. This application has audio and video call features, however, it seems the application does not fit the performance in the middle of this pandemic, therefore it intends to improve its quality on a large scale. Currently, Whatsapp can make video calls with a limited number of participants, however, the company claims that this limitation would be fixed shortly.

All applications suggested by School counselors must be connected to the internet, thereby leading to an increase in internet use in the era of the Covid-19 pandemic. This increased the rate of internet addiction, thereby increasing the role of School counselors in monitoring and rolling students to be wise in using the internet. The educational process to prevent students from avoiding internet integration during the Covid-19 pandemic (Hakam, Muhammad Thoriq, 2020) is as follows: a) Educate on the importance of clear regulation and control of internet use by students and parents/guardians at home, such as restrictions on the time of usage, the imposition of time lags for using digital devices, site restrictions, negative content, etc.; b) Educate students on how to use the internet wisely, such as the various ways to maintain privacy and security in the cyber world, identify and behave towards cyberbullies, a variety of constructive and productive internet-based activities, the importance of balancing online and physical activities, etc; c) Education on how to build good and polite communication between parents and adolescents in the use of the internet and ways used to assist in conducting internet-based distance learning processes. The research carried out by Chang proved that teenagers that are less close to parents tend to be at a higher risk of being cyberbullied, internet addicts, and depressed. Therefore the role and closeness of parents are very important in controlling teenage internet use; d) During the Covid-19 pandemic, the learning process was carried out with the internet, thereby policymakers advocated the closure of pornographic, gambling, games, and other sites related to violence; e) The amount/volume of data. The School counselor was mandated to estimate the amount of data / WiFi packages used to ensure the proper preparation of students and parents to follow the service process; f) Evaluation. This is associated with the need to carry out preparatory evaluations, in line with the process of implementing School counselors, which also require evaluations from students and parents (Rusdiana & Nugroho, 2020). The overall aim is to improve services that have been received by students.

Conclusion

An event does not suddenly occur, because everything that happens on earth and in the sky is in accordance with the will of God the Wise. Every event that happens has wisdom behind it, however, humans are not usually patient enough to determine the amount of wisdom that emerge individually. As servants, humans need to accept everything that happens and believe that there are some good attributes behind, such events. May Allah Almighty lift this plague and provide a better life than before. Teachers are tasked with guidance, and counseling and these roles do not change, rather they remain the same even though students learn at home. Before further discussing the role of the School counselor in the era of the pandemic, it is important to note that the authors only provided answers regarding Fixing Intentions, Repairing *Qolbu Salim*, *Muhasabah*, Optimistic Personality, and Praying. Therefore, all readers are advised to read books written by scholars and other similar articles. In particular, readers are advised to read a book entitled "*Zuhud and Softness*" which was composed by Dr. Ahmad Farid published by PUSTAKA KHAZANAH FAWA'ID and another entitled "*This Should Be a Teacher*" written by Fu'ad Bin Abdul Aziz

asy-Syalhub in DARUL HAK. All truths come from Allah, however, readers are advised to leave the paper assuming they someday come across contradicting writings that are excluded from the Qur'an and Sunnah.

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