

THE URGENCY OF GUIDANCE AND COUNSELING IN DEALING WITH STUDENTS' SPIRITUAL AND EMOTIONAL INTELLIGENCE PROBLEMS

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Abstract

This study aimed to determine the urgency of Guidance and Counseling in overcoming problems related to the spiritual and emotional intelligence of students at MAN 3 Langkat. This type of research is descriptive qualitative research with a case study approach. The research location is MAN 3 Langkat. The sample population of this study amounted to 8 students selected by the counseling guidance teacher MAN 3 Langkat with certain provisions. These namely students need help with spiritual intelligence and emotional intelligence at MAN 3 Langkat. Data collection techniques used in this study are observation, interviews, and documentation. Data analysis used is data reduction, data presentation, and verification and uses triangulation as a credibility test with source triangulation. From this research, it is concluded that the urgency of counseling in dealing with the problems of spiritual intelligence and emotional intelligence of students significantly influences students. The impact of delay in handling these problems Guidance and Counseling is feared that students will dissolve in these problems, and it is increasingly difficult to be guided. In contrast, if guidance and counseling have timeliness in handling it, it will positively impact students. This is evidenced by the behavior displayed by students, namely having awareness and commitment to worship and the ability to motivate themselves and control their emotions.

Keywords

Emotional Intelligence, Guidance and Counseling, MAN 3 Langkat, Spiritual Intelligence



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INTRODUCTION

Guidance and Counseling is the process of assisting an expert to a person or group of people to provide services effectively so that the abilities of individuals become optimal and problems can be solved so that individuals can be independent and able to control themselves (Harahap, 2021). The existence of Guidance and Counseling in schools is to help achieve the goals of education (Ibrahim et al., 2022). The purpose of education in Law No. 20 of 2003 is not only intellectual achievement which is a benchmark for the success of educational institutions, but also spiritual and emotional achievement (Jaelani & Ilham, 2019).

Spiritual intelligence is the ability to be able to define our lives and behaviors in the realm of a broader and richer sense (Goleman, 2004). Detailed by Dr. Ari Ginanjar Agustian quoted (Afif & P, 2022) that spiritual intelligence is the ability to be able to give the meaning of worship to every behavior in life through actions and thoughts that are natural, leading to humans who are fully healthy, and have a monotheistic mindset and have the principle of "only because of Allah." While emotional intelligence is the ability to be able to recognize and control self-emotions, motivate yourself, recognize the emotions of others, and foster relationships such as self-awareness, self-management, motivation, empathy, and social skills (Goleman, 2004).

Spiritual intelligence as a reference from religion can make it easier for students to understand the meaning and value of life. Statements by Danah Zohar and Ian Marshall quoted by (Handayani, 2019) That is, if someone has problems related to his spiritual intelligence, then there will have a low value in his spiritual culture. This can be seen in materialist behavior, having narrow self-egoism, low commitment, and even losing religion.

Emotions can influence a person in action. If these emotions cannot be controlled and managed properly, then students will face emotional difficulties such as learning difficulties, difficulties in getting along, and less ability to control their emotions (Zainal Arifin, 2015).

Teenagers who have problems and can solve their problems have positive values. But on the other hand, if you have problems and are unable to solve them yourself and even vent to bad or negative deeds, you need help from others (Zaini, 2013). Therefore, understanding and dealing with the problems faced by students can be done by providing services and guidance, and counseling (Ds & Ar, 2019).

According to Sarlito W. Sarwono, several ways are usually done by experts, such as Guidance and Counseling teachers in dealing with adolescent problems, namely individual handling by providing advice, Guidance, and Counseling, handling families, handling in groups, and handling couples (Sarwono, Sarlito, 2019).

Guidance and Counseling influence helping students so that they can control their emotions, namely by providing basic services in the form of group guidance (Fauzi & Sari, 2018). Research results from Selvyana quoted (Suryati & Salehudin, 2021) that to form spiritual intelligence can use individual counseling so that students can cultivate the deepest truth to do good, have an awakened awareness from within to behave that has worship value (feeling the presence of God so that they always worship at all times, are always grateful, and can solve life problems).

In MAN 3 Langkat, Guidance and Counseling have a fundamental role in helping students to develop their potential, have good spiritual and emotional personality traits, and overcome problems experienced by students. Based on the results of initial observations of researchers at MAN 3 Langkat, problems related to aspirational intelligence and emotional intelligence were obtained in students.

The problem related to spiritual intelligence in MAN 3 Langkat is that students who lack serious awareness and lack of order in carrying out worship activities such as dhuhr prayers in school Mushalla and when scheduled activities to read the Qur'an together and students who find it difficult to receive direction for change for the better. Meanwhile, problems related to emotional intelligence in MAN 3 Langkat are students who have difficulty controlling their emotions, lack confidence, and find it difficult to motivate themselves. These problems must be handled appropriately so as not to interfere with effective daily life and hurt students' personal in the future. Therefore, with the implementation of various types of services and supporting activities, Guidance and Counseling are expected to help students to get out of their problems.

In the implementation of education, MAN 3 Langkat has programs that teach the values of intelligence related to spiritual and emotional to students, namely in cognitive, affective, and psychomotor aspects, and several lessons contain spiritual values in students, but the presence of Guidance and Counseling teacher is very important, namely as a connector for parents at home (results of interviews with WKM Student Affairs, April 11, 2023).

However, today the question arises of why we should use the Guidance and Counseling service at MAN 3 Langkat while MAN has facilitated students with education and teaching by

several teachers teaching religious subjects such as moral creed lessons, Qur'an hadith, and so on.

Each component of education in schools has its function and role. To form students who have the competence to master the material and have a personal character that is perfectly human, it is not enough just to obtain learning activities but also needed to provide Guidance and Counseling activities, namely Guidance and Counseling services. According to Mortensen & Schemuller states, Guidance and Counseling overcome student problems or things outside the field of teaching aspects but can indirectly help achieve the goals of education and teaching in schools (Lase, 2018).

Following the function of individual services, Guidance, and Counseling teachers can open opportunities for students to be able to express their feelings and problems in depth in two directions only with the Guidance and Counseling teacher (Suryati & Salehudin, 2021). By providing group guidance services, Guidance, and Counseling, teachers can help individuals in group situations or circumstances (Harahap, 2021). At the same time, it can provide a quality environment of friends in schools that can influence individual students. With home visits, Guidance, and Counseling, teachers can obtain complete data about client problems obtained from parents or family members at home to solve problems faced by students (Harahap, 2021) and can be discussed solutions together. Therefore, using Guidance and Counseling support services or activities in dealing with problems of spiritual intelligence and emotional intelligence in MAN 3 Langkat is the right action.

Research results from (Suryati & Salehudin, 2021) revealed that the Guidance and Counseling program has a major role in the development related to students' spiritual intelligence and emotional intelligence. Programs that include various Guidance and Counseling services such as individual counseling services, counseling and group guidance, and others to support students so that students can optimize their potential and abilities. So that if the spiritual intelligence is good and the emotional intelligence is more mature, students will have a good self-adjustment attitude from doing deviant behaviors.

Research from Uci Purnama Sari and Litemi on the role of Guidance and Counseling teacher services in balancing the spiritual intelligence and emotional intelligence of grade XI students at SMK Negeri 3 South Bengkulu explained that the role of Guidance and Counseling teachers is as a guide and counselor, communicator, motivator, companion, and builds cooperation with all school parties or parents (Sari & Litemi, 2021). In other research (Jaelani & Ilham, 2019), the strategy carried out by the Guidance and Counseling teacher to improve the spiritual intelligence and emotional and spiritual intelligence (ES) of students is to provide training and cultivate students regarding

religious or worship activists, as well as social activities. It is hoped that this habituation will be able to form spiritual and emotional instincts and sensitivity in students so that students can develop personality and spiritual instincts (divinity) and high social instincts (emotional).

Research results from (Tambak et al., 2022) revealed that Guidance and Counseling teachers play a role in improving students' emotional and spiritual intelligence, namely developing mindsets and statements both physically, socially, and emotionally by providing services such as group guidance and mastery of content so that students are good at socializing and maintaining good relationships with teachers and fellow students, and also especially in to stand firm by familiarizing students to perform and feel their worship experiences. Research from (Zikkri et al., 2022) shows that students' emotional intelligence can be improved with guidance and Counseling service programs. Guidance and Counseling teachers can provide responsive services through counseling to manage students' emotions, namely allocating pain, trauma, anger, or frustration in the ego state and facilitating expression, releasing negative emotions, and providing comfort and self-empowerment.

This explanation is in line with the objectives of National Education, Guidance and Counseling are needed to play a role in improving and developing students' spiritual intelligence and emotional intelligence, namely the development of better and more mature students' spiritual and emotional behavioral or personal qualities (as a benchmark for educational success other than intellectual intelligence) through various programmed Guidance and Counseling activity services. However, today the problematic phenomenon of students' spiritual and emotional intelligence can be an obstacle to achieving educational goals. Therefore, not only the development of intelligence and the quality of spiritual and emotional behavior of students be optimal, Guidance and Counseling are very important to play a role in dealing with the problems of students' spiritual and emotional intelligence so that it does not affect effective daily life, and the desired educational goals can be achieved. Related to the description above, the purpose of this study is to determine the urgency of guidance and counseling in dealing with the problems of spiritual intelligence and emotional intelligence of students.

METHOD

This research is descriptive qualitative research, so it is described in words using a case study approach. Qualitative research is research conducted on natural conditions, is descriptive, conducts

data analysis inductively, and emphasizes more on meaning (Sugiyono, 2018). Creswell explains that the characteristics of a case study are identifying a "case" for a study, being "a system bound" by time and place, using multiple sources of information in its data collection to provide a detailed and in-depth picture of the response to an event, and the researcher will "spend time" describing the context or setting for a case (Wahyuningsih, 2013). This study aims to determine the urgency of Guidance and Counseling in dealing with the problems of spiritual intelligence and emotional intelligence of students in MAN 3 Langkat.

The research was conducted at Madrasah Aliyah Negeri (MAN) 3 Langkat. The population and sample of the study were eight people out of 12 people. The technique used in taking samples is to use purposive sampling, which is a sampling technique with certain considerations (Muhyi et al., 2018). In this case, the determination of the sample is by considering students who have problems with spiritual intelligence and emotional intelligence in MAN 3 Langkat following the advice and recommendations of the Guidance and Counseling teacher. The population as a source of data in this study involved subjects, namely 3 Guidance and counseling teachers at MAN 3 Langkat, deputy Head of Madrasah student affairs as well as moral creed teachers at MAN 3 Langkat 1 person, and as a sample, eight student subjects. The selection of students who are the subject of informants is a direction and recommendation from the Guidance and Counseling teacher at MAN 3 Langkat with the criteria of students who have problems related to their spiritual intelligence and emotional intelligence and have experience obtaining Guidance and counseling services at MAN 3 Langkat.

The data collection techniques used are observation, interviews, and documentation. A. Observation, researchers make direct observations at MAN 3 Langkat. Researchers observed all student activities related to spiritual activities or student worship as well as students' emotional behavior and social behavior. B. Interview, researchers conducted direct interviews with 3 Guidance and Counseling teachers, one deputy Head of Madrasah for student affairs and one moral creed teacher, and eight students in MAN 3 Langkat. C. Documentation in the form of photographs during interviews with informants, student "sin records," and design of Guidance and Counseling service delivery at MAN 3 Langkat.

The data analysis used is the Miles and Huberman model, namely: data collection, data reduction, data presentation, and verification, and uses triangulation as a credibility test, namely source triangulation. In triangulation of sources, to test the credibility of data regarding how the spiritual intelligence of students in MAN 3 Langkat, researchers collected data and tested additional

data on teachers of moral creed as teachers who were most involved in the cultivation and formation of creed and morals or behaviors reflected by MAN 3 Langkat students.

FINDINGS AND DISCUSSION

Findings

Problematic Description of Spiritual Intelligence and Emotional Ingenuity of MAN 3 Langkat Students

In the process of education, of course, there will still be student problems. The problem of spiritual intelligence is the inability of students to place behavior in the context of meaning, more specifically related to monotheistic thinking and worship behavior. While emotional intelligence problems are students' inability to recognize emotions, control emotions, motivate themselves, empathize, and interact socially.

The following table explains the results of observations, interviews, and documentation related to the problems of spiritual intelligence and emotional intelligence of students in MAN 3 Langkat:

Table 1. Overview of Students' Spiritual Intelligence and Emotional Intelligence Problems

No.	Aspect	Description	Student Problematic Attitudes	Causative Factors
1.	Spiritual Intelligence	Low commitment to religion	Lack of earnestness in the worship of dhuhr prayers in school Mushalla and when scheduled Qur'an recitation together	Internal factors are that the student does not apply what has been taught in the family or school
2.	Emotional Intelligence	Lack of ability to motivate yourself	Often not doing assignments, often arriving late or skipping classes, and delaying time to enter class when learning activities begin.	External factors are parenting methods from family, friendly environment, education (school), social media
		Lack of ability to manage emotions	Making fun of friends and being verbally aggressive	

The table above explains the problems related to the spiritual intelligence and emotional intelligence of students in MAN 3 Langkat. The problem with students' spiritual intelligence can be seen in the low commitment to religion shown by less earnest behavior in worship. This fact can be seen from the fact that there are still some students who stay in class all the time ISOMA and do not immediately rush to Mushalla to perform the dhuhr prayer in the congregation. Also, on the

schedule of Tahlil and Yasin's reading activities on Friday, there are still students who do not participate in these activities in the field together and sit in class without any urgent reason.

The problem of students' emotional intelligence can be seen in the lack of students' ability to motivate themselves. Thus, students will lose their initial purpose of entering MAN 3 Langkat, not being passionate and enthusiastic in participating in learning activities as students, which has an impact on often violating school rules. This can be seen in students' "sin records" books, especially for those who often break the rules, arrive late, or skip class.

Other emotional intelligence problems are also seen in students' lack of ability to control emotions. As teenagers, of course, they still do not have emotional stability. According to the results of the interview, several factors influence the problem of spiritual intelligence and emotional intelligence of students, namely internal factors such as students who do not apply what is taught in family and school and external factors such as parenting and upbringing from family, friendly environment, community, and social media. The dominant factor, according to the Guidance and Counseling teacher, that affects the above problems is the friendly environment. Based on the explanation above, it was concluded that the problems of spiritual intelligence and emotional intelligence experienced by students in MAN 3 Langkat turned out to result in KES-T (effective daily life disruption).

The Urgency of Guidance and Counseling in Dealing with the Problems of Spiritual Intelligence and Emotional Intelligence of Students in MAN 3 Langkat

Guidance and Counseling have a fundamental role in dealing with the problems of students' spiritual intelligence and emotional intelligence. From interviews with all informants, it was found that all agreed that related is very important for Guidance and Counseling in dealing with the problems of spiritual intelligence and emotional intelligence of students in MAN 3 Langkat. As emphasized by the results of interviews with Guidance and Counseling teachers, adolescence is a time when students as teenagers want to try to do new things, a period of rebellion and find an identity. So assistance is needed from the Guidance and Counseling teacher to guide and direct students not to do deviant behavior and get out of the problems they face.

The factors that influence the urgency of Guidance and Counseling in dealing with the problems of spiritual intelligence and emotional intelligence of students in MAN 3 Langkat that is:

1. The effectiveness of Guidance and Counseling in dealing with problems of spiritual intelligence and emotional intelligence because it has a positive impact on changing students for the better spiritually and emotionally.

Based on the results of interviews about the impact of punctuality for Guidance and Counseling in dealing with the problems of spiritual intelligence and emotional intelligence of students, the problems faced by students do not drag on and become prolonged and are expected to have an impact on changing student behavior in a positive direction. However, if Guidance and Counseling are late in dealing with problems of spiritual intelligence and emotional intelligence, it will have an impact on problematic students, increasingly difficult to guide and handle because students are too long in the problem phase, so it is feared that it becomes a habit in their behavior.

The impact of handling Guidance and Counseling on the problems of students' spiritual intelligence and emotional intelligence is that students experience changes in attitude and personal for the better gradually. Therefore, Guidance and Counseling teachers continue to assist students who have these problems on an ongoing basis until the change significantly increases to the desired goal together.

From the explanation above, researchers understand that it is important for Guidance and Counseling in dealing with the problems of spiritual intelligence and emotional intelligence of students because it will have an impact on students, so that will affect their effective daily life.

2. Differences in the function and role of Guidance and Counseling with religious teachers in dealing with the problems of spiritual intelligence and emotional intelligence of students

In the context of learning at MAN 3 Langkat, students are facilitated by various religious learning that can provide knowledge and understanding in class to make students have Islamic insight, which of course, is expected to be applied in their daily behavior. These lessons include moral creeds, Qur'anic hadith, Islamic cultural history, Arabic, and so on.

Today the question arises why it is important for Guidance and Counseling to play a role in dealing with the problems of students' spiritual and emotional intelligence while MAN has facilitated the presence of religious teachers. There are differences in the function and role between Guidance and Counseling teachers and religious teachers in schools in dealing with the problems of students' spiritual intelligence and emotional intelligence.

Based on the results of interviews with the deputy head of the madrasah student affairs as well as the teacher of moral creed, there are differences in the role of religious teachers and teachers of Guidance and Counseling. Teachers of religious education, such as moral theology, Qur'an hadith, and other religious teachers, provide classroom learning. However, it is Guidance and Counseling that can direct directly in dealing with children's problems. Because the Guidance and counseling teacher will direct how to behave, be well civilized, and anticipate children doing deviant behavior.

From the results of interviews with Guidance and Counseling teachers, it is stated that the role of Guidance and Counseling teachers is very important and needed in dealing with the problems of spiritual intelligence and emotional intelligence of students regardless of the presence of religious study teachers in schools. Because Guidance and Counseling teachers better understand the psychological condition of children and children's problems and help students to get out of their problems. Guidance and Counseling can also cooperate with parents of students who have problems so that handling student problems can be done optimally. The conclusion is that each component in the school has a different function and role.

3. Counseling Guidance is carried out by professionals who have expertise in their fields and have certification in Academic Education Strata one certification (S1) Guidance and Counseling study program. Based on the interview results that all Guidance and Counseling teachers at MAN 3 Langkat have the appropriate competencies and qualifications. So it is expected that all efforts made by Guidance and Counseling teachers are measurable actions in science and practice.

Guidance and Counseling Efforts in Dealing with the Problems of Spiritual Intelligence and Emotional Intelligence of Students at MAN 3 Langkat

The problem of spiritual intelligence and emotional intelligence of students must be immediately faced with proper handling so that students have personality characteristics that follow the goals of the education they want to achieve. That is, students who have a meaningful value in their worship behavior and have good emotions, and are more mature. It takes effort from the Guidance and Counseling teacher both in the alleviation and control process on an ongoing basis to achieve the desired goals.

The following table explains the results of observations, interviews, and documentation related to the efforts of Guidance and Counseling in dealing with the spiritual intelligence and emotional intelligence of students in MAN 3 Langkat:

Table 2. Guidance and Counseling Efforts in Dealing with Problems of Spiritual Intelligence and Emotional Intelligence of Students

No.	Aspect	Description
1.	Conduct individual counseling services for students	Individual counseling services are conducted with the Guidance and Counseling teacher calling the student concerned to the Guidance and Counseling room. To find the cause of student problems, talking face to face is very helpful so that students are more free to talk about their problems.
2.	Conduct information services and classical group guidance in general to students	If the problem is not personal, information services and group guidance will be carried out for all students in the class or student study group.
3.	Collaborate between Guidance and Counseling teachers and parents	Cooperation with parents is carried out by calling the parents of the students concerned to come to the Guidance and Counseling room, or with the Guidance and Counseling teacher visiting the student's home to find the cause of problems and solutions to be applied in school life or at the student's home.

The table above explains the handling efforts of Guidance and Counseling teachers in overcoming the problems of spiritual intelligence and emotional intelligence of students in MAN 3 Langkat by providing appropriate and appropriate services and activities. Efforts to provide individual counseling services can be seen if there are personal problems with students. In individual counseling service activities, not only Guidance and Counseling teachers call problem students to come to the Guidance and Counseling room, but some students come to the Guidance and Counseling teacher directly to consult or just share the problems experienced.

In providing individual counseling services to students' emotional intelligence problems, Guidance and Counseling teachers try to provide a comfortable and reliable time and place for students to express emotions such as sadness, anger, and others. Followed by the process of Guidance and Counseling, teachers find out the root cause of student problems, then discuss with students how to get out of the problem, such as guiding them to manage their emotions and

motivating students.

In providing individual counseling services to students' spiritual intelligence problems, Guidance and Counseling seeks to open the mindset and awareness from within students to be able to behave in a way that has worship value. So that students commit to worship every time.

The next effort of Guidance and Counseling in dealing with the problems of spiritual intelligence and emotional intelligence of students is information services and classical group guidance to students. In their activities, the Guidance and Counseling teacher provides material explanations and discusses together students' spiritual intelligence and emotional intelligence and explains that spiritual intelligence is very important for students to become faithful and fearful servants of God who always obey Allah's commands and stay away from His prohibitions. Emotional intelligence greatly contributes to the ability to control emotions in interpersonal social skills and increases enthusiasm and motivation to learn so that student achievement increases.

Another effort of Guidance and Counseling is to collaborate between Guidance and Counseling teachers and parents. According to the interviews, students are individuals who spend more time at home. Therefore, not only the role of Guidance and Counseling teachers in schools but also takes the role of parents as student guides at home related to handling problems of spiritual intelligence and emotional intelligence of students. Thus, students get maximum supervision and guidance for changes in attitude and personality for the better.

Discussion

Problematic or problematic has the origin of the word from English, namely "problematic," which means problem or problem. In Indonesian, a problem is something that has not been solved so that it can guide and counsel a problem/problem. The situation is defined as a difficulty that must be overcome or solved (Mulasi, 2019).

The results of the research above show that there are problems in the spiritual intelligence and emotional intelligence of students in MAN 3 Langkat. So it is very important for Guidance and Counseling in dealing with these problems.

Based on observations and interviews, the problem of students' spiritual intelligence can be seen in the students' lack of earnest attitude in performing dhuhur prayers in the school Mushalla and when the Qur'an recitation schedule is together. This is in line with the narratives of Danah Zohar and Ian Marshall quoted (Handayani, 2019), that is if someone has problems with his spiritual intelligence, then the individual will have a low spiritual culture. This can be seen from the behavior

of loss and low commitment to religion.

From the results of observations and interviews, students' emotional intelligence problems can be seen in the lack of ability to motivate themselves, which leads to violations and difficulties in focusing on learning. Another problem is the lack of ability to manage emotions, so they are prone to quarrel with friends. This is in line with research (Zainal Arifin, 2015) that is, students who have emotional difficulties will face learning difficulties, difficulties in getting along, and a lack of ability to control emotions.

The results also revealed that several factors affect students' spiritual intelligence and emotional intelligence, namely internal factors (lack of application of knowledge gained in behavior) and external factors (family environment, friendships, community, and social media). This is in line with Nur Hanifah's research quoted (Suryati & Salehudin, 2021) states that there are several factors consisting of internal and external, that affect spiritual intelligence and emotional intelligence. Internal factors are factors that come from the individual himself, namely related physiological aspects that affect the individual's personality, such as having physical disabilities so that the individual feels inferior, spiritual factors, genetic factors, or temperament (Febrindah et al., 2014), and factors of religious education obtained by individuals as a personal foundation but less adolescent apply (Putri et al., 2019). At the same time, the external factors come from the way of parenting and upbringing, the community environment, and schools.

From the research above, it can be understood that to deal with the problems of spiritual intelligence and emotional intelligence of students, it is very important for Guidance and Counseling to take part in dealing with these problems because teenagers who are problematic and able to solve their problems have a positive value. But on the other hand, if adolescents have problems and are unable to solve them on their own and even vent to negative attitudes or actions, they need help from others (Zaini, 2013). Therefore, the existence of guidance and counseling as a service of education has an orientation to students who have problems so that Guidance and Counseling will provide assistance to solve problems faced by students (Ds & Ar, 2019) to have behavioral or personal qualities of students that are expected to develop through various programmed activity service strategies (Syafaruddin et al., 2019).

The factors that influence the urgency of Guidance and Counseling in dealing with the problems of spiritual intelligence and emotional intelligence of students in MAN 3 Langkat, namely: the effectiveness of Guidance and Counseling in dealing with these problems to have a positive

impact on changing student behavior for the better spiritually and emotionally. This is according to Deldarddan Geldard's narration quoted by (Zaini, 2013) that Guidance and Counseling have the main goal of helping individuals to be able to change. Individuals need a change in their way of thinking, and/or they will repeat patterns of thought and attitudes that hurt them.

The next factor is the difference in the role of Guidance and Counseling with religious teachers in dealing with the problems of spiritual intelligence and emotional intelligence of students. Each component of education has different functions and roles. To form students who have the competence to master the material and have a personal character that is perfectly human, it is not enough just to obtain learning activities, and it is necessary to provide Guidance and Counseling activities, namely guidance and counseling services. This is in line with Mortensen Schemuller's narrative that Guidance and Counseling address student problems or things outside the field of teaching aspects but can indirectly help achieve the goals of education and teaching in schools (Lase, 2018).

The last factor is that guidance and counseling are carried out by professionals who have expertise in their fields in providing appropriate and appropriate Guidance and Counseling efforts and services to students. This is in line with the regulation of the Minister of National Education no. 2 of 2008 concerning standards of academic qualifications and counselor competencies states that counselors are professional educators who have completed undergraduate academic education (S1) guidance and counseling study programs and counselor professional education programs from universities that organize accredited educational personnel procurement programs (Harahap, 2021).

Supported by the opinions of Farid Hasyim and Mulyono quoted (Ibrahim et al., 2022), Guidance and counseling are carried out by providing services to students professionally. Counseling service and guidance activities cannot be carried out haphazardly but must be based on a solid foundation, which is based on the results of deep thinking. So that based on a solid and clear foundation, it is hoped that the development of the implementation of Guidance and Counseling, both at the theoretical and priority levels, can be accounted for guidance and counseling and can provide great benefits in life, especially for students as recipients of services (clients).

To deal with the problems of spiritual intelligence and emotional intelligence of students, several efforts are made by Guidance and Counseling, namely individual counseling services, classical services, group guidance and information services, and home visits. This is in line with the function of individual services, Guidance, and Counseling teachers can open opportunities for

students to be able to express their feelings and problems in depth in two directions with the counselor (Suryati & Salehudin, 2021).

By providing classical information services and group guidance, teachers can help individuals in group situations or circumstances (Harahap, 2021). In their activities, the Guidance and Counseling teacher will provide an explanation related to spiritual and emotional intelligence and the importance of having spiritual intelligence, namely so that individuals realize their existence as creatures/servants of God so that their behavior does not go out of the rules, provisions, and instructions of God to manifest themselves as whole people (Fadhilah, 2017) as well as the importance of having emotional intelligence, namely so that individuals can put their emotions in the right state, sort out satisfaction and can regulate mood (Illahi et al., 2018).

With home visits, Guidance and Counseling teachers can obtain complete data about client problems obtained from parents or family members at home to solve problems faced by students (Harahap, 2021) and can be discussed solutions together. Therefore, using Guidance and Counseling support services and activities in dealing with the problem of spiritual intelligence and emotional intelligence in MAN 3 Langkat is the right action.

This study is to determine the urgency of Guidance and Counseling in dealing with the problems of spiritual intelligence and emotional intelligence of students in MAN. Previous research has described a lot about the role of Guidance and Counseling on students' spiritual intelligence and emotional intelligence both in student development, namely as communicators, companions, guides, and so on, providing Guidance and Counseling services to appropriate students, as well as Guidance and Counseling teacher strategies to improve students' spiritual intelligence.

The phenomenon of spiritual intelligence and emotional intelligence problems that occur a lot is an important aspect, especially for Guidance and Counseling teachers in dealing with it. If not immediately given proper treatment by the Guidance and Counseling teacher will hurt the spiritual and emotional personality of students so that the desired educational goals are not achieved. With this research, it is hoped that the problems of spiritual intelligence and emotional intelligence can immediately get treatment by Guidance and Counseling teachers as professionals who have expertise in their fields by providing appropriate efforts and services.

CONCLUSION

The existence of a phenomenon regarding the problem of spiritual intelligence and emotional intelligence of students in MAN 3 Langkat is an ultimatum, so appropriate treatment must be given immediately. Services and handling activities from Guidance and Counseling are very important to be carried out in overcoming the problems of spiritual intelligence and emotional intelligence of students in MAN 3 Langkat because it has a significant influence on changes in students' attitudes and personalities. The impact of delays in handling problems of spiritual intelligence and emotional intelligence by Guidance and Counseling is feared that students will dissolve in these problems and become more difficult to guide. Meanwhile, if Guidance and Counseling are timely in dealing with these problems, it will have a positive impact on changing students' spiritual and emotional attitudes. This is evidenced by the behavior displayed by MAN 3 Langkat students, namely having awareness and commitment to worship and having the ability to motivate themselves and control emotions.

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