



# Rational Emotive Counseling Based On Krishna-Arjuna Conversation In Treating Stress In The Covid-19 Pandemic

Ni Wayan Rasmini<sup>1\*</sup>, I Gustti Lanang Ngurah Weda<sup>2</sup>, I Gede Jaya Satria Wibawa<sup>3</sup> 

<sup>1,2,3</sup> Institut Agama Hindu Negeri Gde Pujia Mataram, Indonesia

## ARTICLE INFO

### Article history:

Received February 23, 2023

Revised February 28, 2023

Accepted July 10, 2023

Available online July 25, 2023

### Kata Kunci:

Konseling Emotif Rasional, Stress, Pandemi Covid-19, Penyuluhan.

### Keywords:

Rational Emotive Counseling, Stress, Pandemic Covid-19, Counseling.



This is an open access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.

Copyright © 2023 by Author. Published by Universitas Pendidikan Ganesha.

## ABSTRAK

Pandemi COVID-19 yang memakan banyak korban jiwa mengakibatkan beberapa masyarakat mengalami stres. Penelitian ini bertujuan untuk menganalisis implementasi konseling emosional-rasional berbasis percakapan Krishna-Arjuna dalam mengatasi stres akibat pandemi COVID-19. Penelitian ini didasarkan pada model penelitian kualitatif Miles dan Huberman dengan desain studi kasus. Ada 125 orang yang menjadi sasaran, dan 30 orang mengalami stres akibat pandemi COVID (16 orang masuk kategori ringan, 9 orang sedang, dan 5 orang masuk kategori berat). Data dikumpulkan dengan cara observasi, wawancara, dan dokumen. Data yang diperoleh berupa data kualitatif yang telah diuji keabsahannya secara kredibel, kemudian dilakukan analisis kualitatif mulai dari penyajian data, reduksi, dan verifikasi/kesimpulan. Temuan penelitian ini adalah desain konseling emosional-rasional berbasis percakapan Krishna-Arjuna untuk mengatasi stres COVID-19. Digunakan dengan teknik pemberian informasi, konseling kelompok, dan konseling individu untuk mencegah dan mengatasi gejala stres COVID-19 dengan tingkat pemahaman yang terbatas dan heterogenitas usia, berimplikasi positif untuk pencegahan dan penanggulangan stres COVID-19. Diharapkan individu, keluarga, dan masyarakat, serta pihak-pihak terkait mengkaji dan menerapkan konseling rasional-emosif untuk mengatasi pola pikir irasional dan mengatasi stres.

## ABSTRACT

The COVID-19 pandemic has claimed many lives and resulted in stress in some communities. This study aims to analyze the implementation of Krishna-Arjuna conversation-based emotional-rational counselling in coping with anxiety due to the COVID-19 pandemic. This research is based on Miles and Huberman's qualitative research model with a case study design. 125 people were targeted, and 30 experienced stress due to the COVID pandemic (16 were in the mild category, 9 were moderate, and 5 were in the heavy class). Data were collected utilizing observation, interviews, and documents. The data obtained is in the form of qualitative data that has been credibly tested for validity. Then a qualitative analysis is carried out, starting with data presentation, reduction, and verification/conclusion. The findings of this study are the design of Krishna-Arjuna conversation-based emotional-rational counselling to deal with the stress of COVID-19. Providing information, group counselling, and individual counselling to prevent and treat symptoms of COVID-19 stress with a limited level of understanding and age heterogeneity has positive implications for the prevention and management of COVID-19 stress. It is hoped that individuals, families, communities, and related parties will study and apply rational-emotive counselling to overcome irrational thought patterns and deal with stress.

## 1. INTRODUCTION

Emotive-rational counseling is an approach to help solve the problem of the wrong mindset. The goal of is to help individuals who are irrational improve their way of thinking and views so that they can optimally develop from positive cognitive, affective, and behavioral aspects (Amanah et al., 2023; Nadya, 2023). The emotional-rational counseling steps are as follows: show the client about the problems faced related to irrational beliefs and show how the client develops these values; lead the client to the stage of awareness that he is currently experiencing a pattern of thought disorder (irrational); try to get clients to

\*Corresponding author.

E-mail addresses: [rasmini88@gmail.com](mailto:rasmini88@gmail.com) (Ni Wayan Rasmini)

improve irrational thoughts and leave irrational ideas behind to think rationally and act positively; motivate clients to develop rational life values to avoid falling victim to irrational beliefs (Bipath & Nkabinde, 2018; Nandwijiwa & Aulia, 2020). Giving information, expressing opinions about rational and irrational thinking, and identifying the sources of problems are all techniques that can be used in emotive-rational counseling. Discuss the problem, the client rationally discusses the counselor's experience, which can be considered problem solving and effective behavior selection (Abidin et al., 2020; Haryanto & Arty, 2019). Propagating scientific thinking is thinking with a scientific mindset: the object is clear, systematic, and methodical; confronting and challenging, it is expected that clients can face irrational thoughts to become more rational in order to find the right way of thinking from scientific and effective thinking. Modeling, a way of producing new behavior through observing the behavior of other people, can be in the form of character or personality, which is guided as a source of self-change (Buabeng-Andoh, 2018; Thahir & Rizkiyanti, 2016). *Krishna-Arjuna Conversations (Samkhya Yoga II)*; the *Krishna-Arjuna* conversation which is focused as material for compiling the framework and content of rational-emotive counseling to deal with the stress of the Covid-19 pandemic is a personal conflict that occurs in every human being, in essence, it originates from several causes, namely the weak nature that exists in every human being who easily gives up on circumstances, this weak nature is called *anarya*. Desperation like this is essentially contrary to the teachings of Hinduism, which obliges not to give up in all things; ignorance or *avidya*, in essence, creates misunderstandings about teachings and reality, as well as problems with achieving goals, namely *svarga* and *moksha*. *Krishna* saw that the problem faced by *Arjuna* had its origins in the nature above, so the first attempt that was taken by *Krishna* was to try to explain the true nature of life as taught in Hinduism with the teachings of *Samkhya Yoga*. *Samkhya* is a teaching of rationalism or *Jnana-Yoga*; *Yoga* is a teaching of moral discipline as an effort to achieve the goal of religious life (*moksha*) (Arnyana & Utami, 2022; Purwanto et al., 2020).

Stress is a condition of discrepancy between the desired situation and the individual's biological, psychological, and social systems (Tatminingsih, 2019; Wardi & Ifdil, 2016). Another opinion suggests that stress is an individual response to events that threaten and interfere with one's ability to handle them (Haldane et al., 2022; Mills et al., 2022). Stress is the pressure that occurs on the individual against the events that befall him, so that there is a gap in his confidence to face the challenge, whether the object is concrete or abstract (Coll, 2020; Hurajova et al., 2022). The object can create gaps in the individual's mind, so that the individual is unable to carry out rational thought processes. Irrational thinking can occur when the desire to achieve something grows, both in oneself and in others. This expectation is beyond one's capabilities, causing psychological pressure that affects emotional stability and thinking ability (Crain, 2007; Desai & Nomlomo, 2014). Emotive-rational counseling is very effective in dealing with cognitive, emotional, and behavioral conflicts related to stress, anxiety, depression, aggression, and alcohol addiction. Emotive-rational counseling can minimize the learned helplessness experienced by clients (Kadafi et al., 2021; Machmud & Alim, 2018). A counselor can be a companion for clients, helping them overcome the problems they face. There is no perpetual joy and no perpetual sorrow. Previous research findings suggest that local wisdom structured in counseling communication can actually help clients overcome their problems. This finding is very relevant for formulating religious teachings such as the Bhagavadgita (the Krishna-Arjuna conversation), anxiety, depression, aggression, and alcohol addiction (Bleeker & Van Der Staal, 2017; Saugi, 2020). Emotive-rational counseling can minimize the learned helplessness experienced by clients. A counselor can be a companion for clients, helping them overcome the problems they face (Elmer et al., 2020; Govender & Hugo, 2019). There is no perpetual joy and no perpetual sorrow. Previous research findings suggest that local wisdom structured in counseling communication can actually help clients overcome their problems (Sary, 2018; Trisnayanti & Pura, 2018). This finding is very relevant for formulating religious teachings such as the Bhagavadgita (the Krishna-Arjuna conversation), which can be structured on a par with rational-emotional counseling.

Stress is the result of a discrepancy between the desired situation and expectations, which are considered potentially dangerous, threatening, disturbing, and uncontrollable. Stress can be a serious health problem that impacts society sociologically, socially, and economically. Self-disclosure has no effect on stress levels (Froehlich et al., 2020; Salbella & Kumalasari, 2020). This means that coping with stress requires other people who can be considered teachers, educators, mentors, and trainers. Positive thinking training is effective in reducing stress levels. Three basic theories explain stress in humans: the stress stimulus model, the stress response model, and the transactional stress model. This concept states that stress occurs when a stimulus is harmful, followed by a response to sources of stress and an evaluation process from the source of stress. Based on observations from mass, print, and social media, stress caused by an event (Covid-19) has negative physical and mental symptoms. Physical symptoms consist of: body weakness, dizziness, tremors, muscle tension, cramps, high blood pressure, restlessness, headaches, insomnia (difficulty sleeping), lack of energy, a dry mouth, and ringing in the ears. Memory disorders,

critical conditions, excessive attitudes, distorted ideas, migraines, headaches, difficulty defecating, heart attacks, asthma, skin disorders, decreased immune systems, low self-esteem, digestive disorders, inflammation of the stomach wall, stomach disorders, and declining health conditions are all examples of mental symptoms. Stress in the long term (chronic) causes the adrenal glands to secrete cortisol for a long time, which can damage the nervous system, suppress the immune system, damage the heart, increase blood pressure, cause digestive problems, damage the brain, damage tissues, impair bone function, disorder the nerves, and increase the level of toxins in the body. The purpose of this study is to analyze the implementation of Krishna-Arjuna conversation-based emotional rational counseling in coping with the stress of the covid-19 pandemic.

**2. METHOD**

This research is based on the qualitative research with a case study design (Miles et al., 2014). A total of 125 people were used as respondents, and it was found that 30 people were experiencing stress due to the COVID-19 pandemic (16 people were in the mild category, 9 people were moderate, and 5 people were in the heavy category). The qualitative research phase includes data reduction, data display, and conclusion drawing and verification. data collected by observation, interviews, and documents. The data obtained is in the form of qualitative data that has been credibly tested for validity, and then qualitative analysis is applied starting from data presentation, reduction, and verification/conclusion.

**3. RESULT AND DISCUSSION**

**Result**

Based on the results of previous observations, interviews were then conducted to obtain an overview of the conditions of individual members of the Banjar Daging Tukad community related to their symptoms due to the COVID-19 pandemic. The result is show in Table 1.

**Table 1.** Interview Results for Mapping Symptoms of Mental Disorders Due to the Covid-19 Pandemic in Banjar Daging Tukad

No	Name (Initials)	Symptoms of Mental Disorders
1	Ni NS	Restless, excited
2	Ni Sc	Shaky knees
3	Ni WDE	Insomnia
4	INP	Dizzy, tight
5	No KM	Knee pain
6	This is KS	Knee pain
7	This is KC	Dizziness
8	This is KS	Dizziness
9	This is WB	Feet hurt
10	It's NB	Feet hurt
11	This is KM	Dizziness, body aches
12	I KK	Weak body
13	This is KK	Hard to sleep
14	I NK	Leg pain, dizziness
15	Ni KA	Get sleepy
16	Ni NP	Dizzy, weak body
17	Ni NW	Muscle ache
18	Mw	Worried about covid-19
19	Ni LA	Muscle ache
20	This is KW	Muscle ache
21	I KR	Worried that there is no work with Covid-19
22	No WG	Shortness of breath, body aches
23	Ni LS	Get sleepy
24	AAS	Headache
25	I KAY	Hard to sleep
26	This is WS	Hard to sleep
27	It's MS	Hard to sleep

No	Name (Initials)	Symptoms of Mental Disorders
28	This is KD	Hard to sleep
29	I WP	Hard to sleep
30	I KR	Restless, sleepless

The mapping of mental disorders based on the results of the interviews as presented in Table 1 can be categorized into three levels of severity, namely the mild level, which is handled with information services on the COVID-19 pandemic and the application of health protocols. Middle-level problems with mental disorders that have not resulted in repeated illness are given group rational-emotional counseling services. Severe mental problems, such as negative mental symptoms that have resulted in persistent and continuous illness, are given individual rational-emotional counseling services. Conversation-based emotive rational counseling design of Krishna-Arjuna bhagawad gita is show in Table 2.

**Table 2.** Conversation-Based Emotive Rational Counseling Design of Krishna-Arjuna Bhagawad gita CHAPTER II (1-38)

NO	STEPS CRE	COUNSELOR/CLIENT DESCRIPTION	DESCRIPTION OF THE CONVERSATION OF KRISHNA-ARJUNA
1	Providing information about the events of the COVID-19 pandemic in Indonesia and around the world	The counselor gives views on rational and irrational thinking, which are the origins of stress problems.	<p>"Krishna said: At a time of trouble like this, where does grief and weakness of heart come from?" And in fact, it is not a warrior, not noble, and shameful, and it keeps away from people, O Arjuna."</p> <p>The trait of being weak and not having a fixed position that arises in a person facing a crisis, in taking a risky attitude, is identified with non-Aryan (noble, manly) traits, according to Krsna. Aryan people can be translated as "good people" or "people who are worthy of praise." They are the ethnic group that first laid down the teachings of Hinduism and Buddhism.</p> <p>"O Arjuna, do not allow that weakness, because it does not suit you. Get rid of that weakness and fear; wake up, O hero who shakes the enemy. Bhagawadita: II (1-3)</p>
2	Discuss the symptoms of mental disorders as a result of the COVID-19 pandemic.	The client discusses rationally with the counselor about the counselor's experiences, which can be considered problem solving and selecting effective behavior.	<p><i>Arjuna:</i>  <i>"O Krsna, how can I strike Bhishma and Drona with arrows in this battle? They are worthy of my respect, O Krishna."</i>  <i>"Instead of killing a noble teacher in this world, it is better to be a beggar, even though he is worldly drunk, but still be my teacher." Which is more to our advantage? It is not clear whether we annihilated them or they slaughtered us. "By killing those we didn't expect to live, the people of King Dhrtarastra's lineage are now standing ready in front of us."</i>  <i>According to Arjuna's assessment, the conditions faced are the same, so it cannot be determined which of the two alternatives will be more profitable and have a more useful meaning.</i>  <i>"Because of a weak heart and a confused mind about what is right, I ask You, tell me which is more beneficial; I am Your disciple; teach me; I have come to seek Your protection." "I don't want to fight and then be stunned."</i></p> <p><i>Krishna:</i>  <i>"Bhagvan Krsna said: You grieve for those for whom you do not deserve to grieve, but you speak words of</i></p>

NO	STEPS CRE	COUNSELOR/CLIENT DESCRIPTION	DESCRIPTION OF THE CONVERSATION OF KRISHNA-ARJUNA
3	Promoting scientific thinking: thinking rationally about the COVID-19 pandemic in a systematic and methodical way.	The counselor communicates a pattern of rational thinking, specifically scientific thinking: the object is clear, systematic, and methodical.	wisdom." Wise men do not grieve, neither for the living nor for the dead. "Just as the Spirit is present in childhood, youth, and old age, so the wise man is unshakable by the acquisition of a new body." Bhagawadgita: II (4-13). "Truly, O Arjuna, people who are firm of mind, who feel the same between sorrow and joy, people like this deserve eternal life." "Indeed, the body and soul, which are eternal, indestructible, and unlimited, will also come to an end. "Therefore, fight, O Arjuna." "Verily, those who think of him as a murderer and who think that he can be killed are both fools, because he never kills or is killed." "It has never been born nor has it ever died; once it has existed, it will not cease to exist." Long ago, it was unborn, eternal, and immortal, and he does not die when this body dies. Bhagawadgita: II (14-20)
4	Confronting and challenging: the possible consequences of thinking irrationally about COVID-19.	Counselors convey information that can confront and challenge clients about individuals who think rationally and effectively. It is hoped that clients can deal with irrational thoughts and become more rational to find the right way of thinking about the COVID-19 pandemic so that they can avoid ongoing stress.	"Like a person who takes off old clothes that have been worn and replaces them with new ones." Similarly, the jivatman leaves his old body and enters a new one. In truth, everyone who is born dies, and likewise, everyone who dies at birth dies, and this is inevitable, so there is no reason for you to feel regret. "Whoever inhabits every creature's body, none of them can be killed, O Arjuna; therefore, do not be saddened by the death of any creature." "After all, fighting to uphold the truth by being aware of each other's obligations, you must not be afraid; for the knight, there is no greater happiness than upholding the truth." Blessed are the true heroes who get the chance to fight for such a cause, O Arjuna, for for them the gates of heaven are wide open. II. Bhagavadgita (21-32).
5	<i>modeling:</i> presenting a model of an individual who can get out of heavy stress because of a rational mindset.	The counselor presents a way of generating new behavior through observing the behavior of other people who have been successful in overcoming stress due to irrational thought patterns and becoming rational. The model can be a character or personality that is guided as a source of self-change.	In the end, if you do not fight, as you are obligated to do, leaving your duty and honor behind, you will suffer. "Because of that, rise up, O Arjuna; make up your mind to fight." "By equating joy and sorrow, gains and losses, wins and losses, you can prepare for war and avoid sin (feeling guilty)." Bhagawadgita: II (33-38)

**Discussion**

***Overcoming COVID-19 Pandemic Stress with Krishna-Arjuna Conversation-Based Emotional-Rational Counseling***

Identification of symptoms of stress due to the COVID-19 pandemic in Banjar Daging Tukad found 30 residents who had symptoms of stress, such as physical disorders and mental disorders. After conducting in-depth interviews about the symptoms of the disorder experienced, it can be mapped based on the type and intensity of the mental disorder one has. It was found that five (5) people had quite severe



mental disorders, so individual counseling was needed. Nine people were found to have physical symptoms that have a tendency toward mental disorders and that need to be given group counseling. And 16 people have symptoms of mild physical disorders that do not lead to mental disorders given the COVID-19 information service and clean and healthy living behaviors.

### ***Provision of Information Services About the COVID-19 Pandemic and Clean and Healthy Lifestyles***

On activities Initially, the counselor conveyed "Uncle Swastyastu" and "good luck" with meeting you. In this event, the activity aims to increase self-understanding about the COVID-19 pandemic and promote a clean and healthy lifestyle. The benefit of this activity is that we don't have the wrong knowledge and understanding of the COVID-19 pandemic, which can result in negative things such as physical and mental disturbances. Be able to live a clean and healthy life to prevent transmission of COVID-19. Then, in the core activities for counselors, material on the definition of COVID-19 The Corona virus causes a respiratory infection disease (Eadie et al., 2021; Suryani & Haryono, 2018). It can have mild symptoms, such as coughing or a runny nose, or severe symptoms, such as a lung infection. COVID-19 is very dangerous for individuals, families, and communities because the transmission is fast, the symptoms worsen quickly, and death is also fast (Abdul-Majied et al., 2022; Eadie et al., 2021; Jalongo, 2021; Suryani & Haryono, 2018). Transmission: COVID-19, transmitted through air that comes out of the mouth and nose when breathing, talking, sneezing, and coughing, through the air containing the virus, which cannot be seen with the naked eye. That's material about COVID-19; do you have any questions? Does the disease COVID-19 exist at any point in time? The counselor answered: "Covid-19" is classified as a virus that has evolved from ancient times to the present in various forms and symptoms, such as swine flu, bird flu, the Mars virus, and so on, so the corona virus that is endemic in 2019 is named Covid-19.

In plain view, it cannot be distinguished from an ordinary cough or cold, so we need a clean and healthy lifestyle. The risk of death is higher in risk groups such as the elderly, children, smokers, and those with co-morbidities. Death can occur in young people, but young people are more often carriers of the virus and transmit it to at-risk groups. A clean and healthy lifestyle is a lifestyle that supports a healthier human life (Chiu et al., 2021; Haldane et al., 2022). A clean, healthy lifestyle has been around for a long time before COVID-19. During COVID-19, several points were added for prevention, consisting of: washing hands, cleaning the environment, eating clean, nutritious food, getting regular exercise, wearing masks, and keeping your distance from other people (Anindyajati et al., 2021; Mengistie, 2021). Apart from preventing COVID, the benefits of clean and healthy living behaviors. include preventing other infectious diseases such as diarrhea and typhoid and boosting immunity through exercise and nutritious food (Ayuningtyas et al., 2019; Mengistie, 2021; Reed, 2019). If we live a clean life, we won't get infected with covid-19. The counselor answered that a clean lifestyle that is routine and correct can prevent disease transmission, but it needs to be accompanied by the application of strict health protocols as well, for example, washing hands with soap in running water, wearing masks, and maintaining a safe distance from other people. Moving on to activities, the counselor summarized how a clean and healthy lifestyle can prevent the transmission of covid-19 as well as diseases caused by viruses and other bacteria. Do you understand the connection between a healthy lifestyle and the transmission of covid-19? I'm sure I understand, and please have discussions with fellow Banjar residents to increase understanding. So, thank you, and please accept my apologies. "Om santih santih santih, Om".

### ***Provision of Emotional Rational Counseling Services (Emotive Rational Counseling) Based on Krisna-Arjuna Conversations in Groups***

There were 9 people who were given group counseling because their problems had similar symptoms, namely prolonged physical disturbances that had not caused mental disorders. These symptoms include: dizziness, drowsiness quickly, shaking knees, sore knees, sore legs, and so on. The following steps provide group counseling services. The first is to provide information about the events of the covid-19 pandemic in Indonesia and around the world. counselor; Om Swastyastu, Best wishes to all of us. We are meeting for the third time at this time to discuss and find solutions together to the problems we have both physically and mentally as a result of the covid-19 pandemic.

A Clean and Healthy Lifestyle To avoid transmission of covid-19 to ourselves, our families, and our communities, we need to adopt a clean and healthy lifestyle. A clean and healthy lifestyle is one that encourages people to live healthier lives (Dato et al., 2013; Wati & Ridlo, 2020). This pattern has been around for a long time before covid-19, but a few points need to be added for covid prevention. Some things that must be done are: wash hands with soap in running water; clean the environment; choose clean and nutritious food; do regular exercise; wear a mask; and keep your distance from other people. A clean and healthy lifestyle not only prevents transmission of covid but also prevents other infectious diseases: diarrhea, dengue, and typhoid; and boosts immunity through exercise and nutritious food. An

immune body prevents transmission and accelerates healing (Sahu, 2020; Yuliana, 2020). Then discuss the symptoms of mental disorders as a result of the covid-19 pandemic. Counselor: The characteristics that you mentioned are not characteristics of being exposed to covid, but it's a good idea to have it examined by the nearest doctor or hospital. Strict and consistent clean and healthy lifestyles can help people avoid contracting covid-19 and can help people who are positive for covid-19 heal faster. Even though until now there has been no specific positive drug for covid-19, there has been a way to avoid it, and even a clean and healthy lifestyle can increase the body's immunity for healing (Ardis & Aliza, 2021; Rahmanti et al., 2021). The symptoms of illness that you are experiencing are caused by an inaccurate understanding of covid-19, prevention through PHBS, and healing through increasing the body's immunity. So you won't get infected with covid-19 if you live a clean and healthy lifestyle, and those of us who are positive for covid-19 will recover quickly.

Confronting and challenging the consequences that can occur from thinking irrationally about covid-19. Counselor: God is the greatest, the creator, sustainer, and destroyer of the universe. What is and what will be is His will, and by His will, everything that exists will cease to exist. Humans live according to God's rules and can plan their physical and mental health, but God still makes the decision. The effectiveness of human life is determined by human ability and effort, and the factor of fate is determined by God (Pollard et al., 2020; Prasetyo et al., 2022). What is happening right now, as we feel it, is part of our efforts and actions, and part of our karma is judged by God. Live life using the abilities you have to deal with all the difficulties that exist, and pray to the Almighty to give you the best in return for our karma so far. Then, modeling presents a model of individuals who can get out of heavy stress because of a rational mindset. Then, as Closing; Thus our discussion activities at this time, we already understand the prevention of transmission of Covid-19, as well as efforts to speed up healing for those who are positive for Covid-19, so that the incident is not worried about protracted, it can make us have ongoing stress. Thank you ladies and gentlemen, I hope this is useful and apologize for any shortcomings. Om santih santih om.

### ***Constraints Experienced in Designing and Implementing Krishna-Arjuna Conversation-Based Emotional-Rational Counseling in Overcoming the Stress of the COVID-19 Pandemic***

In the compilation, design, and implementation of rational emotive-based conversation counseling to tackle the stress of the covid-19 pandemic, the main obstacle was the limited competence of the research team to analyze the original Bhagawadgita text due to its language, literature, and philosophical meanings, which were very deep, requiring an accurate analysis of context and meaning. Emotional-rational counseling (ERC) and the Krishna-Arjuna conversation have distinct structures. So there are difficulties in reconstructing it into a counseling technique that is relevant for coping with stress due to the covid-19 pandemic (Dudek & Heiser, 2017; Strømme & Mork, 2021). It is very difficult to implement it in a society that has limited academic ability, middle-to-lower socio-economic status, and the livelihoods of the majority of unskilled workers, so they think more materialistically than spiritually. The researchers' solution is to analyze the Bhagawadgita in two languages (Sanskrit and Indonesian). Conducting an analysis of the theories and steps of emotive rational counseling developed by Albert Ellis and friends to formulate operational counseling steps that are relevant to the Krishna-Arjuna conversation flow Based on the results of this study, the researchers reconstructed the counseling design in accordance with the problems of community members due to the CO-19 pandemic. The counseling design resulting from this construction was named Krishna-Arjuna conversation-based covid counseling (KCBPKA) or Covid Counseling Krishna-Arjuna Communication Base (CCKACB) (Kadafi et al., 2021; Purwanto et al., 2020). The implementation of counseling services to clients uses Indonesian and the regional language that applies in society (Balinese), so that communication of counseling services can be meaningful and optimally useful for alleviating mental disorders due to the CO-19 pandemic.

### ***Emotional-Rational Counseling Based on the Krishna-Arjuna Conversation in Managing COVID-19 Pandemic Stress***

A direct positive impact on clients who have problems thinking irrationally about the covid-19 pandemic can lead them to an understanding of the nature of covid-19, a clean and healthy lifestyle, and how to implement the correct health protocols. Changing the client's mindset about covid-19 from irrational thinking without objects to a systematic and objective mindset about COVID-19, that the corona virus is a small (molecular) living thing that is contagious in unclean and unhealthy conditions, and not implementing 3M (Fadkhurosi & Kusmaryani, 2022; Maulana, 2021). can relieve symptoms of mental disorders and physical pain as a result of thinking irrationally about COVID-19. Increasing public understanding of the essence of life based on Dharma, namely God's law that regulates human obligations regarding: "From God we come, and to Him, God as Creator, Sustainer, and Dissolver, the spirit or atman is

eternal." Death is the transformation of the physical body, not the death of the spirit. Instead, the spirit unites with Brahman. The spirit will be born in a new gross body in an instant. The contents of this Krishna-Arjuna conversation are very positive in meaning for introspection on human nature, which is obliged to carry out the Dharma handed down by God in collaboration with Rta to regulate human life and build a physically, socially, emotionally, and mentally and spiritually healthy society. Ailed information from other researchers in order to gather more data for the literature-based instructions.

#### 4. CONCLUSION

The design of Krishna-Arjuna conversation-based emotional-rational counseling to deal with covid-19 stress. The things that are applied are: providing information techniques, group counseling, and individual counseling to prevent and treat symptoms of stress due to covid-19. The lack of understanding and age heterogeneity has positive implications for preventing and overcoming covid-19 stress. It is expected that individuals, families, and communities, as well as related parties, will examine and implement rational-emotive counseling to overcome irrational thought patterns to deal with stress.

#### 5. REFERENCES

- Abdul-Majied, S., Kinkead-Clark, Z., & Burns, S. C. (2022). Understanding Caribbean Early Childhood Teachers' Professional Experiences During the COVID-19 School Disruption. *Early Childhood Education Journal*, 0123456789. <https://doi.org/10.1007/s10643-022-01320-7>.
- Abidin, Z., Utomo, A. C., Pratiwi, V., & Farokhah, L. (2020). Project-based learning-literacy in improving students' mathematical reasoning abilities in elementary schools. *JMIE (Journal of Madrasah Ibtidaiyah Education)*, 4(1), 39. <https://doi.org/10.32934/jmie.v4i1.170>.
- Amanah, S., Riyanto, D., & Rizqullah, D. (2023). Pentingnya Pelayanan Bimbingan dan Konseling Pada Pendidikan Anak Usia Dini (PAUD). *Indonesian of Educational Counseling*, 7(1). <https://doi.org/https://doi.org/10.30653/001.202371.242>.
- Anindyajati, G., Wiguna, T., Murtani, B. J., Christian, H., Wigantara, N. A., Putra, A. A., Hanafi, E., Minayati, K., Ismail, R. I., Kaligis, F., Savitri, A. I., Uiterwaal, C. S. P. M., & Diatri, H. (2021). Anxiety and Its Associated Factors During the Initial Phase of the COVID-19 Pandemic in Indonesia. *Frontiers in Psychiatry*, 12(March). <https://doi.org/10.3389/fpsy.2021.634585>.
- Ardis, N., & Aliza, M. (2021). Grit as a solution for academic stress in students during the covid-19 pandemic : grit sebagai solusi stres akademik pada pelajar di masa pandemik covid-19. *Proceeding of Inter-Islamic University Conference on Psychology*, 1(1), 4–9. <https://press.umsida.ac.id/index.php/iiucp/article/view/622>.
- Arnyana, I. B. P., & Utami, I. A. M. I. (2022). The Implementation of Tri Hita Karana Culture-Based Character Education at Pasraman Budi Pekerti, Kemenuh Village, Bali. *Proceedings of the 4th International Conference on Innovative Research Across Disciplines (ICIRAD 2021)*, 613, 279–285. <https://doi.org/10.2991/assehr.k.211222.045>.
- Ayuningtyas, F., Hartati, S., & Sumadi, T. (2019). The Impact of Academic Press and Student Teacher Relationship on Childrens Emotional Adjustment. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 3(1), 91. <https://doi.org/10.31004/obsesi.v3i1.148>.
- Bipath, K., & Nkabinde, M. M. B. (2018). The motivational roles of heads of department in learners' performance and quality of schooling in South Africa. *South African Journal of Childhood Education*, 8(1), 1–8. <https://doi.org/10.4102/sajce.v8i1.460>.
- Bleeker, M., & Van Der Staal, E. (2017). Preventing Sexual Violence Against Children – Effective Sex Education. *The Journal of Sexual Medicine*, 14(5), e263. <https://doi.org/10.1016/j.jsxm.2017.04.289>.
- Buabeng-Andoh, C. (2018). Predicting students' intention to adopt mobile learning. *Journal of Research in Innovative Teaching & Learning*, 11(2), 178–191. <https://doi.org/10.1108/jrit-03-2017-0004>.
- Chiu, T. K. F., Lin, T. J., & Lonka, K. (2021). Motivating Online Learning: The Challenges of COVID-19 and Beyond. *Asia-Pacific Education Researcher*, 30(3), 187–190. <https://doi.org/10.1007/s40299-021-00566-w>.
- Coll, M. (2020). Environmental effects of the COVID-19 pandemic from a (marine) ecological perspective. *Ethics in Science and Environmental Politics*, 20, 42–55. <https://doi.org/10.3354/ESEP00192>.
- Crain, W. P. Y. S. (2007). *Theories of Development, Concepts and Applications Third Edition (Teori Perkembangan Konsep dan Aplikasi)* (Pertama). Pustaka Pelajar.
- Dato, S., Crocco, P., D'Aquila, P., De Rango, F., Bellizzi, D., Rose, G., & Passarino, G. (2013). Exploring the role of genetic variability and lifestyle in oxidative stress response for healthy aging and longevity.



- International Journal of Molecular Sciences*, 14(8), 16443–16472. <https://doi.org/10.3390/ijms140816443>.
- Desai, Z., & Nomlomo, V. (2014). Reflections on the development of a pre-service language curriculum for the BEd (Foundation Phase). *South African Journal of Childhood Education*, 4(3), 15. <https://doi.org/10.4102/sajce.v4i3.227>.
- Dudek, J., & Heiser, R. (2017). Elements, principles, and critical inquiry for identity-centered design of online environments. *Journal of Distance Education*, 32(2), 1–18. <https://search.proquest.com/openview/36da03443bbbdec42efcb9d7d1ceb2d8/1?pq-origsite=gscholar&cbl=446313>.
- Eadie, P., Levickis, P., Murray, L., Page, J., Elek, C., & Church, A. (2021). Early Childhood Educators' Wellbeing During the COVID-19 Pandemic. *Early Childhood Education Journal*, 49(5), 903–913. <https://doi.org/10.1007/s10643-021-01203-3>.
- Elmer, T., Mephram, K., & Stadtfeld, C. (2020). Students under lockdown: Comparisons of students' social networks and mental health before and during the COVID-19 crisis in Switzerland. *PLOS ONE*, 15(7), e0236337. <https://doi.org/10.1371/journal.pone.0236337>.
- Fadkhurosi, A., & Kusmaryani, R. E. (2022). Counseling Based on Andragogy Via WhatsApp to Reduce Students' Anxiety During COVID-19 Pandemic. *Proceedings of the International Seminar on Innovative and Creative Guidance and Counseling Service (ICGCS 2021)*, 657(Icgs 2021), 5–12. <https://doi.org/10.2991/assehr.k.220405.002>.
- Froehlich, D. E., Van Waes, S., & Schäfer, H. (2020). Linking Quantitative and Qualitative Network Approaches: A Review of Mixed Methods Social Network Analysis in Education Research. *Review of Research in Education*, 44(1), 244–268. <https://doi.org/10.3102/0091732X20903311>.
- Govender, R., & Hugo, A. J. (2019). An analysis of the results of literacy assessments conducted in South African primary schools. *South African Journal of Childhood Education*, 1–13. <https://doi.org/https://doi.org/10.4102/sajce.v10i1.745>.
- Haldane, V., Morales-Vazquez, M., Jamieson, M., Veillard, J., Marchildon, G. P., & Allin, S. (2022). Learning from the first wave of the COVID-19 pandemic: Comparing policy responses in Uruguay with 10 other Latin American and Caribbean countries. *Health Policy OPEN*, 3(November), 100081. <https://doi.org/10.1016/j.hpopen.2022.100081>.
- Haryanto, P. C., & Arty, I. S. (2019). The Application of Contextual Teaching and Learning in Natural Science to Improve Student's HOTS and Self-efficacy. *Journal of Physics: Conference Series*, 1233(1), 0–8. <https://doi.org/10.1088/1742-6596/1233/1/012106>.
- Hurajova, A., Kollarova, D., & Huraj, L. (2022). Trends in education during the pandemic: modern online technologies as a tool for the sustainability of university education in the field of media and communication studies. *Heliyon*, 8(5), e09367. <https://doi.org/10.1016/j.heliyon.2022.e09367>.
- Jalongo, M. R. (2021). The Effects of COVID-19 on Early Childhood Education and Care: Research and Resources for Children, Families, Teachers, and Teacher Educators. *Early Childhood Education Journal*, 49(5), 763–774. <https://doi.org/10.1007/s10643-021-01208-y>.
- Kadafi, A., Alfaiz, A., Ramli, M., Asri, D. N., & Finayanti, J. (2021). The impact of islamic counseling intervention towards students' mindfulness and anxiety during the covid-19 pandemic. *Islamic Guidance and Counseling Journal*, 4(1), 55–66. <https://doi.org/10.25217/igcj.v4i1.1018>.
- Machmud, H., & Alim, N. (2018). Multicultural Learning Model of PAUD in Coastal Areas. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 2(2), 170. <https://doi.org/10.31004/obsesi.v2i2.74>.
- Maulana, H. A. (2021). Psychological Impact of Online Learning during the COVID-19 Pandemic: A Case Study on Vocational Higher Education. *Indonesian Journal of Learning Education and Counseling*, 3(2), 130–139. <https://doi.org/10.31960/ijolec.v3i2.833>.
- Mengistie, T. A. (2021). Higher Education Students' Learning in COVID-19 Pandemic Period: The Ethiopian Context. *Research in Globalization*, 3, 100059. <https://doi.org/10.1016/j.resglo.2021.100059>.
- Miles, M. B., Michael Huberman, A., & Saldaña, J. (2014). Qualitative data analysis: A methods Sourcebook (3rd Edition). In *SAGE Publications, Inc.* <https://doi.org/10.1177/239700221402800402>.
- Mills, T. A., Wakasiaka, S., Ayebare, E., Danna, V. A., Lavender, T., & Bedwell, C. (2022). Going viral – capacity strengthening in the context of pandemic(s). *Best Practice and Research: Clinical Obstetrics and Gynaecology*, 80, 39–48. <https://doi.org/10.1016/j.bpobgyn.2021.10.006>.
- Nadya, A. (2023). Technology Framework in Guidance And Counseling Services. *Indonesian Journal of Conseling*, 7(1). <https://doi.org/https://doi.org/10.30653/001.202371.247>.
- Nandwijiwa, V., & Aulia, P. (2020). Perkembangan Sosial Anak Usia Dini pada Masa Pandemi COVID-19. *Jurnal Pendidikan Tambusai*, 4(3), 3145–3151. <https://doi.org/10.31004/jptam.v4i3.821>.
- Pollard, C. A., Morran, M. P., & Nestor-Kalinoski, A. L. (2020). The COVID-19 pandemic: A global health crisis. *Physiological Genomics*, 52(11), 549–557.

- <https://doi.org/10.1152/physiolgenomics.00089.2020>.
- Prasetyo, Y., Sir, I., & Amir, A. (2022). Face-To-Face Learning Methods Are Limited In Overcoming Students' Learning Difficulties During The Pandemic Covid-19. *Yoyok-Indonesian Journal of Research and Educational Review*, 1(3), 286–296. <https://doi.org/10.51574/ijrer.v1i3.293>.
- Purwanto, A., Pramono, R., Asbari, M., Hyun, C. C., Wijayanti, L. M., & Putri, R. S. (2020). Studi eksploratif dampak pandemi COVID-19 terhadap proses pembelajaran online di sekolah dasar. *EduPsyCouns: Journal of Education, Psychology and Counseling*, 2(1), 1–12. <https://ummaspul.ejournal.id/Edupsycouns/article/view/397>.
- Rahmanti, A. R., Ningrum, D. N. A., Lazuardi, L., Yang, H. C., & Li, Y. C. (2021). Social Media Data Analytics for Outbreak Risk Communication: Public Attention on the “New Normal” During the COVID-19 Pandemic in Indonesia. *Computer Methods and Programs in Biomedicine*, 205, 106083. <https://doi.org/10.1016/j.cmpb.2021.106083>.
- Reed, Y. (2019). Countering linguistic imperialism with stories in the languages of africa: The african storybook initiative as a model for enabling in and out of school literacies. *South African Journal of Childhood Education*, 9(1), 1–8. <https://doi.org/10.4102/sajce.v9i1.637>.
- Sahu, P. (2020). Closure of Universities Due to Coronavirus Disease 2019 (COVID-19): Impact on Education and Mental Health of Students and Academic Staff. *Cureus*, 2019(4), 4–9. <https://doi.org/10.7759/cureus.7541>.
- Salbella, M. W., & Kumalasari, D. (2020). History Learning Based on Local Wisdom of Taluba. *Proceedings of the 2nd International Conference on Social Science and Character Educations (ICoSSCE 2019)*, 107–109. <https://doi.org/10.2991/assehr.k.200130.023>.
- Sary, Y. N. E. (2018). Relationship of Parenting with Child Interpersonal Intelligence in Wonokerto Village, Lumajang Regency. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 2(2), 137. <https://doi.org/10.31004/obsesi.v2i2.93>.
- Saugi, W. (2020). Implementation of Curriculum Kuttub Al-Fatih on Children at an Early Age. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 5(1), 70. <https://doi.org/10.31004/obsesi.v5i1.510>.
- Strømme, T. A., & Mork, S. M. (2021). Students' conceptual sense-making of animations and static visualizations of protein synthesis: a sociocultural hypothesis explaining why animations may be beneficial for student learning. *Research in Science Education*, 51(4), 1013–1038. <https://doi.org/10.1007/s11165-020-09920-2>.
- Suryani, N. A., & Haryono, M. (2018). Improvement of the Logical Intelligence Through Media Kolak (Collage Numbers) Based on Local Wisdom on Early Childhood. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 2(2), 253. <https://doi.org/10.31004/obsesi.v2i2.90>.
- Tatminingsih, S. (2019). Alternatif Stimulasi Kemampuan Kognitif melalui Penerapan Model Pembelajaran Berbasis Permainan Komprehensif. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 3(1), 183. <https://doi.org/10.31004/obsesi.v3i1.130>.
- Thahir, A., & Rizkiyani, D. (2016). Pengaruh Konseling Rational Emotif Behavioral Therapy (REBT) dalam Mengurangi Kecemasan Peserta Didik Kelas VIII SMP Gajah Mada Bandar Lampung. *Konseli: Jurnal Bimbingan Dan Konseling*. <https://doi.org/https://doi.org/10.24042/kons.v3i2.560>.
- Trisnayanti, Y., & Pura, D. N. (2018). Colored plastic pulp as a collage medium in improving early childhood development. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 2(2), 229. <https://doi.org/10.31004/obsesi.v2i2.89>.
- Wardi, R., & Ifdil, I. (2016). Stress Conditions in Students Completing Thesis. *GUIDENA: Jurnal Ilmu Pendidikan, Psikologi, Bimbingan Dan Konseling*, 6(2). <https://doi.org/10.24127/gdn.v6i2.512>.
- Wati, P. D. C. A., & Ridlo, I. A. (2020). Hygienic and Healthy Lifestyle in the Urban Village of Rangkah Surabaya. *Jurnal PROMKES*, 8(1), 47. <https://doi.org/10.20473/jpk.v8i1.2020.47-58>.
- Yuliana, Y. (2020). Corona virus diseases (Covid-19): Sebuah tinjauan literatur. *Wellness And Healthy Magazine*, 2(1), 187–192. <https://doi.org/10.30604/well.95212020>.