

THE INFLUENCE OF GROUP GUIDANCE SERVICES USING THE MAUIDZAH HASANAH TECHNIQUE IN OVERCOMING THE IMPACT OF TOXIC CLASSROOM CIRCLES AT SMA NEGERI 1 KUTACANE

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ABSTRACT:

This study aimed to analyze the influence of group guidance services using the Maudzah Hasanah technique in overcoming the impact of toxic classroom circles among students at SMA Negeri 1 Kutacane. The phenomenon of toxic circles in student friendships often led to negative behaviors such as domination, exclusion, and destructive criticism, which affected students' emotional balance and social relationships. Through group guidance services with the Maudzah Hasanah technique, the counselor provided gentle advice filled with compassion and modeled moral values so that students were able to reflect on and improve their social behavior. This research employed a quantitative approach with a quasi-experimental design using a one-group pretest-posttest format. The subjects consisted of students who showed symptoms of toxic circle behavior and were willing to participate fully in the service sessions. The instrument used was a Likert-scale questionnaire to measure social behavior changes before and after the intervention. The results of the Wilcoxon Signed Ranks Test analysis showed a significant difference between pre-test and post-test scores, with $Z = -2.524$ and $p = 0.012$ ($p < 0.05$), indicating that the group guidance service using the Maudzah Hasanah technique was effective in reducing toxic circle behavior while enhancing empathy, healthy communication, and moral awareness among students. Therefore, this service proved to be a comprehensive and religiously grounded approach to fostering harmonious and virtuous social character in the school environment.

Keywords: Maudzah hasanah, group guidance, toxic circle, social relationships, students.

INTRODUCTION

Humans were social beings who needed interaction with others to fulfill their needs. In daily life, the social environment, including friendships, played an



important role in shaping an individual's character (Sejati et al., 2024). Through friendships, a person obtained emotional support, learned communication skills, and understood social values. However, not all friendships provided positive impacts. A negative friendship environment could lead to a phenomenon known as a toxic circle or toxic friendship.

A toxic circle occurred when friendships were characterized by manipulative behavior, excessive domination, destructive criticism, and emotional neglect (Maulana, 2021; Ananda & Pratama, 2020). This condition created an atmosphere full of pressure, prolonged stress, and decreased individual self-confidence. In the educational context, toxic friendships disrupted students' psychological balance and negatively affected their academic performance and social interactions (Beno et al., 2022).

The phenomenon of toxic friendship was widely found among high school adolescents. Teenagers trapped in unhealthy friendships were vulnerable to psychological disorders such as anxiety, depression, and juvenile delinquency (Fadhilla & Siregar, 2024). They often over-adjusted themselves to be accepted in a group, lost their identity, and felt exploited (Vania Rossa & Bahtiar, 2021). Furthermore, individuals with toxic behavior often did not realize that their actions had hurt others (Jonathan & Alfando, 2022).

The characteristics of toxic behavior in friendships included a lack of empathy, a tendency to criticize and demean others, stubbornness, and excessive dependence on the group (Aini et al., 2023). Such an environment distanced adolescents from healthy social behavior. Therefore, an intervention was needed to help students recognize and improve their patterns of social relationships so that they would not be trapped in toxic behavior.

One relevant approach in the context of Islamic education was group guidance services using the Maudzah Hasanah technique. This technique emphasized giving advice gently, compassionately, and touchingly (Najih &



Shibabudin, 2016). In the Qur'an, Surah An-Nahl verse 125 served as the basis for implementing this principle, namely inviting people to the path of goodness with wisdom and good instruction. This method was considered effective because it conveyed moral and ethical messages without being preachy, but rather through a persuasive and humanistic approach (Ibnu Katsir, 2019).

Several scholars had implemented the principles of Maudzah Hasanah in their own ways. KH. Ahmad Dahlan applied it through Muhammadiyah education by delivering advice in a way that was easily understood by the common people (Kurniawan, 2021), while KH. Hasyim Asy'ari emphasized politeness in speech and respect for interlocutors (Hidayat, 2020). Buya Hamka was also known for his heartwarming advisory style in *Tafsir Al-Azhar* (Syamsuddin, 2022). Thus, this technique was relevant to be applied in counseling services to foster students' moral and social awareness.

Based on these phenomena, group guidance services using the Maudzah Hasanah technique were expected to serve as an effective means to help students understand the negative impacts of toxic circles, improve their social interaction patterns, and build healthy, supportive friendships.

METHODS

This study used a quantitative approach with a quasi-experimental method (quasi-experimental design). The research design applied was a one-group pretest-posttest design, which involved testing a single group of students who received treatment without a comparison control group. Before the treatment, participants were given a pretest to determine their initial social behavior conditions. They then received group guidance services using the Maudzah Hasanah technique, and after the treatment, a posttest was conducted to observe behavioral changes following the intervention (Sugiyono, 2022).

The research subjects were students of SMA Negeri 1 Kutacane who were



identified as having problems in social relationships within toxic friendship circles. The sample of the study was selected using the purposive sampling technique, which determined subjects based on specific criteria such as involvement in unhealthy friendship groups and willingness to participate fully in the group guidance sessions. The number of samples was adjusted according to the needs of service implementation to maintain the effectiveness of group dynamics (Arikunto, 2021).

The research instrument was a Likert scale questionnaire designed to measure the level of toxic behavior and changes in students' social interactions. The data were analyzed using the Wilcoxon Signed Rank Test, as the data were ordinal and derived from the same sample before and after treatment. This analysis aimed to determine the significance of changes in social behavior after the group guidance service with the Maudzah Hasanah technique was administered. The test results showed a significant difference between pretest and posttest scores, indicating that the service had a positive effect in reducing toxic behavior among students (Priyono, 2020).

RESULT AND DISCUSSION

This study was conducted at SMA Negeri 1 Kutacane with a focus on measuring the effectiveness of group guidance services using the Maudzah Hasanah technique in addressing the impact of toxic classroom circles among students. The data were collected through the administration of pre-tests and post-tests using a toxic behavior scale instrument developed based on aspects of communication, empathy, cooperation, and emotional control. This scale used a Likert format and had been tested for validity and reliability through limited trials before implementation.

The research subjects consisted of students who exhibited less adaptive social behavior within their classroom friendship circles. They were selected using



purposive sampling based on specific criteria, such as having tendencies toward toxic behavior, being involved in social conflicts among peers, and willingness to participate fully in the group guidance sessions. The research participants were divided into two groups: an experimental group that received group guidance services using the Maudzah Hasanah technique, and a control group that did not receive any intervention during the study period. The results of the pre-test and post-test measurements of toxic circle behavior among students at SMA Negeri 1 Kutacane were presented in the tables below.

Table 1
Frequency and Percentage Distribution of Pre-test Scores
Experimental and Control Groups

Experimental Group				Kontrol Group			
Interval	F	Category	%	Interval	F	Category	%
99-135	0	Tinggi	0	99-135	0	Tinggi	0
62-98	8	Sedang	100	62-98	8	Sedang	100
25-61	0	Rendah	0	25-61	0	Rendah	0
Jumlah	8		100	Jumlah	8		100

Based on the data presented in Table 1 regarding the frequency distribution and percentage of pre-test scores for both experimental and control groups, the results showed that all eight students (100%) in both groups were in the moderate category of toxic circle behavior. Following the pre-test, the experimental group received group guidance services using the Maudzah Hasanah technique. The sessions were conducted six times by an expert in Islamic guidance and counseling. The post-test results after the intervention are shown in Table 2.

Table 2
Frequency and Percentage Distribution of Post-test Scores
Experimental and Control Groups



Experimental Group				Kontrol Group			
Interval	F	Category	%	Interval	F	Category	%
99-135	0	Tinggi	0	99-135	0	Tinggi	0
62-98	3	Sedang	37,5	62-98	7	Sedang	87,5
25-61	5	Rendah	62,5	25-61	1	Rendah	12,5
Jumlah	8		100	Jumlah	8		100

The findings revealed a significant difference in the experimental group after receiving the group guidance treatment with the Maudzah Hasanah technique. The post-test data showed that three students (37.5%) were categorized as moderate and five students (62.5%) as low in toxic circle behavior. In contrast, the control group still showed predominantly moderate behavior (87.5%) with only one student (12.5%) in the low category. These results indicated that toxic circle behavior decreased significantly in the experimental group compared to the control group.

Before the intervention, all eight students in the experimental group were in the moderate category, but after the treatment, there was a notable reduction in toxic behavior. Students in the experimental group exhibited increased empathy, healthier communication, and more respectful interactions with peers. Meanwhile, the control group showed no significant improvement, with most students remaining in the moderate category. These findings provided initial evidence that the Maudzah Hasanah technique had a meaningful impact in reducing toxic circle behavior and enhancing the quality of students' social relationships. To confirm that the difference was statistically significant, further analysis using the Wilcoxon Signed Ranks Test was conducted.

Table 3
Wilcoxon Signed Ranks Test Results

<i>Post-test Eksperimen -</i>	<i>Post-test Kontrol -</i>
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	<i>Pre-test Eksperimen</i>	<i>Pre-test Kontrol</i>
Z	-2.524 ^b	-2,032 ^b
Asymp. Sig. (2-tailed)	0,012	0,042

Based on the Wilcoxon Signed Ranks Test results, the experimental group obtained a Z value of -2.524 with a p-value of 0.012. Since $p < 0.05$, it was concluded that there was a significant difference between the pre-test and post-test scores of the experimental group. This indicated that the group guidance service with the Maudzah Hasanah technique effectively reduced toxic circle behavior among students at SMA Negeri 1 Kutacane. Although the control group also showed a p-value of 0.042, the changes were not substantial because no direct intervention was provided.

The study results showed that the Maudzah Hasanah technique had a significant influence on reducing toxic circle behavior among students. Students who received the treatment became better at managing emotions, communicating effectively, and showing empathy toward peers. This finding aligned with Najih and Shibabudin (2016), who explained that Maudzah Hasanah is not merely a method of giving advice but also a way to build moral and social awareness.

Conceptually, Maudzah Hasanah emphasized delivering heartfelt advice filled with compassion, as stated in QS. An-Nahl:125. These values formed the foundation of group guidance, touching students' affective domains. Counselors acted as facilitators who raised self-awareness rather than moral preachers. Consistent with Hidayat (2020), an approach based on gentleness and exemplary conduct was effective in improving social behavior without resistance. Thus, the Maudzah Hasanah technique contributed to fostering positive social behavior and reducing toxic tendencies in schools.

This finding was consistent with Kurniawan (2021), who found that implementing Maudzah Hasanah in education improved students' moral



awareness through persuasive and exemplary methods. Similarly, Syamsuddin (2022) highlighted that moral messages delivered wisely could awaken spiritual awareness. Beno et al. (2022) also supported this conclusion by showing that positive social communication environments reduced destructive behavior and encouraged mutual respect. Likewise, Vania Rossa and Bahtiar (2021) revealed that religiously based group guidance effectively reduced negative behaviors such as toxic circles and enhanced students' empathy.

The study also demonstrated that Maudzah Hasanah balanced students' cognitive and emotional aspects. Students not only understood the harmful effects of toxic behavior rationally but also experienced emotional transformation through empathy, affection, and moral awareness. This aligned with Maulana (2021), who stated that behavioral change was more effective when emotional and spiritual dimensions were engaged. Therefore, Maudzah Hasanah could be categorized as a comprehensive guidance approach integrating psychological, social, and spiritual elements harmoniously.

Empirically, this research proved that the Maudzah Hasanah technique had a transformative power in improving social dynamics within student groups. The service not only reduced toxic behaviors but also cultivated a culture of respect and cooperation in the classroom. Students who were once distant began to collaborate and communicate openly. Thus, the Maudzah Hasanah-based group guidance service was proven effective as both a preventive and curative strategy against toxic circle behavior in secondary schools.

After implementing the Maudzah Hasanah group guidance service, the classroom circle conditions showed significant positive changes. The post-test results indicated that five students were categorized as low in toxic circle behavior, and three students as moderate. This demonstrated that the intervention successfully transformed students' social behaviors in a positive direction. Students became more open, appreciative of differences, and cooperative with



peers. This finding was consistent with Juliawati (2014), who found that group guidance improved students' interpersonal communication and classroom solidarity. Similarly, Sukmawati and Tarmizi (2022) revealed that group guidance reduced deviant behavior by strengthening empathy and social skills.

In addition to social interaction improvement, students also showed increased spiritual awareness and moral responsibility toward others. They became more polite in communication and more considerate of others' feelings. Muna et al. (2024) found that applying Maudzah Hasanah in youth development positively influenced moral cultivation and reduced negative behaviors. The Islamic values within Maudzah Hasanah helped students control themselves and build relationships grounded in compassion and mutual respect.

Rufaida (2023) further supported this, emphasizing that courteous communication based on wisdom and gentleness could create harmonious social environments. Cahyani (2024) also found that improved self-control and empathy after group guidance contributed to reducing negative behaviors in peer groups.

Therefore, it was concluded that classroom circles experienced significant positive change after the implementation of Maudzah Hasanah group guidance. The social environment became more open, supportive, and grounded in collective values. This proved that the Maudzah Hasanah approach was not only psychologically effective but also morally and spiritually relevant, helping students develop into faithful individuals with strong social responsibility.

CONCLUSION

Based on the results of the study, it was concluded that group guidance services using the Maudzah Hasanah technique were effective in addressing toxic circle behavior among students. Through an approach grounded in gentleness, compassion, and wisdom, students were able to reflect on their social behavior, develop empathy, and improve their interaction patterns with peers. This service



not only reduced negative behaviors but also fostered moral and spiritual awareness that encouraged the creation of healthy, respectful, and harmonious social relationships within the school environment. Thus, Maudzah Hasanah played an important role as a comprehensive guidance strategy in shaping students' social character to become more virtuous and positive-minded.

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