



Analysis of the Role of Teachers in Overcoming "Toxic Friendship" in Class X of Kepanjen Islamic High School

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Abstract

This research was conducted to identify the negative impacts caused by toxic friendships, both psychologically, emotionally, and socially, and to analyze various factors that can cause toxic friendships, such as personality differences, communication problems, jealousy, and past trauma, as well as to understand the negative impacts from friendships that are unhealthy and poison a person's life. The method used is a descriptive qualitative method, which means exploring and understanding the meaning of the motivational symbols of the experiences of individuals who are research subjects based on the results of observations and interviews. This method has several approaches, but we chose the phenomenological approach, which means this research aims to find the meaning of life experiences. The research results showed that people around him hated him in class. According to Kepanjen Islamic High School teachers, many are still in the class. Kepanjen Islamic High School's teachers hope this toxic friendship can be prevented and will not happen continuously. Not only that, teachers at Kepanjen Islamic High School are, of course, also involved in overcoming the occurrence of toxic friendships among teenagers, especially in class X.

Keywords: toxic friendship; role of teacher; analysis; facing.

Introduction

Toxic Friendship is communication experienced by fellow students. This communication pattern uses bad or poor language and is accompanied by bad actions. This behavior affects their communication, both verbal and non-verbal communication. Toxic friendship can be detrimental to a person's mental and emotional health. When in an unhealthy friendship, a person may feel constantly tense, anxious, or unappreciated. Toxic friends may often criticize, restrain, or blame for no apparent reason, causing a constant sense of low self-esteem and anxiety. In addition, unhealthy friendship relationships can also disrupt a person's emotional balance, reduce self-confidence, and even trigger feelings of loneliness and isolation. Therefore, it is important to recognize the signs of toxic friendships and dare to break unhealthy relationships for one's well-being. The arrival of adolescents in the school environment is one of their ways of expanding the social environment in the process of socializing; with this, they are faced with a new challenge that makes them feel worried about it. What is worse is that some people just let it happen, even though over time, toxic friendship makes them feel stressed,

depressed, unwilling to express their opinions, and can even affect a person's physique (Suroya et al., 2022; Tanjung et al., 2024; Zubaidah et al., 2022).

Adolescents are social creatures, which means they need the help of others (Ananda et al., 2023; Fauziah et al., 2023; Zulfah et al., 2023). Friendship without empathy and often using hateful words have now become commonplace. Students at Islamic High School Kepanjen always interact socially with the surrounding environment, such as their peers, teachers, employees, or other people in their daily lives. However, not everything goes well in social relationships, as well as the emergence of toxic friendship in friendship relationships in today's young generation. In every school, there must have been a lot of toxic friendships. At Kepanjen Islamic High School, there is also such a thing as toxic friendship, but not all students are involved. Examples of toxic friendships are verbal bullying, body shaming, and others (Jonathan et al., 2022).

As the saying goes, more friends, more sustenance, the wider the association and the number of relationships will open up opportunities to get sustenance, but this saying is not appropriate if we are in a toxic friendship in a friendship environment that makes a person feel traumatized, stressed, and even depressed in a bad mental state can automatically also affect the results of a student's achievements (Nadya & Nasution, 2023). This study formulates a problem: Why can toxic friendships occur in the school environment? Because Toxic friendship cannot be overcome only by students, what is the role of teachers in overcoming Toxic Friendship in grade X students of Kepanjen Islamic High School?

It is known that the conduct of this study aims to find out the role of teachers in overcoming the Toxic Friendship behavior of grade X students of Kepanjen Islamic High School; after that, to find out the factors that support why Toxic Friendship occurs among teenagers, especially Kepanjen Islamic High School, the existence of Toxic Friendship This also causes various kinds of impacts that exist, because of the impact, this can help overcome/prevent toxic friendship from becoming more rampant among students in grade X of Kepanjen Islamic High School.

This research is useful to help the role of teachers and students in dealing with Toxic Friendships and can lose Toxic Friendship with the role of teachers in overcoming this problem it does not expand and increase; the results of this research can also be used as a consideration of the role of teachers in efforts to overcome Toxic Friendship in the environment of Kepanjen Islamic High School, besides that it can also be used as material for Kepanjen Islamic High School. Still, this research is also useful for students in discovering the causes and consequences of toxic friendships. It can guide students on how to get along, communicate, and interact with fellow Kepanjen Islamic High School students; it can also be used as a reference for other schools regarding Toxic Friendship research.

In a previous study by Tanjung et al. (2024), the results show that the role of BK teachers in overcoming behavior-toxic friendships among students can be seen from the implementation of counseling services, which are carried out by observing students' ability to overcome behavior-toxic friendships. These include facilities and infrastructure such as comfortable and private counseling rooms and effective communication skills. The inhibiting factor of counseling teachers is the lack of students' understanding of behavior toxic friendship and its impact. Meanwhile, in our research, we focus on researching the occurrence of toxic friendships at Kepanjen Islamic High School and the role of teachers in dealing with toxic friendships at Kepanjen Islamic High School.

The research by Jonathan et al. (2022), uses a literature study method where the author discusses research by reading and referencing the results of previous research. The author tries to formulate the problems he wants to discuss in this paper through types of toxic behavior usually carried out in friendly relationships. Meanwhile, in our research, we use a qualitative research method with a descriptive approach. That is a research method that can produce and take data according to the condition of the existing object. This will produce data to formulate the problems to be discussed, namely the causes of the formation of toxic friendships and the friendliness of Kepanjen Islamic High School students.

The research by Zulfah et al. (2023) found the results of research interviews with resource persons stating the existence of toxic acts of friendship at the Darul Arifin Islamic Boarding School. The toxic behavior of friendship experienced by the Darul Arifin 2 Islamic Boarding School students is dominant in the form of criticism and lack of empathy, and the impact experienced is dominant in the form of insecurity and low confidence. Meanwhile, in our research at Kepanjen Islamic High School, there are also acts of toxic friendship carried out by students, such as verbal bullying, body shaming, and others, which can make individuals overthink and easily insecure.

Methods

The type of research method we chose is qualitative research with a descriptive approach, which is a research method that can produce and take data according to the conditions of existing objects. So that the researcher can produce the collected data and information by observing the phenomenon of what the subject experienced. Our research time is from May 14 - June 14, 2024, according to the availability of resource persons for us to interview. Our research place is at Kepanjen Islamic High School because we are still in the same scope as the resource person.

The data collection techniques we use are interviews and observations. We use participatory observation to interact directly or directly with the research object. Because we are still in the same environment with the object of research, namely at Kepanjen Islamic High School. After making observations, we conducted a semi-structured Interview, which referred to open-ended questions. Therefore, it makes it easier for us to conduct interviews, and we can dig deeper into information about the informants by using this semi-structured interview. We have selected several sources of information using the subject selection technique, namely the purposive sampling technique, where the subjects we select are deliberately based on certain characteristics considered representative of the population at Kepanjen Islamic High School. The individuals we plan to interview include the counseling and guidance teachers, the student affairs teachers, and the homeroom teacher of class X at Kepanjen Islamic High School. We use several stages of this data analysis technique, namely collecting data, simplifying the data, explaining the data, and drawing and testing conclusions.

This study uses the theory of social behavior from Bf Skinner and conflict resolution from Weitzman and Askandar. Bf Skinner's theory of social behavior is relevant to the title raised by the researcher entitled "Analysis of the Role of Teachers in Overcoming "Toxic Friendship" in Class X of Kepanjen Islamic High School" by looking at the toxic friendship behavior carried out by Kepanjen Islamic High School students. From Skinner's view, social behavior theory defines human beings through interaction and reciprocity between cognitive, behavioral, and environmental factors. The correlation with this study is that students are human beings who interact with other students. Toxic friendships in the student environment are bullying, alienating places, and having a circle of friendship. It gives rise

to new behaviors from everyone by hurting the hearts of other individuals. A picky attitude from friends can hurt the victim.

Weitzman defined conflict resolution as an action to solve problems by doing it together. According to Jamin (2020), conflict resolution is a solution for settlement members that can be accepted by any party, even though there will be two camps, namely the losing party or the defeated party. It can be concluded that conflict resolution is a way to resolve a dispute and conflict in human life by suggesting democratic ways to resolve conflicts by providing opportunities for the parties involved in the conflict to overcome their problems by involving a third party or not (Hauronnisaq, 2022). Several strategies can be employed to resolve conflicts, such as preventing their escalation, managing them to minimize violence and negative behaviors, addressing the root causes, fostering positive and effective relationships, and transforming negative perceptions into positive ones.

Results and Discussion

Toxic Friendship

Based on research results from several sources, toxic friendship is a condition or unhealthy friendship relationship. It is also defined as when the friendship between a group of friends and another group of friends runs unhealthily and can harm other friends, like just being a friend when you need another friend. So, when he is not in need, he will not care about his friends and will not think about other friends.

Toxic friendships cause several impacts, including destructive and dangerous friendships that tend to be one-way. The characteristics of a person who has toxic traits are the absence of mutual support, negativism, hatred, envy, criticism that damages mental, prolonged sadness, frustration, and low self-esteem. To avoid toxic friendships, people must establish clear boundaries, communicate their needs to their friends, and seek new friendships with healthier and more positive people. By seeking healthier friendships, they can provide emotional support and advice on coping with difficult situations and identify and avoid toxic signs in their relationships.

Toxic Friendship at Kepanjen Islamic High School

Kepanjen Islamic High School is under the auspices of the Hasyim Asy'ari Islamic Education Foundation, guided by Ahlul Sunnah Wal Jama'ah, which teaches to be kind to fellow Muslims. Kepanjen Islamic High School teaches Islamic sciences that are applied daily with the hope of forming pious, intelligent, competent, and caring students per the vision of Kepanjen Islamic High School. The formation of this vision aims to prevent negative things in friendships experienced by Kepanjen Islamic High School students. Provisions of faith have been given and continued with the realization of regulations from the school itself.

Toxic friendship has often occurred at Kepanjen Islamic High School for several years. It is proven that there are many circles of friendship within the scope of female students that can cause conflicts between friends and can give rise to bullying behavior. From the existence of a circle of friends, other individuals feel excluded, which is the emergence of conflict. The impact caused by toxic friendships is also not small because it will impact a person's mentality and interfere with their school learning activities.

As evidenced by the results of interviews and observations, some students know and experience toxic friendships. Toxic Friendship that occurs in class X of Kepanjen Islamic High School is the existence of a circle of friends in a class that only chooses friends according to the criteria that the circle wants so that other friends feel excluded or alienated and toxic friendship is seen when they only need other friends when they need it, if they have gotten what they want, they forget the people who have helped them, and there is bullying that occurs because there is a special or different physique and traits from other friends.

Toxic friendship can occur because it is caused by two factors, namely internal and external factors. The internal factor in question is that when we want to be friends, we must be ready to fulfill the rights of our friends and someone else's character. External factors arise from the surrounding environment. Many speakers also knew about toxic friendships in the X class of Kepanjen Islamic High School. We must look at the problem of friendship, not with one eye, which means that when we face Toxic Friendship, we must hear, pay attention, and understand from all sides. The impact caused by the existence of Toxic Friendships is creating an unhealthy and uncomfortable friendship environment, making individuals overthink and easily insecure, then become a person who tends to be quiet, cohesiveness decreases, circles in circles arise, lack of cooperation, hostility, reduced achievements, poor relationships between friends, bullying, a decrease in one's mentality.

The Role of Teachers in Dealing with Toxic Friendships at Kepanjen Islamic High School

The role of teachers in dealing with toxic friendships is to listen to stories from both sides involved in their problems and try to understand both. After that, the teacher will take action to overcome or provide a solution to the Toxic Friendship that occurs. An example of an action taken by a teacher is to give homework to a student who has fallen into a Toxic Friendship so that he can calm down for a moment and think about what is happening around him with his friend.

The counseling guidance (BK) teachers at Kepanjen Islamic High School play a crucial role in addressing toxic friendships. Their responsibilities include understanding the issues students face in toxic relationships and helping them resolve these problems. BK teachers often encourage students to understand one another first, fostering mutual respect and understanding. Additionally, they closely monitor student friendships to prevent the recurrence of toxic dynamics. Their proactive involvement is essential in maintaining a positive social environment at the school.

Homeroom teachers also play a significant role in preventing and resolving toxic friendships, particularly in class X. They build close relationships with their students, learn their personalities, and act as trusted confidants, offering guidance and solutions to students facing such issues. They occasionally reprimand students involved in unhealthy friendships, but always ensure to listen to all perspectives without blaming any party. Similarly, student affairs teachers listen to students' concerns about toxic friendships, offering advice and solutions to prevent further spread of negativity. If a student considers leaving school due to a toxic friendship, the student affairs teacher steps in to encourage the student to reconsider and stay, aligning their role closely with that of the BK and homeroom teachers. In this study, two theories, social behavior theory, and conflict resolution, are applied by looking at the behavior that occurs in toxic friendships and the role of teachers in overcoming toxic friendships. Social behaviors carried out by Kepanjen Islamic High School students, including proving the existence of toxic friendships.

Physical Violence

Physical violence is violence committed by the victim physically, which can cause the victim of this violence to experience physical injuries in his body, which can be caused by a blow made deliberately, which can cause minor injuries or serious injuries experienced by the victim. Physical violence also has strong evidence because it is visible and real. After all, it is a form of persecution of the victim.

Psychological Violence

Psychological violence is a form of psychological violence that is quite widely accepted by victims of toxic relationships at Kepanjen Islamic High School in toxic friendship relationships; the victims explained that they often get psychological violence, which can damage a victim's mentality, namely by insulting the victim, denouncing the victim, threatening, and even humiliating the victim both in public and private. This event can cause the victim to lose confidence, commonly called insecurity; even the victim can feel anxious, anxious, and depressed due to the violence. This violence can arise due to excessive jealousy and the intolerance of resisting selfishness. The formation of a circle in each class is also a toxic friendship because the existence of a circle in each class can cause a split in the sense of solidarity in the class; it happens to choose friends according to their wishes or those who are the same frequency, then they only want to be friends with friends in their circle, and when they need other friends, they can only need a moment, and even they can do anything like mastering the class. This has a bad impact on those who cannot follow the circle because it is not to their liking.

From the existence of negative behaviors with the realization of toxic friendships, the role of Kepanjen Islamic High School teachers is needed to resolve conflicts so that the negative impact of toxic friendships does not spread and harm students and schools, and toxic friendships can be dismissed immediately. There are several roles of teachers in overcoming toxic friendships, including trying to prevent and overcome toxic friendships in class X, always trying to get closer to the students, trying to know their personalities or characteristics, and, of course, also becoming confidants for them, provide some solutions and ways out of them. Most importantly, they occasionally reprimand some students who are still in the scope of a toxic friendship. However, apart from that, the teachers also always listen to all sides and sides, always trying never to blame or even corner one of them.

Conclusion

Based on the research carried out in Kepanjen Islamic High School, especially in class X, there are still many toxic friendships in friendships. In this case, action must be taken to overcome it so it does not become more rampant. Some students think that the solution to prevent toxic friendships is not to choose and even distinguish friends in getting along, but also to try to interact with friends, accept friends well, if there is a problem, always listen from all sides, and not judge someone and maybe some students also want to be their confidants when they have problems and even fall into toxic friendship. Not only students but teachers at Kepanjen Islamic High School, of course, also try to prevent and overcome toxic friendships in class X; they always try to get closer to the students, try to know their personalities or characteristics, and, of course, also become confidants for them, provide some solutions and ways out of them. Most importantly, they occasionally reprimand some students who are still in the scope of a toxic friendship. However, apart from that, the teachers also always listen to all sides and sides and always try never to blame or even corner one of them. So, they have the same right, namely being advised by teachers. Students and teachers of Kepanjen Islamic High School also hope this toxic friendship can be overcome and prevented from worsening with several actions they

have taken. We also hope our research can help overcome and eradicate toxic friendships among teenagers at Kepanjen Islamic High School.

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