

Psychoeducational Teaching in Islamic Religious Education Learning: A Solution to Overcoming Toxic Culture Among Students

Ulfah^{1*}, Hamdanah², Surawan³

^{1,2,3} IAIN Palangka Raya, Indonesia

*Corresponding Author Email: ulfah2317@gmail.com

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ABSTRACT

This study aims to analyze and identify the role of Islamic Religious Education (PAI) subject teachers in overcoming toxic culture that develops in the student environment, providing positive values to students by guiding students towards academic success, personal growth, and future readiness. This study focuses on the methods used by PAI teachers to overcome Toxic Culture and how the application of PAI Psychoeducation Teaching as an effort to overcome toxic culture is considered important to prevent toxic culture in students. This research uses descriptive qualitative research with data collection techniques in the form of in-depth interviews, observations and surveys. The subjects of this research were 3 PAI teachers and students at SMK Karsa Mulya. The results of this study indicate that Psychoeducational Teaching conducted by PAI teachers is very effective (94.93%) as an effort to overcome toxic culture in students. The methods used were dialogical methods and project-based learning methods, while the aspects of psychoeducational teaching implementation included group counseling sessions, integration of teaching materials with social issues, and evaluation and feedback.

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INTRODUCTION

Toxic culture in the school environment can have a negative impact on students' mental and social development. This phenomenon is a serious concern, especially in the context of learning Islamic Religious Education (PAI). A toxic culture will cause moral decline in a nation, which will have an impact on the mental health of the community itself (Ulfah & Surawan, 2024). As educators, teachers have a great responsibility to guide students towards academic success, personal growth, and future readiness. Teachers play a central role in the education and guidance of the younger generation and are the mainstay of the education system. Therefore, a teacher's background as an educator plays an important role in creating a productive learning environment that positively influences student development (Yasin, 2023).

Teachers are individuals who influence the success of their students' education, both intellectually and attitudinally (Oktavia & Rahman, 2021). Teachers play an important role in paying attention to aspects of student education implementation. This is because, no matter how good the curriculum created by experts, the facilities and infrastructure available and meeting the needs of students cannot fully guarantee the success of their education. Teachers continue to play an important role in the success of students' education. It is common knowledge that students depend on their teachers to succeed. To be a professional and qualified teacher, teachers must fulfill certain requirements stipulated in Law No. 14/2005 on Teachers and Lecturers. These requirements include having a minimum academic qualification of a bachelor's degree or diploma four in accordance with the field of work, having pedagogical, professional, personality, and social competencies obtained through professional teacher education, having an educator certificate as proof of qualifications and competence. In addition, a person who works as a teacher is obliged to follow the code of ethics of the teaching profession which contains moral norms that must be upheld by teachers in carrying out their duties (Naro & Yuspiani, 2023).

The subject of PAI is one of the important aspects in the education system, especially for people who follow Islam. This education has a central role in shaping the character, morals, and spirituality of individuals, as well as preparing generations who understand and practice Islamic teachings. Therefore, a deep understanding and maximum learning outcomes in Islamic Religious Education are very important in this diverse educational context (Nadila, 2023). PAI should be instilled since childhood because education in childhood is the basis that determines education for the next. As according to Zakiah Drajat's opinion in the research of Islamic Religious Education and the Issue of Violence in Human Rights, that "in general, a person's religion is determined by his education since childhood". Therefore, Islamic religious education should be instilled from birth even in the womb to schools (Sukirman et al., 2023).

PAI teachers as one of the factors that influence the process of growth and development of students' personalities. teachers or educators as second parents also act as responsible for the education of their students. One form of personality that is difficult to instill in students is Islamic behavior. Islamic character is one of the various characters that exist in humans. The problem is that an educator can be given responsibility in this matter (Fitriani et al., 2024). Toxic behavior is an action or behavior that is not good and tends to harm, both verbally and non-verbally. Students who are involved in friendships with toxic behavior can significantly affect their lives and mental well-being which causes poor behavior (Tanjung et al., 2024). Some characteristics of toxic language are: using harsh words, mocking, insulting, insinuating, challenging, and threatening. Toxic language can cause misunderstandings, conflicts, or relationship breakdowns, toxic language can also make people unethical or uneducated, and toxic language can make others feel uncomfortable, unconfident, or discouraged in learning (Arzulan & Hasmira, 2023).

Adolescence is a period of developmental transition from childhood to adulthood. Adolescence has a broad meaning, including mental, emotional, social, and physical maturity. During this period, adolescents experience changes in themselves both physically,

psychologically and emotionally (Lestari et al., 2024). It can be said that adolescence is a period full of challenges and leads to many negative things (Sanusi et al., 2021). Adolescence is a period of self-discovery so that to form good adolescent character, it must start from a healthy and positive environment, one of which is by using good language (Isnawan, 2023). Adolescence is a stage in development that has a very broad impact and influence on further development towards adulthood, if this stage of development does not run optimally, there will be obstacles to the next phase. In addition, good language awareness is also needed because sometimes for some people negative comments with toxic/abusive language can cause feelings of sadness, offense, lack of confidence or even experience stress (Alika et al., 2022).

The use of good and positive language is very important to create a healthy learning environment. It is important for professional PAI teachers to educate their students with the aim of educating, guiding, and directing students to become Islamic personalities (*insan kamil*; faithful, obedient, and moral) within the framework of students as individuals, family members, parts of society, citizens, and citizens of the world. In the research of Lutfi et al. (2024) it is stated that professionalism is currently a necessity that cannot be postponed anymore due to increasing competition in the era of globalization, so it is very necessary to improve the professionalism of a teacher. This is in line with the results of research showing that adolescents gain knowledge of the definition of toxic parenting, factors that influence the formation of toxic parenting, the impact of toxic parenting on adolescents, and strategies for dealing with toxic parenting from providing psychoeducation for adolescents so that adolescents can be better able to deal with toxic parenting with more positive strategies (Jalal et al., 2022). Therefore, research on psychoeducational teaching PAI needs to be carried out by PAI teachers, considering that with this psychoeducational teaching PAI is expected to overcome the toxic culture that exists in students.

One of the uniqueness and attractiveness of SMK Karsa Mulya is that this school enters school earlier than other schools, namely entering at 06.00 WIB after that at 06.15 WIB the students must already be in the field to carry out flag raising ceremony activities which are carried out routinely every morning, after completing the ceremony, it will be continued with character education delivered by the teacher for 30 minutes, then after completion the students will enter their respective classes. This shows that SMK Karsa Mulya is a school that highly values character education. However, there are still students who are not in line with the character education that has been delivered, this shows that there are still bad behaviors, one of which is toxic culture carried out by students. Based on the results of initial observations made by researchers on Tuesday, June 4, 2024 with the PAI Teacher of SMK Karsa Mulya, confirmed that toxic culture is one of the problems that must be resolved by overcoming it. Toxic culture that still exists in students of SMK Karsa Mulya is verbally toxic. In this toxic culture problem, students of SMK Karsa Mulya need the role of teachers, especially for PAI teachers who hold religious education and moral education for students who are expected to help in addressing the toxic culture that exists in these students in order to help and educate students in communicating well with others.

Several previous studies have been conducted including, Salsabila et al. (2023) which shows that psychoeducation can be a madrasa effort to prevent and reduce toxic relationship behavior. Jalal et al. (2022) stated that after participating in the psychoeducation program, adolescents were able to recognize signs of toxic parenting and understand the various factors that cause this parenting to appear in the family environment. In addition, they also gained insight into the negative impacts of toxic parenting, such as low self-confidence, anxiety, and difficulty in establishing healthy social relationships. Furthermore, Merida et al. (2021) stated that psychoeducation plays an important role in equipping students with the knowledge, insights and skills needed to face challenges in the digital era. By understanding the dynamics of the digital era and the phenomenon of disruption, students can identify and deal with various problems that arise, including the negative impact of an unhealthy digital culture, known as toxic culture. Furthermore, Lestari (2020) stated that psychoeducation is very effective for students and parents of students related to body shaming. Psychoeducation related to body shaming is able to increase the knowledge and understanding of adolescents and parents of students. Furthermore, according to Fitria & Efendi (2022), the psychoeducation method, through community service activities, can be an effective solution in dealing with bullying problems in the school environment. With this approach, students, teachers, and all school elements are equipped with understanding and strategies in preventing and overcoming bullying behavior.

Based on some of the research above, what distinguishes it from previous studies is that this study focuses on the methods used by PAI teachers to overcome toxic culture in students of SMK Karsa Mulya and the application of psychoeducational teaching PAI conducted by PAI teachers of SMK Karsa Mulya. This research is expected to provide deep insight into the methods and applications carried out by PAI teachers in overcoming toxic culture in students. The relevance and actualization of the topic in this research becomes an important issue in PAI. Thus, psychoeducation teaching PAI is expected to be one of the solutions to overcome this problem, with the hope of making a positive contribution to the world of education and creating a better learning environment.

LITERATURE REVIEW

Psychoeducational Teaching

Psychoeducational is a modality action taken by professionals to individuals, families, and groups in order to strengthen coping strategies or specific ways of dealing with difficulties or challenges in life (Piara et al., 2022). Psychoeducational is carried out by combining psychotherapeutic and educational interventions. According to Stuart & Laraia in Purwati et al. (2021) psychoeducational is one element of a mental health care program by providing information and education through therapeutic communication.

The purpose of this psychoeducational is to increase knowledge about basic mental health concepts. From this intervention, it is expected that the community's knowledge of basic mental health concepts will increase (Jafar & NR, 2023). Psychoeducational is defined as a method of developing and providing information about popular psychology or other

information that can influence the psychosocial well-being of the community by being packaged in a type of community education. What is emphasized in psychoeducational is the development and provision of information (Azamiah et al., 2023).

Toxic Culture

Hardinger et al. (2024) in Rahman et al. (2023) explained the definition of toxic through his writing on WebMD. For information, WebMD is a site that provides information about health. And Brennan, explains that toxic is negative behavior that is disappointing. Continuing, toxic people usually deal with trauma and high levels of stress according to Dan Brennan, toxicity is not a mental disorder, but rather caused by mental problems, which causes people to show toxic attitudes. Dan Brennan, explains the definition of toxic through his writing on WebMD. For information, WebMD is a site that provides information about health.

The characteristics of toxic behavior include; 1) No empathy, characterized by the absence of mutual understanding, love and sympathy between friends. 2) Criticism, characterized by a lack of mutual respect, feeling jealous of other people's achievements, and demeaning by saying bad things about others. 3) Stubbornness, characterized by reluctance to admit when one makes a mistake, thinking one is always right, not accepting other people's advice, reluctance to give in, and feeling that one can handle everything by oneself. 4) always dependent, characterized by feeling that his life is empty if he does not hang out with his friendship group, always needing the presence of others, and the fear of being abandoned if he does not participate in his friendship group activities (Aini et al., 2023).

METHOD

This research uses a descriptive qualitative approach, which aims to provide an in-depth description of the phenomenon under study. In this case, the research focuses on psychoeducation teaching PAI which is applied as an effort to overcome toxic culture in the school environment. This type of research uses descriptive analysis based on data collected through interviews, observations, and documentation. The data obtained is not in the form of numbers, but in the form of narratives that are analyzed in depth to gain a more comprehensive understanding. This research was conducted at SMK Karsa Mulya Palangka Raya, which is one of the vocational schools that is the focus in seeing how psychoeducational teaching of PAI and its impact on student behavior and school culture.

The data sources in this study were obtained from, primary data sources, namely PAI teachers and students as the main participants in this study. And secondary data sources are official documents, such as PAI curriculum, school regulations, academic records, and other references relevant to the research. The main subjects in this study were 3 PAI teachers at SMK Karsa Mulya who were involved in the teaching process and the application of psychoeducational teaching of PAI. And students of SMK Karsa Mulya Palangka Raya, who

are part of the school's social environment and experience the impact of toxic culture and the application of psychoeducational strategies in teaching PAI.

In this study, data were collected through several techniques, namely; Interviews were conducted in depth to: PAI teachers, to understand the psychoeducational teaching strategy applied in PAI learning. Students, to find out the impact of PAI teaching methods on their understanding of toxic culture. The instrument used in this study was an interview sheet consisting of 15 questions and referring to two main indicators, namely; psychoeducational teaching indicators of PAI (effective communication skills, understanding child and adolescent psychology, empathy and emotional involvement, positive classroom management, development of social and emotional skills, integration of religious values in learning, evaluation of student learning outcomes, and fostering independence and growing personality). And toxic culture indicators (bullying and intimidation, discrimination and exclusion, violence, excessive academic pressure, lack of social support, lack of trust and transparency, and injustice and lack of opportunity); observation was conducted to directly observe the interaction between teachers and students in the PAI learning process, pay attention to how religious values are taught and how students respond in daily life at school, and record student behavior before and after the application of psychoeducation in PAI learning; documentation was conducted to collect documents such as syllabus, lesson plans, and school policies related to PAI learning and character building. Other relevant documents, such as student assignment results or records of school religious activities.

This research uses data validation techniques of source triangulation and technique triangulation to ensure data validity. Source triangulation was conducted to compare information obtained from interviews, observations, and documentation to see the consistency of the data. Triangulation techniques in this study used various data collection methods (interviews, observations, documentation) to test the credibility of research findings. In this study, the data analysis technique used content analysis techniques by taking steps such as data collection, data collected from interviews, observations, and documentation; data reduction, irrelevant data were filtered out, while important data were categorized according to the research theme (eg. psychoeducational methods of teaching PAI that are used to teach PAI): psychoeducational teaching PAI methods conducted by PAI teachers, the application of psychoeducational teaching PAI, the impact on students, and so on); presentation of data, the organized data is presented in the form of narratives, tables, or diagrams to facilitate understanding; conclusion drawing or verification, after the data is analyzed, interpretation is done to understand how psychoeducational teaching PAI can contribute to overcoming toxic culture in schools.

RESULTS

Methods for Overcoming Toxic Culture

The results of research conducted by researchers with 3 PAI teachers at SMK Karsa Mulya show that PAI teachers at SMK Karsa Mulya use several effective methods to overcome toxic culture among students. The most prominent methods are dialogic method

and project-based learning method. Both of these methods are designed to create a positive learning environment that supports students' character development.

1. Dialogical method

Dialogical method is one of the methods applied by PAI teachers at SMK Karsa Mulya. In this method, the teacher holds an open discussion in class, where students are invited to share their views and experiences related to toxic behavior that they have witnessed or experienced. This discussion does not only focus on theoretical aspects, but also invites students to reflect on religious values that can be a solution to toxic behavior. This is reinforced by the statement of one of the PAI teachers at SMK Karsa Mulya who stated:

“During learning, I use language that is easy to understand and examples that are relevant to students' lives to explain religious values, so that they can be instilled and developed by students”.

The results of the questionnaire to PAI students of SMK Karsa Mulya also showed 87.9% agreed, while 12.1% disagreed with the results of the questionnaire question “Does your religion teacher often invite to discuss and share opinions in class during teaching and learning activities?”.

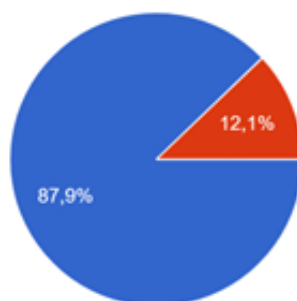


Figure 1. Percentage of Dialogical Method

2. Project-based learning method

This method involves students in group activities that focus on positive themes, such as tolerance, cooperation and social care. By involving students in projects, they not only learn about the subject matter, but also about social values that are important to apply in daily life. PAI teachers at SMK Karsa Mulya said that the method can improve and develop students' social understanding, build cooperation among students, and build self-confidence of each individual student. This is reinforced by the statement of one of the PAI teachers at SMK Karsa Mulya who stated:

“Group activities used during learning can help train students' social and emotional skills to recognize and express the emotional and empathy of each individual student.

“With this group activity, students become active in listening to other friends, thus focusing them on learning to collaborate well”

The results of the questionnaire to PAI students of SMK Karsa Mulya also showed 93.9% agreed, while 6.1% disagreed with the results of the questionnaire question “Does your religion teacher often invite students to play or do group activities to learn about how to get along and work together?”.

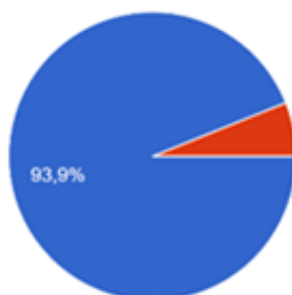


Figure 2. Percentage of Project Based Learning Method

Application of Psychoeducational Teaching in Tackling Toxic Culture

The implementation of psychoeducational teaching PAI at SMK Karsa Mulya is carried out through several strategic steps that have proven effective in overcoming toxic culture. This was conveyed by the PAI teacher of SMK Karsa Mulya through an interview that there are several steps taken to implement psychoeducational teaching PAI to overcome toxic culture in students at SMK Karsa Mulya including, as follows:

1. Group counseling session

Group counseling sessions are one of the methods used by PAI teachers at SMK Karsa Mulya to provide emotional and psychological support to students. In the context of overcoming toxic culture, this session serves as a forum for students to share their experiences, feelings, and views. This is evidenced by the statement of one of the PAI teachers of SMK Karsa Mulya who stated that:

“PAI teachers at SMK Karsa Mulya help students build self-confidence by facilitating or accommodating students in their opinions”

The same thing was also conveyed by the counseling teacher as an informant who stated that:

“The counseling teacher collaborates with the PAI teacher in implementing this PAI psychoeducation teaching, but it is not done regularly, it is only done if there is a connection with the PAI teacher. In this session, students are given an understanding of the negative impact of toxic culture and the importance of creating a positive environment”

The results of the questionnaire to PAI students of SMK Karsa Mulya also showed 97% agreement with the results of the questionnaire question “Does your religion teacher provide opportunities for students to be creative and express themselves?”.

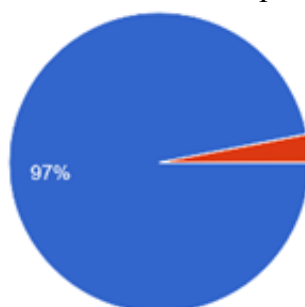


Figure 3. Percentage of Student Counseling Sessions

2. Integration of teaching materials with social issues

PAI teachers at SMK Karsa Mulya apply an innovative approach by linking teaching materials with relevant social issues, such as bullying. This approach not only makes learning more interesting, but also provides a real context for students to understand religious teachings. In this way, students can see how religious values can be applied in everyday life, so they are better able to internalize the teachings. For example, when discussing morals, teachers invite students to reflect on how these teachings can be applied to prevent bullying behavior. This is evidenced by the statement of one of the PAI teachers at SMK Karsa Mulya who stated that:

“During learning, I use religious values to teach positive behavior, because it is the foundation for building a strong character”

The questionnaire results also support these interview findings. A total of 93.9% of students agreed, while 6.1% of them disagreed with the results of the questionnaire question “does your religion teacher understand how negative behaviors in school such as bullying can affect students' feelings and behavior?”.

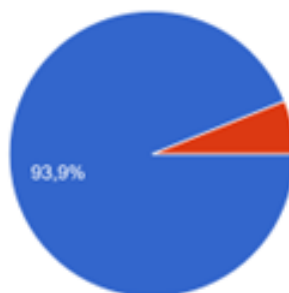


Figure 4. Percentage of Integration of Teaching Materials with Social Issues

3. Evaluation and Feedback

Evaluation and feedback are important parts of psychoeducational PAI teaching at SMK Karsa Mulya. PAI teachers at SMK Karsa Mulya routinely evaluate students' behavioral changes and provide constructive feedback, which aims to identify progress and challenges faced by students in the learning process. This is evidenced by the statement of one of the PAI teachers at SMK Karsa Mulya who stated that:

“Evaluation is important to measure the progress of students who have different learning styles”

The evaluation results show that students who receive positive feedback tend to be more motivated to keep trying to be a better person. This feedback also helps students to understand their progress and set new goals in their social behavior. The questionnaire results also support these interview findings. A total of 93.9% of students agreed, while 6.1% of them disagreed with the results of the questionnaire question “does your religion teacher give praise and motivation more often than punishment when a student makes a mistake?”.

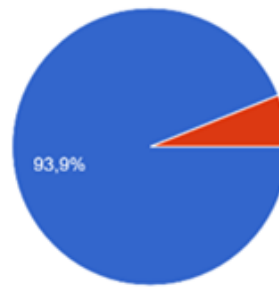


Figure 5. Evaluation and Feedback Percentage

So that the aspect of the application of psychoeducational teaching carried out by PAI teachers at SMK Karsa Mulya is proven to be very effective as the data in the following table:

Table 1. Aspects of Psychoeducational Teaching

No	Criteria	Percentage
1	Group Counseling Session	97%
2	Integration of Teaching Materials with Social Issues	93,9%
3	Evaluation and Feedback	93,9%
Average		94,93%

Based on the data in the table above, the application of psychoeducational teaching through three main aspects showed very positive results. Group Counseling sessions received the highest support of 97%, Integration of Teaching Materials with Social Issues received 93.9% support, and Evaluation and Feedback with the same level of support of 93.9%. Thus, overall, the application of psychoeducational teaching of PAI through these three aspects proved to be very effective (94.93%) in creating a learning environment that supports students' character development while tackling toxic culture at SMK Karsa Mulya.

DISCUSSION

Methods for Overcoming Toxic Culture

1. Dialogical Method

Dialogical methods in the form of open discussions in the classroom can overcome toxic culture. In this way, students are given the opportunity to express themselves and discuss issues that are relevant to their lives. As in the research of Surawan et al., (2022) that the teacher is required to be creative in making various direct examples both in the classroom and outside the classroom. Teachers are also required to avoid judgmental actions, ignore the behavior of individual students, and understand that adolescents can do their best based on how they feel about the world (Beyth-Marom et al., 2012; Yeager et al., 2018).

The diagram above shows that PAI teachers at SMK Karsa Mulya often conduct open discussions in the learning process. The dialogical method in the form of open discussions used aims to overcome toxic culture in students of SMK Karsa Mulya. This is in line with research by Maulia & Purnomo (2023) which emphasizes the importance of open

communication in creating a positive learning environment. Through dialog, students feel heard and valued, which in turn increases empathy and mutual understanding between them. This opinion is in line with research conducted by Gillies (2019), discussions that involve students in the learning process can increase empathy and mutual understanding among them. One of the positive outcomes of the dialogical method is increased student awareness of toxic behavior.

Through discussion, students can recognize the impact of their actions and understand the importance of creating a supportive environment. Research by Setiawan et al. (2024) showed that students who engaged in open discussions were better able to identify negative behaviors and committed to avoiding them. This suggests that dialogical methods are not only effective in addressing problems, but also in shaping student character. When students are able to share their experiences and listen to their peers' perspectives, they begin to understand the impact of toxic behaviors and the importance of creating a more positive environment. As a result, students become better able to recognize toxic behaviors and commit to avoiding them, thus creating a more harmonious atmosphere at school.

2. Project-Based Learning Method

The project-based learning method used by PAI teachers at SMK Karsa Mulya is proven to be able to overcome toxic culture. It shows that the method can make students comfortable to learn and discuss, so that students feel confident and work together. By working together in groups, students learn to collaborate and appreciate differences. Research by Sa'diyah et al. (2023) shows that the application of project-based learning models effectively improves students' social skills. In addition, research by Qitfirul & Izza (2023) found that project-based learning can improve students' social skills. Skills such as sharing, respecting, helping, following instructions, controlling emotions, expressing opinions, and accepting opinions have significantly increased after the application of this method.

Overall, the project-based learning method conducted by PAI teachers at SMK Karsa Mulya proved effective in tackling toxic culture. This method not only helps students recognize and avoid negative behaviors, but also shapes their characters for the better. By creating a space for collaboration and positive interaction, PAI teachers at SMK Karsa Mulya contribute to the development of a learning environment that supports students' social and emotional growth. Thus, project-based learning not only improves students' academic understanding but also develops essential social skills to create a positive learning environment free from toxic behaviors.

Application of Psychoeducational Teaching in Tackling Toxic Culture

1. Group Counseling Session

The group counseling sessions implemented by the PAI teacher of SMK Karsa Mulya proved to be able to overcome toxic culture, so it can be concluded that students feel more open to talk about the problems they face, and this creates a sense of solidarity among them. Students who previously felt isolated now feel they have support from friends and

teachers. They will be better equipped to face social challenges and build relationships that enrich their lives, both now and in the future (Fadhilla & Siregar, 2024).

By creating a safe and open environment, students can feel more comfortable to express the problems they face, be it related to bullying, social pressure, or other issues that have the potential to damage relationships between students. This is in line with the opinion of Rohimah & Karneli (2024), which states that through structured and supported group sessions, students can safely express their feelings, get emotional support, and learn strategies to overcome the psychological challenges they face. In the opinion of Auliazalsini et al., (2024) group counseling is a strategic approach that aims to support the development of individual potential and skills in a group. Its implementation includes addressing various issues such as relationship building, communication, increasing empathy, and coping skills.

2. Integration of Teaching Materials with Social Issues

The integration of teaching materials with social issues applied by PAI teachers at SMK Karsa Mulya has proven to be able to overcome toxic culture. This shows that students become more aware of the impact of their behavior on others and are motivated to behave better. According to research by Hafizatul et al., (2024) stated that, character, which includes individual mindset and behavior, can be formed through character education that aims to instill moral and ethical values, thus creating individuals who are responsible and contribute positively to society. This is in line with the opinion of Halim (2023) who said that through social experience, students experience firsthand existing social problems and contribute to problem solving, so as to increase their understanding and awareness of relevant social issues.

For example, when discussing the topic of morals, the teacher invites students to reflect on how these teachings can be applied to prevent bullying behavior. In this context, students are invited to discuss the negative impact of bullying and how their actions can affect others. According to research by Shofiyyah et al. (2023), "Integration of religious values in learning can increase students' awareness of positive social behavior". The results of this approach show that students become more aware of the impact of their behavior on others. They begin to understand that bullying actions not only harm the victim, but can also create an unhealthy environment at school. This is in line with the findings from Faisal & Setiawan's (2024) study, which stated that education that links social issues with teaching materials can reduce negative behavior among students.

Furthermore, PAI teachers at SMK Karsa Mulya also encourage students to play an active role in creating an environment free from bullying. By inviting students to share their experiences and views, teachers create a safe and open discussion space. According to research (Astutik et al., 2024), open discussions on social issues can increase student empathy and reduce aggressive behavior. Students involved in these discussions not only become more aware of their behavior, but are also motivated to behave better. They begin to adopt an attitude of mutual respect and support for each other, this is also in line with research conducted by (Sulaiman, 2024). Thus, the integration of teaching materials with social issues such as bullying and bullying not only enriches students' learning experience, but also equips them with important social skills. Through this approach, students at SMK

Karsa Mulya not only learn about religious teachings, but also how to apply them in daily life to create a better and more harmonious environment.

3. Evaluation and Feedback

Evaluation and feedback applied by PAI teachers at SMK Karsa Mulya proved to be able to overcome toxic culture. This shows that students who receive positive feedback tend to be more motivated to keep trying to be a better person. Constructive feedback not only provides encouragement, but also helps students to understand their strengths and weaknesses. According to Hanaris (2023), positive feedback can increase students' motivation and encourage them to participate more actively in learning.

In addition, this feedback also helps students to understand their progress and set clear goals for improvement (Maulia & Purnomo, 2023). By knowing where they are in the learning process, students can plan their next steps to achieve higher goals. PAI teachers at SMK Karsa Mulya also encourage students to give feedback to themselves and to their peers. This process not only increases students' self-awareness, but also builds a culture of mutual support in the classroom, this is in line with research by Azhar & Wahyudi (2024) stating that learning motivation is key to academic success and personal development. It encourages students to invest their time and energy in learning, face obstacles with a positive attitude, and reach their full potential. According to Ashari (2024) students' involvement in the feedback process can increase their sense of responsibility for learning and social behavior.

Thus, evaluation and feedback conducted regularly by PAI teachers at SMK Karsa Mulya play an important role in shaping students' character. Through this approach, students not only learn about religious teachings, but also how to apply these values in daily life. This is in line with the findings by Efendi & Sholeh (2023) who stated that an effective evaluation process can improve the quality of learning.

Thus, it can be concluded that the Group Counseling session, which received the highest support at 97%, demonstrated its effectiveness in providing emotional support, building solidarity, and creating a safe space for students to share experiences. This finding is in line with previous research highlighting the importance of group counseling in improving students' emotional and social well-being (Latipah, 2021). Furthermore, the Integration of Teaching Materials with Social Issues received 93.9% support, proving that this approach successfully helps students understand social issues, such as bullying, while internalizing religious values to be applied in everyday life. According to Wijaya et al. (2024), character education is important to link with real social experience learning to increase students' moral awareness. In addition, Evaluation and Feedback, with the same level of support at 93.9%, shows its success in motivating students to continue to improve their behavior and set new goals in their social aspects. Research by Mardhiyah et al. (2024) also confirmed that effective feedback contributes to improving students' academic and social performance. Thus, overall, the application of psychoeducational PAI teaching through these three aspects proved to be very effective (94.93%) in creating a learning environment that supports students' character development while tackling toxic culture at SMK Karsa Mulya.

CONCLUSION

This study shows that the implementation of psychoeducational teaching PAI at SMK Karsa Mulya is a very effective step in overcoming toxic culture among students by achieving an average score of 94.93%. Through dialogic methods and project-based learning, PAI teachers succeeded in creating a positive learning environment, where students can collaborate, appreciate differences, and develop important social skills. The dialogical method allows students to share experiences and views, thus increasing empathy and mutual understanding among them. Meanwhile, project-based learning not only teaches subject matter, but also social values that can be applied in daily life. In addition, the integration of teaching materials with social issues, such as bullying, provides a real context for students to understand religious teachings and the impact of their behavior on others. Regular evaluation and feedback conducted by PAI teachers also play an important role in motivating students to continue striving to become better individuals, as well as helping them set new goals in social behavior. Thus, Psychoeducational Teaching PAI not only contributes to students' character development, but also creates a more harmonious learning environment that supports their social and emotional growth. This research is expected to make a positive contribution to the world of education and become a reference for similar efforts in other educational institutions. This study also provides recommendations, such as further training for PAI teachers, cooperation with educational psychologists and social institutions, and the development of peer mentoring programs to strengthen positive values. Psychoeducational Teaching PAI not only supports students' character development, but also creates a harmonious learning environment and supports their social-emotional growth.

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