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### The Role of Social Studies Teachers in Reinforcing Social Values to Prevent Student Fights

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#### Abstract

Education is the cornerstone of developing human resources who are not only academically excellent but also possess good character and social behaviour. Instilling these values is crucial in preventing conflicts, particularly fights between pupils within the school environment. Therefore, the role of teachers, particularly Social Studies teachers, is highly strategic in shaping and reinforcing social values among pupils. This study aims to: (1) describe the role of Social Studies teachers in reinforcing social values in Year 9 at SMPN 06 Seluma, and (2) describe the social values instilled by Social Studies teachers to prevent conflicts and fights among students. The research method employed was a qualitative approach, with data collection techniques including interviews, observation, and documentation. Research findings indicate that the role of social studies teachers in reinforcing social values is crucial in shaping pupils' social behaviour and preventing conflicts and fights. This role is manifested through five key functions: as educators, mentors, motivators, evaluators, and facilitators. Teachers do not merely deliver lesson content, but also instil values through setting a good example, fostering habits, providing guidance, offering motivation, and monitoring pupils' behaviour.

[Pendidikan merupakan landasan utama dalam mengembangkan sumber daya manusia yang tidak hanya unggul secara akademis, tetapi juga memiliki karakter dan perilaku sosial yang baik. Penanaman nilai-nilai ini sangat penting dalam mencegah konflik, terutama perkelahian antar siswa di lingkungan sekolah. Oleh karena itu, peran guru, khususnya guru Ilmu Pengetahuan Sosial, sangat strategis dalam membentuk dan memperkuat nilai-nilai sosial di kalangan siswa. Penelitian ini bertujuan untuk: (1) mendeskripsikan peran guru Ilmu Sosial dalam memperkuat nilai-nilai sosial di kelas 9 SMPN 06 Seluma, dan (2) mendeskripsikan nilai-nilai sosial yang ditanamkan oleh guru Ilmu Sosial untuk mencegah konflik dan perkelahian di antara siswa. Metode penelitian yang digunakan adalah pendekatan kualitatif, dengan teknik pengumpulan data meliputi wawancara, observasi, dan dokumentasi. Temuan penelitian menunjukkan bahwa peran guru Ilmu Sosial dalam memperkuat nilai-nilai sosial sangat penting dalam membentuk perilaku sosial siswa serta mencegah konflik dan perkelahian. Peran ini terwujud melalui lima fungsi utama: sebagai pendidik, pembimbing, motivator, evaluator, dan fasilitator. Guru tidak hanya menyampaikan materi pelajaran, tetapi juga menanamkan nilai-nilai melalui pemberian teladan yang baik, pembentukan kebiasaan, pemberian bimbingan, pemberian motivasi, dan pemantauan perilaku siswa.] © The Authors.

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## 1. Introduction

Education is the cornerstone of developing human resources who possess strong character, knowledge, and the ability to play an active role in social life. Education serves not only as a means of transferring knowledge, but also has the responsibility to develop learners' attitudes, values, and morals so that they become individuals of dignity who demonstrate positive social behaviour within society. [1] In the current era of rapid technological and information development, social change has become increasingly complex. Therefore, education is expected not only to produce academically capable students but also individuals who possess strong emotional and social intelligence in facing the challenges of social life [2]. Education plays a crucial role in shaping the quality of human resources, not only from an intellectual perspective but also in terms of attitudes and social behaviour. Through education, students are guided to develop positive social values such as tolerance, cooperation, responsibility, empathy, and mutual respect. These social values serve as the foundation for creating harmonious and civilised social interactions within society [3]. Thus, education functions not merely as a medium for the transfer of knowledge, but also as a strategic instrument for character building and the reinforcement of social values oriented toward the creation of a peaceful, dignified, and inclusive society. The reinforcement of social values through education is also closely related to the achievement of the Sustainable Development Goals (SDGs), particularly Goal 4: Quality Education, which emphasises inclusive and equitable quality education and the promotion of lifelong learning opportunities for all. In addition, this study is relevant to Goal 16: Peace, Justice, and Strong Institutions, as strengthening social values such as tolerance, empathy, mutual respect, and conflict resolution contributes to the creation of peaceful and harmonious social environments within schools and communities.

Through the cultivation of these values, education can become an effective means of preventing violence and conflicts among students while fostering a culture of peace and social responsibility. In the context of secondary education, Social Studies (IPS) plays a highly significant role in reinforcing social values. Social Studies not only examines social concepts and community life but also emphasises the development of students' social attitudes and skills. Therefore, IPS teachers hold a strategic position as facilitators, mentors, and role models in instilling social values through contextual learning processes, group discussions, case studies, and the resolution of social issues closely related to students' daily lives [4]. This situation requires IPS teachers to actively strengthen social values among students as an effort to prevent conflicts and fights between peers. SMPN 06 Seluma is one of the junior secondary schools with a relatively large number of students from diverse social backgrounds and varied personalities. This diversity presents both challenges and opportunities for IPS teachers to effectively implement social values in the learning process and in students' character development. By reinforcing values such as tolerance, cooperation, empathy, and mutual respect, IPS teachers can contribute to creating a peaceful school environment and supporting the achievement of sustainable development through quality education and the promotion of peaceful social relations in schools. Social Studies is regarded as a subject that is highly relevant to reinforcing social values in order to prevent negative behaviour among pupils, including fighting [5]. Social Studies teachers play a key role in efforts to instil social values in schools. The role of teachers is not limited to delivering lesson content, but also encompasses the functions of educator, mentor, motivator, facilitator, and role model for students [6]. Social Studies teachers need to create meaningful learning by applying various methods such as group discussions, problem-solving, case studies, role-play, and a values-based approach to develop students' social skills [7].

In addition, recurring conflicts can foster negative traits in students, such as aggressive behavior, a lack of empathy, and poor problem-solving skills. Therefore, effective preventive measures are needed through an educational approach that emphasizes the reinforcement of social values [8]. If this situation is not properly addressed, it will disrupt the learning process, dampen students' motivation to learn, and create a school environment that is unsafe and not conducive to students' character development [9]. In reality, there are still challenges in optimizing the role of social studies teachers in instilling social values in students, whether due to the influence of the family environment, peer group factors, differences in student personalities, or the influence of digital media, which often fosters aggressive behavior and a lack of empathy [10]. This situation demands that social studies teachers play a role in reinforcing the social values instilled in students to prevent conflicts and fights among students. Through active and contextual learning, students are expected to understand the importance of politeness, discipline, empathy, cooperation, and emotional self-control in social interactions [11]. This study aims to determine the extent of the role of social studies teachers in instilling social values and to identify which social values social studies teachers should instill in order to prevent conflicts and fights.

## 2. Method

This study is a field study employing a descriptive qualitative approach. A field study was chosen because the researcher visited SMPN 06 Seluma in person to observe first-hand the role of social studies teachers in reinforcing students' social values. The descriptive qualitative approach was selected because this study aims to describe phenomena in depth without manipulating variables. According to [1] qualitative research is a research method used to investigate the natural conditions of an object, in which the researcher acts as the key instrument. Data collection techniques are carried out using triangulation (a combination of methods), data analysis is inductive in nature, and the results of qualitative research emphasise meaning rather than generalisation. The subjects of this study consisted of social studies teachers, Guidance counsellor, Headmaster, Grade IX students SMPN 06 Seluma. These subjects were selected because they were directly involved in the process of reinforcing social values and handling conflicts among students at school. The study focused on several aspects of social values, including mutual respect, tolerance, cooperation, discipline, empathy, responsibility, and emotional self-control. These aspects were examined to understand how social studies teachers play their role in strengthening positive social behaviour and preventing fights among students. The interviews in this study were conducted as in-depth interviews to gather information regarding the role of social studies teachers in reinforcing social values, the types of conflicts that occur among students, and the conflict resolution measures implemented at the school.

This interview technique was chosen because it allows for a more direct and personal exploration of respondents' experiences, perspectives, and understanding, making it suitable for the objectives of qualitative research that emphasizes data depth. The interview subjects in this study included social studies teachers, the school principal, guidance counselors, and ninth-grade students involved in school learning activities. This research instrument outline was developed to guide the researcher in collecting data regarding the role of social studies teachers in reinforcing social values to prevent conflicts and fights among students. The research instrument outline includes the variables/focus of the study, indicators, and sub-indicators/aspects that will be used as guidelines for data collection.

Table 1. Table of research instruments

NO	Variable/Focus	Indicator	Sub-indicator/Aspect
1.	The Role of Social Studies Teachers	Teachers as Educators	1. Setting an example in attitude and behaviour 2. Instilling social values
		Teachers as Mentors	1. Providing guidance on positive behaviour 2. Supporting pupils with behavioural difficulties
		Teachers as Motivators	1. Motivation for positive social behaviour 2. Motivation for discipline
		Teachers as evaluators and facilitators	1. Assessing behavioural changes 2. Facilitating positive activities
2.	Preventing fights between students	A Spirit of Mutual Respect	1. Teachers encourage pupils to respect their peers' differing opinions, backgrounds and personalities. 2. Teachers foster a spirit of mutual respect in interactions between pupils within the school environment.
		Emotional Control	1. Teachers guide pupils to manage their emotions when faced with conflict. 2. Teachers encourage pupils to express their emotions in a positive way without resorting to violence.
		Positive Social Behaviour	1. Teachers encourage pupils to help one another and work together with their classmates. 2. Teachers instil a sense of mutual respect and empathy in pupils' daily lives.

## Communication Skills

1. The teacher guides pupils in expressing their opinions using polite and respectful language.
2. The teacher encourages pupils to listen to their classmates' opinions without interrupting or provoking conflict.

### 3. Result

In this section, the researcher presents the research findings, which consist of information regarding the role of social studies teachers in reinforcing social values to prevent conflicts and fights among students in the 9th grade at SMPN 06 Seluma. In this study, the informants consisted of one social studies teacher, one guidance counselor, the principal, and several ninth-grade students. All informants were selected based on their knowledge and experience regarding the role of social studies teachers in reinforcing social values to prevent conflicts and fights among students in the ninth grade at SMPN 06 Seluma.

#### 3.1 Social Studies teachers as educators

The role of Social Studies teachers as educators is of paramount importance in shaping pupils' social attitudes and behaviour within the school environment. Teachers do not merely act as conveyors of learning material, but also play a role in instilling social values and setting a good example for students. Through the learning process and daily interactions within the school environment, Social Studies teachers strive to guide students towards developing attitudes of mutual respect, tolerance, cooperation, and responsibility in their social lives. Based on an interview with Ms Susi Verawati, a social studies teacher at SMPN 06 Seluma, it was found that in carrying out her role as an educator, she strives to set a good example for her pupils through her day-to-day behaviour. As stated by Mrs Susi Verawati in the interview as follows:

*"As a social studies teacher, I strive to demonstrate good behaviour to my students, such as being disciplined, arriving on time, speaking politely, and treating all students fairly. By setting a direct example through my daily conduct, students can observe and emulate these positive behaviours in their school life."*

In addition, social studies teachers also instil various social values in pupils, such as mutual respect, tolerance, cooperation and responsibility. As Mrs Susi Verawati explained:

*"The social values I demonstrate to pupils include mutual respect, tolerance, cooperation and responsibility. I demonstrate these values through the way I interact with students and with other teachers."*

In addition to social studies teachers, the development of pupils' attitudes and behaviour is also supported by the role of Guidance and Counselling (BK) teachers. Based on an interview with Ms Novia, a Guidance and Counselling teacher at SMPN 06 Seluma, it was found that Guidance and Counselling teachers also strive to instil social values in pupils through the guidance and counselling provided at school. As stated by Mrs Novia in the interview as follows:

*"As a Guidance and Counselling teacher, the attitudes I uphold are patience, fairness, openness, and the ability to be a good listener for students. I also strive to demonstrate discipline, good manners, and respect for every student without discrimination so that they can take these attitudes as examples in their daily lives."*

Furthermore, the guidance counsellor also emphasises the importance of social values such as mutual respect, tolerance, empathy, and responsibility to the students. As stated by Mrs Novia:

*"The social values I emphasise most to the students are mutual respect, tolerance, empathy, and responsibility. These are put into practice through daily interactions, for example by teaching students to respect their friends' opinions, not to mock others, and to help one another when a friend is facing difficulties."*

#### 3.2 Social Studies Teachers as Mentors

The role of Social Studies teachers as mentors is one of the ways in which teachers fulfil their responsibility to help pupils develop positive social attitudes and behaviour within the school environment. During the learning process, teachers do not merely deliver the curriculum content, but also provide guidance, support and assistance to pupils in resolving the various problems they face, particularly those relating to social relationships amongst peers. In the context of education at SMPN 06 Seluma, the role of the Social Studies teacher as a mentor is evident in the teacher's efforts to

guide students so that they are able to control their emotions, respect differing opinions, and resolve conflicts in a constructive manner without resorting to violence. This guidance is provided through advice, discussions and a personalised approach to pupils experiencing difficulties. Based on an interview with Ms Susi Verawati, a social studies teacher at SMPN 06 Seluma, it was found that when dealing with pupils involved in conflicts or fights, teachers endeavour to provide direct guidance to help them understand their mistakes and improve their behaviour. As stated by Mrs Susi Verawati in the interview as follows:

*“If there are students who are frequently involved in conflicts or fights, I usually call them in for a private chat. I try to identify the root of the problem, then provide guidance and advice so that they can resolve the issue in a constructive manner without resorting to violence”.*

In addition, social studies teachers also provide guidance to pupils to help them manage their emotions when facing problems with friends. As Mrs Susi Verawati explained:

*“I guide pupils to manage their emotions by teaching them to calm down first when they are angry, and by encouraging them to resolve problems through effective communication”.*

This statement is further reinforced by an interview with Mrs Novia, a Guidance and Counselling teacher, who explained that when dealing with conflicts between students, a personal approach is necessary so that students feel comfortable sharing their problems. As stated by Ms Novia:

*“If a student displays inappropriate behaviour, I usually call them in privately to talk. I try to understand the cause of the behaviour, then provide guidance and advice so that the student realises their mistake and tries to improve their behaviour.”*

### 3.3 Social Studies Teachers as Motivators

The role of Social Studies teachers as motivators is one of the key roles in the educational process at school. Teachers are not only responsible for delivering lesson content, but also for providing encouragement, enthusiasm, and motivation to pupils so that they develop good social attitudes and behaviour. Through the motivation provided by teachers, pupils are expected to develop discipline, mutual respect, and the ability to work together, as well as to maintain harmonious relationships with their peers within the school environment. In the context of education at SMPN 06 Seluma, the role of the Social Studies teacher as a motivator is evident in the teacher's efforts to encourage students to consistently demonstrate positive behaviour in their daily school life. This motivation is provided through advice, setting a good example, and recognising students who display positive attitudes when interacting with both peers and teachers. Based on an interview with Ms Susi Verawati, a social studies teacher at SMPN 06 Seluma, it was found that teachers strive to motivate pupils by setting a good example and encouraging positive social behaviour. As Ms Susi Verawati stated in the interview:

*“I motivate pupils by offering encouragement when they demonstrate positive social behaviour. I also frequently remind them that mutual respect and cooperation will create a comfortable school environment”.*

Furthermore, the Social Studies teacher also motivates students to adopt a disciplined attitude in school life. Discipline is regarded as one of the key attitudes that can help students exercise self-control and avoid conflicts with peers. As stated by Ms Susi Verawati:

*“I motivate students to be disciplined by explaining that discipline can help them control themselves and avoid conflicts with their peers. Furthermore, I also provide examples of how discipline is applied during classroom learning activities”.*

### 3.4 Social Studies Teachers as Assessors

The role of the Social Studies teacher as an evaluator is one of the key roles in the educational process at school. As an evaluator, the teacher not only assesses pupils' learning outcomes from an academic perspective, but also evaluates their attitudes, behaviour and social development within the school environment. Through these evaluation activities, the teacher can identify changes in pupils' behaviour and determine appropriate guidance measures to help pupils improve their attitudes and behaviour. Based on an interview with Ms Susi Verawati, a social studies teacher at SMPN 06 Seluma, it was found that the evaluation of changes in pupils' behaviour is carried out through direct observation of their behaviour in the classroom and within the school environment. As stated by Ms Susi Verawati in the interview as follows:

*“I evaluate changes in student behaviour by observing their attitudes in the classroom and within the school environment. I also discuss with the guidance counsellor or other teachers to see if there have been any changes in student behaviour following the guidance provided”.*

Through these evaluation activities, social studies teachers can determine whether the guidance and motivation provided to students have had a positive impact on changes in student behaviour. Furthermore, the evaluation results also serve as a basis for teachers to provide further guidance to students who still require special attention. The role of evaluating student behaviour is also supported by guidance and counselling (BK) teachers, who help monitor the development of students' attitudes following guidance.

### 3.5 Social Studies Teachers as Facilitators

The role of Social Studies teachers as facilitators is one of the key roles in supporting the learning process and the development of pupils' social behaviour at school. As facilitators, teachers do not merely act as conveyors of learning material, but also provide various opportunities, activities, and a learning environment that can help students develop social skills, such as cooperation, mutual respect, and the ability to interact well with peers. Through this role, teachers create space for students to learn actively through discussions, group work, and other positive activities that can foster good social attitudes. Based on an interview with Ms Susi Verawati, a social studies teacher at SMPN 06 Seluma, it was found that teachers strive to support pupils through various learning activities designed to foster cooperation and mutual respect amongst pupils. As stated by Mrs Susi Verawati (Social Studies Teacher) in the interview as follows:

*“Positive activities facilitated include group work in lessons, class discussions, community service activities, and extracurricular activities. These activities help train students to work together and reduce the likelihood of conflicts arising.”*

Furthermore, the Social Studies teacher also facilitates students to learn to respect differing opinions through classroom discussions. During these sessions, the teacher gives every student the opportunity to express their views and reminds them to respect one another whilst a classmate is speaking. As stated by Ms Susi Verawati (Social Studies Teacher):

*“I encourage students to respect differences by helping them understand that everyone has different backgrounds and opinions. During class discussions, I also remind students to respect their classmates' views.”*



Figure 1. Interview session with the informants

## 4. Discussion

Research conducted in the ninth-grade class at SMPN 06 Seluma shows that Social Studies teachers play a crucial role in reinforcing social values among students. This role is not limited to delivering instructional content in the classroom but also encompasses efforts to cultivate attitudes, shape character, and instill social values that influence students' behavior in their daily school life. In an educational context, teachers are a key component with significant influence on the development of students' attitudes and behavior. Teachers do not merely function as knowledge transmitters but also as mentors who assist students in developing their character and social skills [12]. Teachers

serve as educators, mentors, and role models responsible for shaping students' personalities through educational interactions that take place at school [11]. Explains that teachers act as agents of learning who not only transfer knowledge but also develop students' attitudes, values, and social skills so they can adapt to their social environment. Therefore, social studies teachers play a strategic role in instilling social values in students, particularly because social studies curriculum content is closely related to social life, interpersonal relationships, and the development of responsible citizens. [13] Therefore, social studies teachers play a strategic role in instilling social values in students, particularly because the social studies curriculum is closely related to social life, interpersonal relationships, and the development of socially conscious citizens. View, who states that social studies education aims to develop students' social competencies, democratic attitudes, cooperation, tolerance, and social responsibility in community life. The research findings indicate that the role of social studies teachers in reinforcing social values among ninth-grade students at SMPN 06 Seluma can be observed through several key roles: educator, mentor, motivator, evaluator, and facilitator. These five roles are interrelated and mutually supportive in shaping students' social behavior for the better. Teachers who are able to perform these various roles optimally will be more effective in creating a learning process that supports the development of students' character and social behavior.

#### **4.1 Social Studies Teachers as Educators**

The research findings indicate that social studies teachers act as educators who not only deliver lesson content but also instil social values through exemplary attitudes and behaviour in their daily lives within the school environment. The example set by teachers is an effective way of shaping students' character, as students tend to imitate the attitudes and behaviour demonstrated by their teachers. Who states that in the modern educational paradigm, teachers have a strategic role in shaping the character, values, and competencies of learners through meaningful learning and by setting an example in daily life. In the learning process, social studies teachers strive to demonstrate discipline and good manners, and to treat all pupils fairly without discriminating on the basis of their background or ability. This approach provides pupils with a concrete example of how social values can be applied in everyday life. Through this exemplary behaviour, pupils not only understand social values in theory but can also see their application directly in social interactions. In addition to setting an example, social studies teachers also instil social values through the classroom learning process. Teachers link the subject matter to pupils' social lives so that they can understand the importance of mutual respect, tolerance, cooperation, and responsibility in community life. This approach helps students to understand that social values apply not only within the school environment but also in the wider social sphere. Thus, the role of the Social Studies teacher as an educator makes a vital contribution to shaping students' social attitudes and behaviour through setting a good example, fostering positive attitudes, and integrating social values into the learning process. This finding is supported by Hamalik, who argues that teachers function not only as transmitters of knowledge but also as educators responsible for shaping students' attitudes, values, and character through the learning process and daily interactions [14]. Furthermore, Lickona emphasizes that character education is most effective when teachers serve as moral role models whose actions consistently reflect the values they seek to instil in students [15].

#### **4.2 Social Studies Teachers as Mentors**

In addition to their role as educators, social studies teachers also act as mentors in helping pupils develop good social behaviour. In 21st-century education, teachers function as mentors who help pupils overcome personal and social problems so that they can develop to their full potential. This role is evident in the teacher's efforts to provide guidance and support to students experiencing difficulties in their social relationships with their peers. Research findings indicate that when conflicts or fights arise between students, social studies teachers endeavour to take a personal approach with the students involved. Teachers usually call these students in privately to find out the cause of the conflict, then provide guidance and advice so that students can resolve the issue in a better way without resorting to violence. This personal approach gives students the opportunity to express the problems they face and to understand the mistakes they have made. Who states that teachers are responsible for guiding students in overcoming personal and social problems while helping them develop positive behaviour and social responsibility. Through continuous guidance, teachers contribute to students' emotional and social development within the school environment.

### 4.3 Social Studies Teachers as Motivators

The role of social studies teachers as motivators is also a key aspect in reinforcing social values among pupils. During the learning process, teachers not only provide motivation related to academic achievement but also encourage students to adopt positive social attitudes in their daily lives. Teachers need to foster students' intrinsic motivation through positive reinforcement, appreciation, and learning relevant to real life. Based on the research findings, social studies teachers frequently motivate pupils regarding the importance of maintaining good conduct, respecting peers, and avoiding behaviour that could lead to conflict. This motivation is provided through advice, reinforcement of positive behaviour, and reminders regarding the importance of maintaining good social relationships within the school environment. According to Uno, motivation provided by teachers plays a crucial role in encouraging students to participate actively in learning activities and to develop positive attitudes toward themselves and others. Positive reinforcement and encouragement can strengthen students' self-confidence and social awareness [16].

Furthermore, teachers motivate students by providing examples of appropriate social behaviour during classroom interactions and school activities. Through consistent modelling, students are able to observe and imitate values such as empathy, cooperation, and responsibility. Teachers also encourage pupils to participate in group discussions and collaborative tasks that require mutual respect and effective communication. Such learning experiences help students understand the importance of teamwork and tolerance in achieving common goals. In addition, teachers acknowledge and appreciate students who demonstrate positive social behaviour, thereby reinforcing desirable attitudes. This recognition creates a supportive learning environment where students feel valued and motivated to maintain good relationships with others. Teachers also guide students in resolving interpersonal conflicts peacefully through dialogue and mutual understanding. By doing so, students develop problem-solving skills and emotional maturity in dealing with social challenges. The motivational role of teachers is therefore not limited to academic encouragement but extends to fostering students' social competence and character development. As a result, students become more capable of building harmonious relationships and contributing positively to the school community.

### 4.4 Social Studies Teachers as Evaluators

The research findings also indicate that social studies teachers play a role as evaluators in monitoring the development of pupils' attitudes and social behaviour. This is in line with the view of Wina Sanjaya, who states that learning evaluation is not only intended to measure pupils' cognitive abilities but also encompasses the assessment of affective and behavioural aspects as part of the character-building process [17]. The evaluation carried out by teachers is not only related to academic learning outcomes but also includes an assessment of the development of students' attitudes and behaviour in their daily lives within the school environment. Teachers carry out evaluations by observing pupils' attitudes during the learning process in the classroom, such as how pupils interact with their peers, their ability to cooperate in group activities, and how they express their opinions in class discussions. Through these observations, teachers can identify pupils' behavioural development and determine the necessary guidance measures. Arikunto explains that educational evaluation should encompass cognitive, affective, and psychomotor domains to provide a comprehensive picture of students' development. Therefore, assessing students' social attitudes and behaviour is an essential component of the educational evaluation process [18].

### 4.5 Social Studies Teachers as Facilitators

Another role identified in this study is that of the social studies teacher as a facilitator in providing a variety of learning activities that can support the reinforcement of social values in pupils. In the implementation of a modern curriculum, teachers must be able to act as facilitators who provide active, collaborative and contextual learning experiences. Teachers strive to create a learning environment that enables students to interact actively through various activities involving cooperation and communication. In the learning process, social studies teachers frequently use class discussion and group work methods. These activities provide students with the opportunity to exchange views, work together to complete tasks, and learn to respect others' perspectives. Through these activities, students can develop social skills that are important in daily life. In addition to classroom learning activities, the school also provides various positive activities such as extracurricular activities, sports, and community service activities involving student participation. These activities provide students with the opportunity to interact positively with their peers and channel their energy in a more beneficial direction. This finding is supported by Suprijono, who argues that cooperative learning provides

students with opportunities to develop communication skills, teamwork, mutual respect, and social responsibility through meaningful interaction with their peers. Such learning experiences contribute significantly to the reinforcement of social values among students [19].

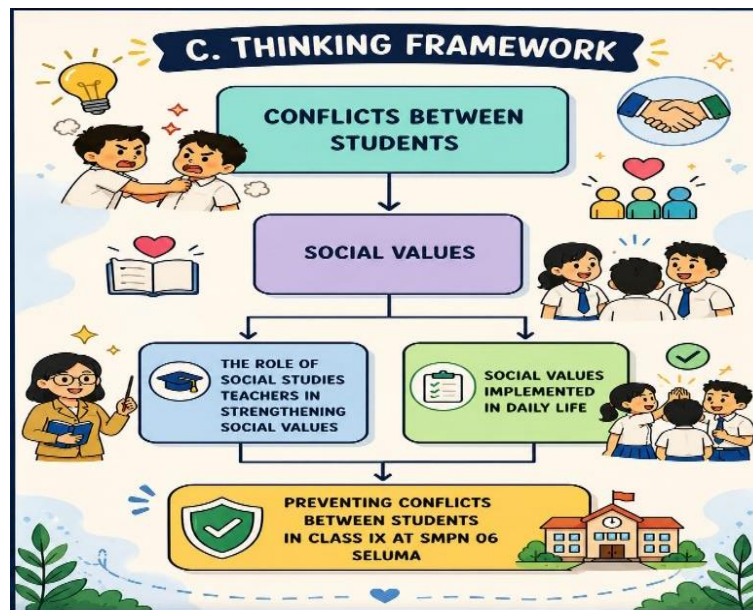


Figure 2. Thinking Framework

The conceptual framework of this study was developed to illustrate the relationship between the role of social studies teachers, the reinforcement of social values, and efforts to prevent conflicts or fights between pupils at school. According to, a conceptual framework is a model that illustrates how theory relates to various factors identified as significant issues. The conceptual framework is based on theoretical foundations and a review of the literature, demonstrating the logical flow of relationships between the research variables. The conceptual framework of this study was developed to illustrate the relationship between the role of social studies teachers, the reinforcement of social values, and efforts to prevent conflicts or fights between pupils at school. According to [20], a conceptual framework serves as a system of concepts, assumptions, expectations, beliefs, and theories that supports and informs a research study [21] explain that a conceptual framework is a theoretical structure that identifies and illustrates the relationships among variables relevant to a research problem. The conceptual framework is based on theoretical foundations and a review of the literature, demonstrating the logical flow of relationships between the research variables.

## 5. Conclusion

Education Based on the research findings, it can be concluded that the social studies teacher in the 9th grade at SMPN 06 Seluma plays a crucial role in reinforcing social values to prevent conflicts and fights among students. Teachers do not merely serve as content deliverers but also as educators, mentors, motivators, evaluators, and facilitators who instill positive social behavior through setting a good example, guidance, motivation, supervision, and learning activities that encourage healthy social interaction. The social values instilled include mutual respect, tolerance, cooperation, responsibility, emotional control, and discipline. These values are instilled through habit formation, advice, discussion, and group work so that students are able to build harmonious relationships, respect differences, and resolve conflicts peacefully. The findings of this study are relevant to the objectives of the Sustainable Development Goals (SDGs), particularly Goal 4 (Quality Education), which emphasizes the importance of education in shaping students' character and social skills, and Goal 16 (Peace, Justice, and Strong Institutions), which supports the creation of a safe, peaceful, inclusive, and violence-free school environment. Thus, the role of social studies teachers in reinforcing social values contributes to the creation of a culture of peace and the improvement of educational quality in schools. The findings of this study are supported by recent research emphasizing the importance of teachers in promoting students' social and emotional development. According to [22]), teachers play a crucial role in fostering students' social and emotional skills,

including empathy, cooperation, responsibility, and self-regulation, which contribute to positive school relationships and conflict prevention. Similarly, [23] highlights that education should promote values of peace, tolerance, inclusion, and mutual respect to create safe and supportive learning environments. Moreover, Jennings and Greenberg emphasize that teachers' social and emotional competence significantly influences classroom climate and students' behavior, reducing the likelihood of aggression and interpersonal conflicts. States that social and emotional learning helps students develop responsible decision-making, relationship skills, and emotional management, which are essential for preventing violence and fostering peaceful interactions among peers [24]. Therefore, the role of social studies teachers in reinforcing social values remains fundamental in creating a harmonious and violence-free school environment [25].

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### Informed Consent

Before the study began, the researchers explained the objectives, procedures, benefits, and data collection process to all study participants. Participation in this study was voluntary, and there was no coercion of any kind. All participants were given the opportunity to ask questions about the study before giving their consent to participate. The researcher also guarantees the confidentiality of respondents' identities and the use of data solely for academic purposes. Thus, all participants have provided informed consent to participate in this study.

### Ethical Approval

This study was conducted in accordance with research ethics principles, including respect for participants' rights, data confidentiality, respondent anonymity, and the use of data solely for scientific purposes. Prior to the study, the researcher obtained permission from the school serving as the research site and ensured that all research activities posed no physical, psychological, or social risks to participants. This study is an educational research study with minimal risk; therefore, all research procedures were carried out in accordance with applicable standards of social and educational research ethics.

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