

THE PROCESS OF FORMING AN ANTI-VIOLENCE CULTURE AMONG GENERATION Z STUDENTS THROUGH PROJECT-BASED LEARNING WITH THE REINFORCEMENT OF SOCIAL-EMOTIONAL LEARNING

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ABSTRACT

Violence in schools remains a serious problem, so participation in education is expected to minimize the violence that occurs. This study aims to describe the process of internalizing anti-violence values in Social Studies learning through Project Based Learning (PjBL) and the strengthening of Social Emotional Learning (SEL) to foster an anti-violence culture among Gen Z students in grade VIII at Al-Hikmah International Islamic Boarding School (IIBS) Batu. This study employs a qualitative approach using a case study design. The participants include a social studies teacher, ten eighth-grade students, as well as the principal, the vice principal for student affairs and curriculum. Data collection was conducted through interviews, observations, and documentation, then analyzed using the Miles et al. model, which includes data condensation, data display, and conclusion drawing/verification. The results showed that the process of internalizing anti-violence values occurred in three stages: (1) the design of an anti-violence culture through the preparation of lesson plans on social conflict material, (2) the implementation of the design through the Project Based Learning (PjBL) approach integrated with Social Emotional Learning (SEL), and (3) the outcome evaluation stage is conducted through cognitive, affective, and psychomotor-based assessment. These stages contribute to the development of students' tolerance, empathy, and ability to resolve conflicts peacefully. The integration of PjBL and SEL in Social Studies learning effectively supports the formation of an anti-violence culture among students. This study contributes to the development of innovative learning strategies that integrate character education and aligns with SDG 16.1 in reducing violence.

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INTRODUCTION

Ideally, schools play an important role in shaping students characters so that they develop positive personalities (Sofia et al., 2023). However, the reality on the ground shows that violence in schools remains a very serious problem. According to data from the Indonesian Child Protection Commission (KPAI), in 2024 there were 114 cases of violence

against children. Of these cases, 48% were incidents of violence that occurred in schools and 46 cases resulted in students committing suicide (KPAI, 2024). This is certainly not in line with the role of schools as places for shaping good character in students. Schools often become a place for bullying, physical violence, and psychological violence, which will certainly have an impact on students mental and emotional health, as well as their ability to manage conflict. The phenomenon of violence in schools becomes even more complex when it occurs among Gen Z students, because this generation grew up in a digital environment influenced by direct social interaction and social media (Adiarsi et al., 2024). In addition to fostering social participation, these conditions can also trigger conflict if they are not grounded in values-based education. Therefore, fostering a culture of non-violence among Gen Z students is an urgent need in schools.

Reflecting on these conditions, the internalization of anti-violence values becomes a key process that is in line with the development of students' social and emotional competencies in shaping an anti-violence culture among Gen Z students. This is done as an effort to respond to the problem of violence in the school environment. This effort is in line with previous research conducted by Lester et al. (2017), that one of the schools in Australia that has a SEL (Social and Emotional Learning) program can reduce aggressive behavior in students and improve their social relationships. This is reinforced by Marope (2020), that moral values in the curriculum can strengthen students character against the potential for violence. Various studies show that to build a safe and peaceful school environment that supports student character education, the internalization of anti-violence values can be used as an important foundation in shaping an anti-violence culture in schools. Thus, the formation of an anti-violence culture can be understood as the result of a systematic process of internalizing anti-violence values within the scope of education.

Previous studies have not specifically examined the process of internalizing anti-violence values integrated into specific subjects, one of which is Social Studies (IPS). However, Social Studies has great potential to instill social and moral values in students through their daily lives. This is relevant to previous studies showing that social studies teachers at the junior high school level play an active role in developing prosocial behavior, thereby reducing bullying among students (Fitriana Zakaria, 2016). The study shows that social studies teachers play an active role in instilling anti-violence values. As a subject that covers several disciplines, social studies plays a role in shaping social values in students, including anti-violence values. This can be seen from the materials taught in social studies, such as social conflict, which is taught to eighth-grade junior high school/MTs students (Supardi et al., 2021). The material is considered highly relevant because eighth-grade students belong to Gen Z, who are in the phase of self-discovery and are therefore prone to conflicts that can lead to violence if they are not equipped with values of peace at school. Given this situation, social studies has a strong opportunity to shape anti-violence character through learning approaches such as Project Based Learning (PjBL), which, according to Alni et al. (2024), can improve students' critical thinking skills making it relevant to apply to material that contains anti-violence values. However, previous studies tend to focus more on the outcomes of value-based education rather than examining in depth the process of internalizing anti-violence values within classroom learning. In addition, there is still limited research that integrates Project Based Learning (PjBL) and Social Emotional Learning (SEL) as a combined approach to support the internalization of anti-violence values, particularly within specific subjects such as Social Studies. Therefore, a more comprehensive investigation into this process is needed.

Social studies education that incorporates anti-violence values is not only relevant on a national scale, but also aligns with the global scale, namely the Sustainable Development Goals (SDGs). The SDGs are a global agenda launched by the United Nations (UN) to address global challenges in order to achieve world peace through 17 goals. One of the important goals is SDG 16, which discusses the development of a peace, justice, and strong institutions. SDG 16 is further divided into several targets, but this study focuses on target 16.1, which concerns the reduction of all forms of violence and death worldwide (Mendelson, 2025). This is supported by research conducted by Ekawati et al. (2025) that the integration of social studies learning with SDGs can build empathy, social awareness, and

responsibility among students. Meanwhile, Suciantari et al. (2025) also added that the implementation of SDGs in social studies learning can strengthen students' critical awareness of peace and social justice through the development of social-emotional values. Based on this, SDG 16.1 is most relevant to use in this study because it is in line with research that focuses on efforts to reduce violence, especially in schools.

Furthermore, although previous studies have discussed the relationship between social studies and SDGs, there has been no specific study examining the process of internalizing anti-violence values in Social Studies learning through the integration of PjBL and SEL to support the achievement of SDG 16.1, particularly in the context of Islamic-based international schools. Based on this, this study will be conducted at Al-Hikmah International Islamic Boarding School (IIBS) in Batu City. The selection of the research location was based on the researcher's initial observations, which showed that the students at this school come from various cultural backgrounds. These differences have the potential to cause conflict and violence if not managed wisely by the school through values-based education and the strengthening of social-emotional competencies. Therefore, the urgency of this study lies in the need to thoroughly examine the process of internalizing anti-violence values in social studies learning as an effort to build a culture of anti-violence among Gen Z students.

The purpose of this paper is to describe the process of internalizing anti-violence values through Project Based Learning and Social Emotional Learning in social studies as an effort to foster a culture of anti-violence among Gen Z students, particularly those in grade VIII at Al-Hikmah IIBS Batu Junior High School, in order to support the achievement of SDG 16.1. In this study, Social Emotional Learning is positioned as a supporting approach that strengthens the effectiveness of Project Based Learning in the process of internalizing anti-violence values. This approach to internalizing anti-violence values is based on Thomas Lickona's character education theory because, according to Assidiqi & Sutarmi (2021), character education oriented towards Thomas Lickona can be applied in social studies learning to shape positive social behavior. With the support of this theory, social studies learning is expected to contribute to providing input related to the development of project-based learning strategies in social studies that focus on the internalization of anti-violence values that support the achievement of SDG 16.1.

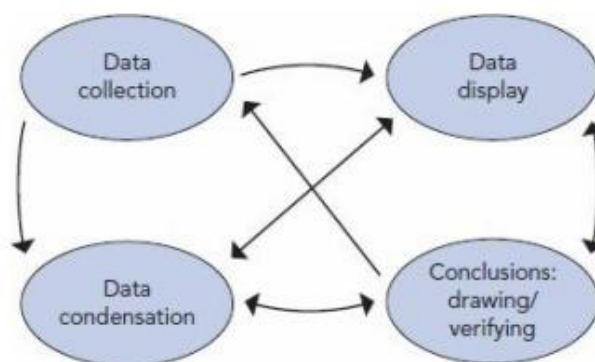
METHOD

The approach used in this study is a qualitative approach with a case study design. This approach was chosen because the results obtained from qualitative research emphasize the meaning contained in the data, not just statistical calculations (Sugiyono, 2013). The case study research type was also chosen because the researcher explored a case that was studied over time through detailed data collection and involved many sources of information relevant to the research context (Creswell, 2013). This study specifically focuses on examining the process of forming an anti-violence culture through the internalization of anti-violence values in Social Studies learning by implementing Project Based Learning (PjBL) integrated with Social Emotional Learning (SEL). The location of this research is at AL-HIKMAH IIBS Junior High School, Batu, which is located in Bumiaji District, Batu City, East Java.

The subjects of this study consisted of social studies teachers as the main informants who were directly involved in the learning process, ten students from classes VIII A, B, and C as recipients of social conflict material that supported anti-violence values, and school officials, namely the principal and vice principals in charge of curriculum and student affairs as supporting informants who provided information related to school policies and culture. The criteria for selecting subjects were based on their relevance to the research objectives, using purposive sampling techniques (Sidiq & Choiri, 2019). The research data sources are divided into two categories: primary data obtained directly in the field, and secondary data obtained indirectly, such as official school documents supporting anti-violence values. The data collection techniques used in this study were interviews, observation, and documentation (Abrar,

2024). These techniques were employed to obtain in-depth data related to the stages of the anti-violence culture design, implementation, and outcome evaluation.

Figure 1. Interactive Model of Data Analysis.
Source: Miles et al. (2014).



This study uses the data analysis model by Miles et al. (2014), which is divided into three stages, namely data condensation, data display, and conclusion drawing and verification. These components are conducted in an interactive and cyclical process that continuously occurs alongside the data collection process. Data condensation involves selecting, focusing, and simplifying data relevant to the research objectives, particularly data related to the process of internalizing anti-violence values through PjBL and SEL. Data display is presented in the form of systematic narratives to facilitate the identification of patterns, relationships, and key findings. Furthermore, conclusions are drawn by identifying emerging themes and patterns, and are continuously verified through source and technique triangulation to ensure the credibility of the data. Next is data validity in research. Data validity is very important because it can be used to determine whether the data obtained is valid or not. Therefore, to ensure that the data obtained is valid in accordance with the findings in the field, researchers use source and technique triangulation (Nurfajriani et al., 2024). Source triangulation was conducted by comparing information obtained from different informants, while technique triangulation was carried out by comparing data collected through interviews, observations, and documentation. This strategy was used to enhance the credibility and trustworthiness of the research findings. This validation process ensures that the findings accurately reflect the process of forming an anti-violence culture through the integration of PjBL and SEL in Social Studies learning.

RESULT AND DISCUSSION

RESULT

The formation of an anti-violence culture among Gen Z students, particularly eighth graders at Al-Hikmah IIBS Batu Junior High School, can be seen through the process of internalizing anti-violence values in social studies learning, which is implemented through the Project-Based Learning (PjBL) model with reinforcement from Social Emotional Learning (SEL). The process of internalizing anti-violence values can be explained through three stages, namely the design of an anti-violence culture, the implementation of the design, and the outcome evaluation stage. In the anti-violence culture design stage, researchers analyzed teachers' strategies in preparing project-based learning materials that emphasized the strengthening of SEL as part of efforts to foster an anti-violence culture. The design implementation stage consisted of three main elements of value internalization, namely value transformation, value transaction, and value transinternalization in PjBL. The final stage is the outcome evaluation stage, which focuses on

teachers' assessment and observation of the extent to which anti-violence values have been well internalized in Gen Z students in grade VIII. These findings indicate that the internalization process occurs progressively, moving from instructional design toward behavioral outcomes, which reflects a systematic pattern of value formation (Hall, 2006). Thus, the three stages collectively reflect a structured mechanism through which cognitive understanding is gradually transformed into observable social behavior aligned with SDGs 16.1.

Anti-Violence Culture Design

In the anti-violence culture design stage, social studies teachers systematically design lessons using the Project Based Learning (PjBL) model and Social Emotional Learning (SEL) reinforcement so that students are able to understand materials that contain anti-violence values. In addition to understanding the material, teachers strive to ensure that students internalize anti-violence values in their daily lives. Based on an interview with a social studies teacher with the initials KH, who explained that: "We adjust social studies learning to the existing lesson hour allocation as stated in the lesson plan. For example, one lesson hour is allocated to a specific topic so that the distribution of material is more effective."

Based on the interview excerpt, it indicates that social studies teachers have developed a well-structured Lesson Plan (RPP) that considers time effectiveness, which implies that instructional planning is intentionally organized to optimize not only content delivery but also value integration within limited classroom time. This suggests that the planning stage functions not only as administrative preparation but also as a strategic phase for embedding values within the learning process, particularly through the intentional design of value-oriented and digitally supported learning activities (Hidayah et al., 2026). In addition to time, the learning design is also designed so that students can truly understand social issues related to violence through the Project Based Learning (PjBL) model. In this case, the social studies teacher also added that: "We discuss phenomena that occur in the students' environment, such as conflicts that arise due to cultural differences, interactions between friends, or minor cases that have occurred at school. In this way, students can learn to analyze real situations and develop their emotional intelligence."

The above findings are reinforced by the results of the researcher's observations, indicating consistency between the planned curriculum and its implementation in the classroom. Such alignment between planning and practice indicates that the internalization of values is systematically designed rather than incidental. This is also supported by the lesson plan documentation prepared by social studies teachers. The lesson plan includes learning steps that integrate social conflict material with project-based learning. Social studies teachers have designed the learning process to be in line with material that emphasizes the formation of an anti-violence culture. Thus, the findings indicate that the design stage provides a structured foundation for embedding anti-violence values in learning, particularly through the alignment between lesson planning and instructional practices. Teachers have incorporated values that support anti-violence into learning, supported by systematic lesson plans that integrate them into the PjBL model and SEL reinforcement. Thus, the anti-violence culture design stage can be used as a basis for the implementation stage of the design as an effort to foster an anti-violence culture among Gen Z students in the eighth grade at Al-Hikmah IIBS Batu Junior High School.

Implementation of Anti-Violence Culture Design

The implementation stage is the core stage of internalizing anti-violence values in social studies learning at Al-Hikmah IIBS Batu Junior High School. There are three main processes in the implementation stage, namely value transformation, value transaction, and value transinternalization. Each process aims not only to ensure that students understand social studies materials that contain anti-violence values, but also to ensure that anti-violence values are formed in the behavior of students, so that the process of internalizing values that shape an anti-violence culture can be achieved.

The first is the process of value transformation, which is the initial process where teachers convey social studies learning materials that contain anti-violence values to students. This delivery has been carried out by social studies

teachers in social conflict materials for eighth-grade students at Al-Hikmah IIBS Batu Junior High School. This is supported by an interview with a social studies teacher, KH, who explained that: "My teaching method tends to be flexible. We start with a casual chat, then the students work in groups to complete the module." This statement indicates that the social studies teacher applies flexible learning strategies, which facilitate student engagement and create a supportive environment for the internalization of anti-violence values. This condition reflects the initial stage of value internalization, where students begin to cognitively recognize and understand values through structured value transformation processes in learning (Faisol et al., 2024). This is reinforced by the researcher's observation, where the social studies teacher used a lecture method at the beginning of the lesson to emphasize that students should understand materials containing anti-violence values. The teacher explained the impact of social conflicts that can lead to violence, and the students paid attention and listened to the social studies teacher's explanation. After the explanation, the students began working in groups to complete the project given by the teacher.

The second is the value transaction process, which is the second process after value transformation, where there is reciprocity between teachers and students in learning. Social studies teachers play a role in guiding students to internalize anti-violence values through project-based learning (PJBL) strategies combined with strengthening Social Emotional Learning (SEL) in the classroom. An interview with the social studies teacher, KH, revealed the following: "For example, in the material on social conflict, we use a project approach. Students analyze phenomena around them, discuss in groups, and create products in the form of posters. In addition, learning is not only about memorization, but also about understanding the consequences of violent actions and how to deal with them."

The interview results indicate that the teacher implements a value transaction process by actively involving students, suggesting that interaction plays an important role in strengthening students' understanding of anti-violence values. This interaction indicates that values are not only transmitted but also negotiated through social processes, which strengthens students' affective engagement through social and cognitive presence in learning environments (Lyu, 2024). Based on the researcher's observations, it appears that the social studies teacher has given each group the opportunity to present the results of their analysis from the project in the form of posters and PowerPoint presentations containing anti-violence values. Students discussed with each other during the question and answer session, indicating active participation and the development of collaborative and respectful interaction patterns among students.

Figure 2. Student project presentation on social conflict based on PjBL.

Source: Field documentation by the researcher (2025).



The documentation indicates active student involvement, suggesting that students are not only cognitively engaged but also demonstrate constructive social behavior during learning activities. Finally, there is the process of transinternalization of values, which is a process where students not only understand the material containing anti-violence values cognitively, but also begin to internalize and practice them through their behavior. Based on this, the social studies teacher, KH, said: "The key to learning here is real-life application. Children are given space to think critically, analyze conflicts, and find creative solutions that are relevant to anti-violence values." This statement shows that the social studies teacher has made an effort to instill anti-violence values through application and habit formation in the classroom. Teachers do not only focus on the projects produced by students, but also pay attention to the attitudes and behaviors of students during the learning process. The results of the researcher's observations also show that the classroom atmosphere tends to be conducive. Students are seen sitting in a circle while discussing material that contains anti-violence values, namely Social Conflict. Students seem to respect each other's opinions, work well together, and do not show attitudes that offend other friends. These findings indicate that the implementation of the three internalization processes, namely value transformation, value transaction, and value transinternalization, contributes to shaping an anti-violence culture. Therefore, anti-violence values are not only understood by students cognitively but are also internalized in the behavior of students who uphold anti-violence values and are in line with SDG 16.1 regarding the reduction of violence.

Outcome Evaluation Stage

The outcome evaluation stage is the final stage of the anti-violence value internalization process. At this stage, researchers focus on the extent to which anti-violence values that have been designed and implemented in social studies learning through the Project Based Learning (PjBL) model with the reinforcement of Social Emotional Learning (SEL) can be achieved properly. This outcome evaluation stage is a tool used by social studies teachers to assess whether the internalization of anti-violence values has been properly internalized by students. Based on interviews with social studies teachers, the evaluation by teachers is carried out digitally through the school website, namely the "sekolahku" website. The social studies teacher, KH, explained that:

"Teachers conduct evaluations through the website available at the school. On this website, students can search for additional materials and practice questions independently. There is a special website to support learning, which contains materials, questions, and assignment guidelines. Teachers assess student performance based on the projects submitted on the website. In addition to assessing student performance, teachers also assess student attitudes during learning."

Based on the interview results, it indicates that teachers use evaluation as an indicator of value internalization, suggesting that assessment is directed not only at academic achievement but also at behavioral development, particularly through character-based evaluation practices (Wijayanto et al., 2024). Social studies teachers not only assess the projects produced by students, but as a form of PjBL evaluation reinforced by SEL, social studies teachers also observe the attitudes and behavior of students during social studies learning. In addition, learning evaluation already utilizes a digital system, namely through the "sekolahku" website. Through this website, it is easier for teachers to monitor student performance, indicating the integration of digital tools in supporting continuous assessment of both cognitive and behavioral aspects. This is also supported by the researcher's observations, where social studies teachers are active in recording student behavior during the learning process. Social studies teachers always provide feedback and guidance for improvement to students who do not demonstrate anti-violence behavior. Thus, at the outcome evaluation stage, learning evaluation is carried out through project assessment, attitude observation, and the use of the school's digital system. The evaluation results indicate that students not only understand anti-violence values cognitively but also demonstrate them behaviorally, reflecting the internalization of values into observable actions. Therefore, learning evaluation contributes to achieving SDG 16.1 related to efforts to reduce violence in the school environment.

In addition to the learning evaluation conducted by the social studies teacher, the outcome evaluation stage were also reinforced by an interview with the principal, MST, who stated that: "Physical violence almost never occurs here. The school culture is well established. At most, there are minor incidents such as teasing or joking around. But physical violence is almost non-existent. In the last six years, there have only been one or two instances of students fighting due to emotional reasons, but that is very rare." This statement from the principal shows that the level of physical violence at Al-Hikmah IIBS Batu Junior High School is very low, meaning that anti-violence values have been well internalized in the school culture.

In this study, the researcher conducted interviews with ten students from the eighth grade, but in presenting the results, the researcher only displayed several quotes from students who were considered representative and described the main findings as presented by Student A as follows: "I have never experienced physical violence. My friends don't bully each other either. If someone asks them to fight, they are not interested. If someone knows that a friend has been asked to fight, there is a teacher, and it is usually reported immediately."

Student A's statement indicates that students have developed awareness to avoid violence and prefer peaceful conflict resolution, suggesting the internalization of anti-violence norms in daily interactions. This indicates that anti-violence values are not only embodied in school rules but also become part of students' behavior in their daily lives. A similar point is made by Student B, who explains that: "I have never been in a fight, and even if someone challenges me to a fight, I'm not interested. I'd rather stay quiet. To be honest, I don't like social studies, but I think it can reduce conflict and violence through its subject matter." Student B's statement reinforces the finding that social studies learning contributes to shaping students' awareness to reject violence, indicating that learning content can influence students' perceptions and attitudes. Although students are less interested in this subject, they show a positive perception that social studies learning can have a positive effect on their understanding of the internalization of anti-violence values, which are very important. Students realize that with the material in social studies learning, the potential for conflict at school can be minimized.

Based on an interview with the Deputy Head of Curriculum, MW, he explained that: "Actually, preventing violence is not only the responsibility of social studies teachers, but of all teachers and the school system. In addition, every morning we hold a morning briefing to reinforce school values, including those related to preventing violence." This statement indicates that the internalization of anti-violence values is supported by a broader school system, suggesting that value formation is not limited to classroom learning but reinforced through institutional culture. This reinforces the effectiveness of social studies learning because the values internalized in the classroom are reinforced by the school culture. Next is an interview with the Vice Principal of Student Affairs, MZA, who stated that: "If teasing still occurs, that's just kids being kids. But there have never been any cases of fighting that have escalated to extremes. So, God willing, it is safe here, both for students and teachers. If that happens, we will take action in accordance with school procedures." The statement from the Deputy Head of Student Affairs indicates that the potential for conflict is still recognized as part of student dynamics, but the school still has clear control and handling measures in place so that conflicts do not escalate into physical or psychological violence. This finding is reinforced by the school rules documented in Article 9 on social interaction, which strictly prohibits any form of violence. The existence of these written rules shows that anti-violence values have been formally institutionalized in the school system.

Figure 3. School Rules Book Article 9 on Social Interaction.

Source: School document (Al-Hikmah IIBS Batu Junior High School, 2025).

Pasal 9

PERGAULAN

A. Pergaulan Antar Siswa

1. Sesama siswa adalah bersaudara.
2. Menerapkan 5 S (Senyum, Salam, Sapa, Sopan dan Santun).
3. Saling membantu dan menjalin kerjasama dalam hal kebaikan.
4. Bersikap jujur dan menghargai pendapat orang lain.
5. Tidak mengambil/mencuri, menyimpan atau menggunakan barang milik teman lain tanpa seizin pemiliknya.
6. Memanggil teman dengan panggilan yang baik sesuai dengan namanya.
7. Interaksi/pergaulan putra putri boleh dilakukan bila ada keperluan sekolah dan tidak berpasangan.
8. Menghindari tindakan yang membahayakan diri sendiri maupun orang lain, seperti bertarian di tangga dan koridor.
9. Adik kelas memanggil "Abang" pada tingkat kelas di atasnya dan kakak kelas memanggil "Adik" pada tingkat kelas di bawahnya.
10. Dilarang colak-colek, berduaan dan berboncengan dengan teman bertainan jenis yang bukan muhrimnya, baik di lingkungan sekolah maupun di luar lingkungan sekolah.
11. Dilarang berbuat onar, gaduh, berkelahi di dalam dan atau di luar sekolah.

The results of the study show that the formation of an anti-violence culture among Gen Z students in grade VIII at Al-Hikmah IIBS Batu Junior High School occurs through the process of internalizing anti-violence values in social studies learning through the Project Based Learning (PjBL) model and is reinforced by Social Emotional Learning (SEL). This is reflected in the three stages, which include the anti-violence culture design stage, design implementation, and outcome evaluation stage. These three stages have been carried out effectively and support the achievement of SDG 16.1 on reducing violence. The anti-violence culture design stage serves as the initial foundation for instilling students' understanding of anti-violence values through lesson plans created by social studies teachers. Next is the design implementation stage, which involves three processes of internalizing values that can encourage students to internalize anti-violence values in their daily lives. Finally, to ensure that anti-violence values have been properly internalized, social studies teachers conduct learning evaluations, which are reinforced by the school culture to ensure that the internalization of anti-violence values has been realized. This can be seen through project assessments and observations of student attitudes in class. Thus, social studies learning integrated with PjBL and SEL plays a role in creating a safe and peaceful school in line with SDG 16.1, although social studies learning is not the only factor, as there are other supporting factors, namely the school system that can shape a culture of non-violence.

DISCUSSION

In the discussion section, the researcher analyzes in depth the formation of an anti-violence culture as a process of internalizing values in social studies learning, particularly through Project Based Learning (PjBL) and the strengthening of Social Emotional Learning (SEL) to achieve SDG 16.1, which focuses on Gen Z students in grade VIII at SMP al-Hikmah IIBS Batu. In the discussion section, it is classified into three main stages, namely, the design of an anti-violence culture, the implementation of the design, and the outcome evaluation stage that can reflect changes in students' social-emotional and behavioral aspects.

Anti-Violence Culture Design

The stage of designing an anti-violence culture in social studies learning at SMP Al-Hikmah IIBS Batu can be seen through the way social studies teachers plan their lessons using a systematic Lesson Plan (RPP) integrated with Project Based Learning (PjBL) and the strengthening of Social Emotional Learning (SEL). The RPP used in social studies learning contains material on social conflict that is in line with anti-violence values. Based on this, the anti-violence culture design in social studies learning is not only oriented towards memorization, but also at a higher level, namely analyzing the phenomena of conflict that occur in society. This learning design is in line with research conducted by Halik et al. (2025), which found that linking social conflict issues to students' daily lives can foster students' awareness of tolerance and the importance of resolving conflicts peacefully. This is reinforced by UNESCO (2024) through Global Citizenship Education, which shows that learning designs related to the internalization of the values of peace, justice, and inclusiveness play a strategic role in shaping a culture of peace in the school environment, thereby directly supporting the objectives of SDG 16.1 on reducing all forms of violence.

Social studies learning designs that emphasize conflict resolution-based education have proven to be very effective as a preventive measure in reducing aggressive behavior among students. Sagkal et al. (2016), argue that peace-based education contributes to reducing aggressive attitudes and increasing non-violent behavior among students. This finding is reinforced by Istianti et al. (2024), who state that conflict resolution values integrated into social learning can shape students' social skills, such as the ability to dialogue, work together, and even manage differences constructively. Based on this, the anti-violence culture design developed through social studies learning at Al-Hikmah IIBS Batu Junior High School is considered to be in line with the achievement of SDG 16.1. This is demonstrated through the planning stage carried out by social studies teachers, whereby learning is directed at efforts to prevent violence by strengthening the values of peace during the learning process. Based on these findings, social studies learning can be used as a means of preventing both physical and non-physical violence through the materials contained therein, one of which is social conflict.

Implementation of Anti-Violence Culture Design

In the process of internalizing anti-violence values, the implementation stage is the core stage where the designed learning strategies begin to be implemented through learning activities that emphasize the practical application of anti-violence values. The researchers obtained key findings covering three internalization processes, namely value transformation, value transaction, and value transinternalization. The value transformation process is the process of teachers delivering social conflict material in class so that students can analyze issues that occur around them and understand the impact of violence in society. This process involves the Project Based Learning (PjBL) method and the reinforcement of Social Emotional Learning (SEL) to increase students' awareness of anti-violence values. In line with this, Sholehah et al. (2025) showed that project-based learning integrated with social-emotional competencies can increase student activity in the classroom and their ability to respond to conflict positively. Furthermore, the process of value transmission at Al-Hikmah IIBS Batu Junior High School is demonstrated through a Project-Based Learning (PjBL) strategy, in which students work together in groups to analyze social phenomena occurring in society and produce posters containing anti-violence values. This approach encourages cooperation, critical discussion among students, and positive social interaction. Previous research conducted by Qitfirul & Izza (2023) reinforces that the PjBL approach can improve students' social skills, such as tolerance and social awareness, which are relevant in shaping a culture of non-violence in the classroom.

Next is the process of value transinternalization, which is the process that occurs when students are able to internalize and apply anti-violence behavior in real life, not just understand the concept cognitively. The process of transinternalization of anti-violence values that occurred at Al-Hikmah IIBS Batu Junior High School showed that students had a high awareness of the violence occurring around them and were able to respond to conflicts peacefully. This is in line with the findings of Susiawati et al. (2025), which show that the implementation of Social-Emotional Learning (SEL) can improve emotional regulation and positive social relationships among students, thereby making

the school environment safer. Research conducted by Koba'a et al. (2022) shows that students who participate in project-based learning (PjBL) experience a significant improvement in their social character. Therefore, the PjBL approach can be used as a strategy to strengthen anti-violence character in the school environment. Based on this, a systematic learning strategy can have an impact on shaping students' character that upholds anti-violence values in line with SDG 16.1. Thus, the implementation stage of the design in social studies at Al-Hikmah IIBS Batu Junior High School succeeded in creating an environment that supports the internalization of anti-violence values through the PjBL and SEL approaches in shaping a culture of anti-violence among students. This can certainly be used as an effort to achieve SDG 16.1 related to reducing violence in the school environment among Gen Z students, especially those in grade VIII.

Outcome Evaluation Stage

The outcome evaluation stage is the final stage of the process of internalizing anti-violence values. The outcome evaluation stage involves evaluating the extent to which the anti-violence values that have been designed and implemented through social studies learning can be embedded in student behavior. The learning evaluation conducted by social studies teachers can be categorized as good because teachers do not only focus on the cognitive aspects of students, but also on the affective and psychomotor aspects that reflect the application of anti-violence values in students' daily lives. Social studies teachers at Al-Hikmah IIBS Batu Junior High School assess students based on their understanding of the material taught. In addition, social studies teachers also observe student behavior in class to ensure that students not only understand the theory of anti-violence values but can also implement them in their daily lives.

The evaluation was conducted using various methods, including observing students attitudes during learning, assessing learning products such as posters or presentations, and monitoring through the school's digital system. This comprehensive evaluation is in line with the principles of character education evaluation, which assesses more than just cognitive aspects, but also students affective and psychomotor skills in the classroom in their daily social interactions. Values-based learning evaluation in social studies requires instruments that can capture changes in students attitudes, behaviors, and character. This is supported by research by Sunaryati et al. (2024) which shows that effective values-based social studies learning evaluation is not only effective in improving material comprehension but also in evaluating the development of values such as responsibility, tolerance, and cooperation among students after values-based learning is implemented. This kind of evaluation is important in determining the extent to which the internalization of anti-violence values is not only understood theoretically but also applied in the context of school life.

Similarly, a study conducted by Kanji et al. (2019) shows that the integration of character education evaluation in social studies learning in elementary schools provides information about the development of students' character in various aspects, including social awareness and the ability to resolve conflicts without violence. This approach is in line with the evaluation in this study, where teachers not only assess learning outcomes but also students' behavior directly during the teaching and learning process. The evaluation of the internalization of anti-violence values also needs to consider the overall school culture. In their study of character education evaluation, Oktaviani et al. (2024) state that evaluation must cover broader aspects of learning and the school context, including student relationships, attitudes of tolerance, and social norms applied in daily interactions. This is relevant to the findings of field research which show that students behave tolerantly, empathetically, and are able to resolve conflicts peacefully, which are indicators of the successful internalization of anti-violence values in the context of SDGs 16.1. Thus, the outcome evaluation stage, shows that learning strategies that combine PjBL with SEL can create tolerant behavior, peaceful conflict management, and healthy interaction with the social environment, so that the internalization of anti-violence values can be said to be effective. This shows that the outcome evaluation stage not only serves as a learning

measurement tool but also as an indicator of the success of forming an anti-violence culture in schools, which directly supports the achievement of SDG 16.1 on reducing violence and creating a safe and peaceful environment.

Based on the internalization process as an effort to shape an anti-violence culture at Al-Hikmah IIBS Batu Junior High School, Lickona (1991) emphasizes that character education is only successful if the values taught in the classroom are reflected in the actual behavior of students. This means that the internalization of anti-violence values is not enough at the theoretical level, but must be manifested in daily actions. Based on the research findings, Gen Z students in grade VIII have demonstrated anti-violence behaviors such as tolerance, empathy, fairness, cooperation, peaceful conflict resolution, respect for human rights, and a sense of security, indicating that the internalization of anti-violence values has been successful (UNESCO, 2005). This proves that although social studies is not the only factor in the successful internalization of anti-violence values, social studies that are designed, implemented, and evaluated through PjBL and SEL can contribute significantly to shaping a culture of anti-violence in international and Islamic-based education. Thus, SDG 16.1, which concerns the reduction of physical violence in the classroom, deaths and injuries due to conflict, psychological violence, and safety in the classroom, can be achieved because the learning that takes place at SMP Al-Hikmah IIBS Batu is conducive and students can truly appreciate anti-violence values, which are reflected in their behavior (UNSD, 2024)

CONCLUSION

The formation of an anti-violence culture among Gen Z students in grade VIII at Al-Hikmah IIBS Batu Junior High School through the internalization of anti-violence values in social studies learning integrated with Project Based Learning (PjBL) and Social Emotional Learning (SEL) contributes to the development of students' tolerance, empathy, and peaceful conflict resolution skills. These findings indicate that the success of value internalization is not only determined by classroom learning strategies but also by the support of school culture that consistently reinforces anti-violence values. This highlights the importance of a holistic approach that integrates design, implementation, and outcome evaluation stages in achieving SDG 16.1. Theoretically, this study contributes to the understanding of value internalization by emphasizing the synergy between PjBL and SEL in shaping students' social character. Practically, it suggests that educators and schools should integrate structured learning models with consistent value reinforcement through school policies and culture to create a sustainable anti-violence environment. However, this study is limited to a single school context, therefore, future research is recommended to involve broader educational contexts and explore additional factors influencing the effectiveness of anti-violence value internalization.

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