

## The Influence of Pancasila Values Understanding on Tolerance Behavior in Vocational School Students

Muhammad Iqbal Baihaqi<sup>1</sup>, Kusuma Dewi Nur Aini<sup>2\*</sup>

<sup>1</sup>Universitas Islam Balitar, Indonesia

<sup>2</sup>Universitas Darussalam Gontor, Indonesia

---

**Keywords:**

Civic Education; Pancasila Values; Tolerance Behavior; Vocational School

---

**\*Correspondence Author:**

kusumadewi@gontor.ac.id

**Abstract:** This study aims to examine the influence of students' understanding of Pancasila values on their tolerance behavior at SMK Islam Kanigoro. A quantitative approach with a correlational design was employed, involving 100 students selected through simple random sampling. Data were collected using a questionnaire that assessed both the understanding of Pancasila values and tolerance behavior. The results of the validity test revealed that only one item was valid for measuring Pancasila understanding, while others required revision. The correlation analysis showed a significant positive relationship between understanding Pancasila values and tolerance behavior ( $r = 0.286$ ,  $p = 0.004$ ). However, the simple linear regression analysis indicated that understanding Pancasila only explained 8.2% of the variance in students' tolerance behavior. These findings suggest that while Pancasila education plays a role in fostering tolerance, other factors may also influence tolerance behavior. This research highlights the importance of refining educational instruments and suggests that future studies should explore additional variables that may contribute to tolerance. The study emphasizes the need for more comprehensive and interactive civic education programs to cultivate tolerance in diverse societal contexts.

---

### INTRODUCTION

Education has a very important role in shaping the character and behavior of the younger generation, especially in the context of a pluralistic and multicultural society like Indonesia (Muzakkir et al., 2024). In the midst of increasingly complex social dynamics, understanding the basic values that underlie the life of the nation and the state is crucial. Pancasila, as the ideology of the Indonesian state, contains noble values that aim to form a just, democratic, and tolerant social order (Natalia et al., 2021). Along with the times, the challenge of instilling these values in the younger generation is getting tougher, especially with the rampant social polarization and the spread of inaccurate information that leads to radicalization (Zummi et al., 2020). Therefore, effective education about Pancasila values is one of the main keys in efforts to foster tolerance among the younger generation, especially in the educational environment.

Theoretically, Pancasila contains five precepts that are interconnected and include aspects of religion, humanity, unity, democracy, and social justice. Pancasila is not only a normative guide in the life of the nation and state, but also as a moral framework that regulates social interaction in diverse societies (Natalia et al., 2021). In the context of

education, the implementation of Pancasila aims not only to teach students about their obligations as citizens, but also to form characters who have a deep understanding of diversity, which in turn encourages the formation of an attitude of tolerance towards religious, racial, and cultural differences (Puspita Dewi et al., 2023). However, even though Pancasila has become an integral part of the educational curriculum in Indonesia, there are still indications that the understanding of these values has not been fully embedded in students, which ultimately has an impact on the low tolerance attitude among them.

The decline in tolerance among Indonesia's young generation is a serious problem, especially in dealing with social issues related to religion, race, and ethnic identity. Although civic education in schools has integrated the values of Pancasila, there is an increase in intolerance, especially in the school environment. This is due to various factors, such as the weak internalization of Pancasila values, the limited space for contextual learning about Pancasila, and the bad influence of the spread of radical narratives through social media that exacerbate social polarization (Sumardjoko, 2018). Therefore, it is important to explore how education on Pancasila values can increase students' understanding of tolerance, so that it can contribute to the creation of social harmony in a pluralistic society (Muslimin, 2023).

This research focuses on the relationship between the understanding of Pancasila values and the tolerance behavior of students at SMK Islam Kanigoro, a vocational education institution with a strong religious background. The focus on vocational schools was chosen because of the more specific educational context, where students are not only taught technical skills, but must also be equipped with moral values and state ideologies that can shape their attitudes towards differences (Takyi Mensah et al., 2023). At Kanigoro Islamic Vocational School, where religious identity plays an important role in daily life, Pancasila has a significant role in building harmonious social relationships among students who have the same or different religious backgrounds (Benawa et al., 2023). This study aims to examine the extent to which students' understanding of Pancasila values can affect their behavior in interacting with others, especially in the context of religious, ethnic, and cultural differences.

Several studies have examined the relationship between understanding Pancasila values and tolerance, but most of these studies have focused on cognitive understanding or attitudes in general, without measuring their impact on concrete behaviors (Abdulkarim et al., 2020; Atmojo et al., 2024; Benawa et al., 2023). Structured civics education can contribute to an increase in attitudes of tolerance among students, but they place more emphasis on the aspect of understanding than real behavior change. In this study, the author seeks to fill the gap in previous research by measuring the influence of understanding Pancasila values on student tolerance behavior, especially in vocational school environments that have distinctive social and cultural characteristics.

This study aims to examine the extent to which the understanding of Pancasila values can affect the tolerance behavior of students at Kanigoro Islamic Vocational School. The results of this study are expected to make a significant contribution to the development of a more effective civics education and character education curriculum, which not only

prioritizes cognitive comprehension, but also leads to more concrete behavioral changes (Belbase et al., 2022). Through the empirical findings produced, it is hoped that this research can provide useful recommendations for the development of educational programs that can instill Pancasila values more effectively, as well as encourage the creation of a higher tolerance attitude among students in vocational schools, which will ultimately contribute to the creation of a more peaceful and harmonious society.

## **METHOD**

### **1. Types of Research**

This study uses a quantitative approach with a correlational design. Quantitative research was chosen because the main purpose of this study is to measure the relationship between two variables, namely the understanding of Pancasila values as an independent variable, and tolerance behavior as a dependent variable. The correlational design allows researchers to find out the extent to which the understanding of Pancasila values is related to the tolerance behavior of students at SMK Islam Kanigoro. This study does not aim to manipulate the variables studied, but rather focuses on observing the relationship that exists naturally between the two variables.

### **2. Research Sample**

The population in this study is all students of Kanigoro Islamic Vocational School, which is registered in the 2024/2025 school year. The sample of this study was selected using a simple random sampling technique, which allows every individual in the population to have an equal opportunity to be selected as a sample. From the available population, as many as 100 students from different grade levels and majors were selected as respondents for this study. The random selection of the sample aims to ensure the broader representativeness of the data, taking into account variations in academic backgrounds and levels of understanding of civic and religious education.

### **3. Data Analysis Techniques**

Data analysis in this study will be carried out using the Statistical Package for the Social Sciences (SPSS), which is a statistical software commonly used in quantitative research. The first step taken is a validity test to ensure that the research instrument, in this case the questionnaire, can accurately measure the intended variable. The validity test uses Pearson correlation, which will test the relationship between each item in the questionnaire and the variables being measured. The results of the validity test will be compared with the *r* table values to determine whether the items in the questionnaire are valid or not.

After making sure the instrument used is valid, the next step is a reliability test. The reliability test aims to measure the internal consistency of the research instrument. In this study, reliability was measured using Cronbach's Alpha, which will provide information about the consistency of respondents' answers to the items in the questionnaire. If Cronbach's Alpha value is greater than 0.60, then the research instrument is considered reliable, indicating that the questionnaire produces consistent and reliable data.

Furthermore, to analyze the relationship between the understanding of Pancasila values and tolerance behavior, the Pearson correlation test will be used. This correlation test aims to measure the strength and direction of the relationship between the two variables studied. If the test results show a p value of  $< 0.05$ , then it can be concluded that there is a significant relationship between Pancasila understanding and student tolerance behavior. Finally, if a significant relationship is found, a simple linear regression analysis can be performed to find out how much the variable of Pancasila understanding affects students' tolerance behavior. This regression test will provide more detailed information about the contribution of independent variables to dependent variables, namely tolerance behavior.

## RESULT AND DISCUSSION

### RESULT

This study aims to measure the influence of understanding Pancasila values on student tolerance behavior at Kanigoro Islamic Vocational School, using data collected from 100 students selected through simple random sampling techniques. The instrument used in this study is a questionnaire that measures two main variables: understanding of Pancasila values and tolerance behavior. Each student was asked to fill out a questionnaire consisting of several statements related to their understanding of the five precepts of Pancasila and their attitude towards differences in religion, race, and culture. The collected data was analyzed using SPSS to test the validity, reliability, and relationships between variables.

#### 1. Description of Data on Understanding Pancasila Values

The first stage of analysis was to measure the students' understanding of Pancasila values based on a questionnaire containing four items. These items aimed to assess students' understanding of the five principles of Pancasila. The validity test revealed that only one item (X1.3) was valid, with a correlation value of 0.286 and a significance level of  $p = 0.004$ , which is below the 0.05 threshold for significance. The other three items failed to meet the validity criteria, as their significance levels were greater than 0.05, indicating that these items were not capable of adequately measuring students' understanding of Pancasila.

**Table 1.** Validity Results

Item	Statement	Pearson Correlation (r)	Significance (p)
X1.1		-0.042	0.675
X1.2		-0.117	0.246
X1.3		0.286**	0.004
X1.4		0.077	0.321

Note: X1.3 shows a significant correlation at the 0.01 level, indicating that this item is valid for measuring the understanding of Pancasila values.

The validity test results indicate that while one item was found to be valid, the majority of the items failed to meet the necessary criteria. This suggests that further refinement and expansion of the measurement instrument are required to more accurately

assess the students' understanding of Pancasila, ensuring that it captures the full scope of the five principles of Pancasila. These findings emphasize the importance of developing a more reliable and comprehensive tool for evaluating Pancasila education in future research.

## 2. Description of Data on Tolerance Behavior

The next stage of the analysis focused on measuring **students' tolerance behavior**. This was done using a questionnaire that consisted of statements regarding students' social interactions with individuals from different religions, ethnicities, and cultures. The results showed that most students exhibited a moderate level of tolerance, with a significant portion demonstrating a positive attitude toward diversity. However, it was noted that their tolerance seemed more confined to familiar contexts, such as family and close friends, rather than a broader engagement with societal diversity.

**Table 2.** Frequency Distribution of Tolerance Behavior

<b>Tolerance Category</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Very Tolerant	20	20%
Moderately Tolerant	55	55%
Less Tolerant	25	25%

The data suggests that 55% of the students demonstrated a moderate level of tolerance, indicating that while they are open to diversity, their engagement might be limited within familiar environments. Notably, 25% of the students showed a lower tolerance level, indicating that there is room for improvement in fostering a more inclusive and open-minded attitude. These findings highlight the importance of continuing to promote tolerance and understanding of diversity, both within and outside of school settings. This also suggests that further programs or interventions may be needed to encourage a broader and deeper acceptance of diversity across different contexts.

## 3. Correlation Test between Understanding Pancasila Values and Tolerance Behavior

To assess the relationship between students' understanding of Pancasila values and their tolerance behavior, a Pearson correlation test was conducted. The results revealed a positive correlation between the two variables, with a correlation coefficient of  $r = 0.286$  and a significance level of  $p = 0.004$ . This indicates that there is a statistically significant positive relationship between the students' understanding of Pancasila and their tolerance behavior. In other words, as students' understanding of Pancasila values improves, their behavior towards tolerance tends to become more positive.

**Table 3.** Correlation test

<b>Variable 1</b>	<b>Variable 2</b>	<b>P Correlation (r)</b>	<b>Significance (p)</b>
Understanding Pancasila	Tolerance Behavior	0.286**	0.004

The positive and significant correlation between understanding Pancasila values and tolerance behavior supports the hypothesis that ideological education, specifically regarding Pancasila, plays a crucial role in shaping students' attitudes towards tolerance. This finding emphasizes the potential of civic education programs that integrate Pancasila values in promoting not only cognitive understanding but also the practical application of these values in fostering social harmony. These results suggest that enhancing students' understanding of Pancasila can be an effective strategy for cultivating more tolerant and inclusive behaviors in educational settings.

#### 4. Simple Linear Regression Analysis

To further investigate the impact of Pancasila values understanding on tolerance behavior, a simple linear regression analysis was conducted. This analysis aims to determine the extent to which students' understanding of Pancasila can explain the variance in their tolerance behavior. The results of the regression analysis showed that understanding Pancasila values accounts for 8.2% of the variance in tolerance behavior, as indicated by the  $R^2 = 0.082$ . This suggests that while understanding Pancasila plays a role in shaping students' tolerance, other factors not examined in this study may also contribute to their overall behavior towards tolerance.

**Table 4.** linear Regression Analysis

Independent Variable	Coefficient ( $\beta$ )	t-value	Significance (p)
Understanding Pancasila	0.286	2.81	0.005

The regression analysis confirms that there is a significant, though relatively modest, effect of understanding Pancasila on tolerance behavior. While the amount of variance explained is not large, it still demonstrates that ideological education based on Pancasila plays an important role in influencing students' attitudes toward tolerance. These results suggest that, while there are other variables influencing tolerance that were not explored in this study, fostering a deeper understanding of Pancasila may help in promoting more tolerant behaviors among students. This insight could be used to inform curriculum development, ensuring that Pancasila education not only enhances cognitive understanding but also positively impacts students' behavior and social interactions.

## DISCUSSION

The results of this study show that students' understanding of Pancasila values has a significant positive relationship with their tolerance behavior. These findings are in line with a number of previous studies that emphasized the importance of civic values education in shaping more inclusive and tolerant social attitudes. In particular, a deeper understanding of Pancasila, as the basis of the Indonesian state ideology, can encourage a higher attitude of tolerance in an increasingly diverse social context (Benawa et al., 2023). This is particularly relevant amid increasing social polarization and intergroup tensions in different parts of the world. Globalization and digitalization have had a profound impact on social dynamics, magnifying the challenges for multicultural countries to maintain

social cohesion and peace (Kuppens et al., 2020). At the global level, an understanding of basic values such as tolerance and mutual respect is indispensable to stem radicalization and tensions between social groups.

Civic education that focuses on democratic values and tolerance is one of the efforts made by many countries to overcome the problem (Kubrusly et al., 2024). The findings in this study show that education that integrates state ideology that reflects human values, such as that carried out by Pancasila (Jayadi et al., 2022), can make a significant contribution to the formation of tolerance, although its influence is still limited to 8.2% in this study. Furthermore, the finding that only one item in the instrument is valid for measuring the understanding of Pancasila shows the importance of developing a better measuring tool. This study suggests that a more comprehensive and sensitive measurement instrument for social diversity will be very important in ensuring that Pancasila education can optimize its influence in shaping students' tolerance behavior (Taherdoost, 2022).

Another interesting finding is that although there is a significant positive relationship between Pancasila understanding and tolerance behavior, the contribution to the variability of student tolerance behavior is only 8.2%. This suggests that there are other factors that also play an important role in forming tolerance attitudes. In a global context, we can see that the education of basic values such as tolerance and pluralism is not enough only through formal education, but must also be strengthened through social experiences and direct interaction with diversity (Arsal et al., 2023; Kuppens et al., 2020; Teyra et al., 2024). For example, international student exchange programs that are increasingly popular in many countries provide opportunities for students to learn about the cultures and values of other countries, which enriches their perspectives and encourages increased tolerance.

One of the important implications of these findings is that while understanding Pancasila values plays an important role, a broader educational approach that integrates character education, social experiences, and practice-based teaching is also needed (Ferdi Hasan et al., 2024). In multicultural countries such as Indonesia, educational programs that prioritize Pancasila values must be equipped with activities that facilitate the experience of direct interaction between students with different backgrounds (Esperat & Stickley, 2024). It is very important to create space for students to apply their understanding of tolerance in everyday life, not just as a concept they learn in class.

In this context, the findings of this study provide important insights for curriculum development in Indonesia, especially in improving the quality of civic education based on Pancasila values (Choi & Cristol, 2021; Möllers, 2021). Increased understanding of Pancasila must be supported by more applicative and contextual education, which does not only rely on classroom teaching but also through direct experience in a more diverse society (Lauricella et al., 2020; Rizal et al., 2025). Given the increasingly complex global challenges related to intolerance, radicalization, and discrimination, education that focuses on basic values that prioritizes respect for differences is a strategic step that needs to be strengthened, both at the national and global levels.

## CONCLUSION

This study aims to examine the influence of students' understanding of Pancasila values on their tolerance behavior at Kanigoro Islamic Vocational School. The results of the study showed that the understanding of Pancasila values had a significant positive influence on tolerance behavior, even though the contribution to the variability of tolerance behavior was only 8.2%. The impact of these findings is to provide new insights into the importance of Pancasila-based civic education in forming attitudes of tolerance among students, although the instruments used still need further development. The hope of this research is to encourage the development of a more effective curriculum in teaching Pancasila values, as well as encourage further research involving other factors that can affect student tolerance. The implication of this study is the importance of education that not only relies on cognitive understanding, but also pays attention to aspects of social experience and direct interaction that can strengthen attitudes of tolerance in an increasingly diverse society.

## REFERENCES

- Abdulkarim, A., Komalasari, K., Saripudin, D., Ratmaningsih, N., & Anggraini, D. N. (2020). Development of a Unity in Diversity-based Pancasila Education Text Book for Indonesian Universities. *International Journal of Instruction*, 13(1), 371–386. <https://doi.org/10.29333/iji.2020.13125a>
- Arsal, T., Setyowati, D. L., & Hardati, P. (2023). The inheritance of local wisdom for maintaining peace in multicultural society. *Journal of Aggression, Conflict and Peace Research*, 15(2), 137–151. <https://doi.org/10.1108/JACPR-01-2022-0673>
- Atmojo, S. E., Lukitoaji, B. D., & Anggriani, M. D. (2024). The Impact of Stem Integration in Pancasila Character-Oriented Learning on the Professional Competence of Indonesian Elementary School Teacher Candidates. *Revista de Gestão Social e Ambiental*, 18(7), e05456. <https://doi.org/10.24857/rgsa.v18n7-026>
- Belbase, S., Sharma, B., Pant, B. P., Khanal, B., Panthi, R. K., Kasemsukpipat, W., & Al Farra, N. K. R. (2022). Philosophical foundations for curriculum decision: a reflective analysis. *SN Social Sciences*, 2(4), 39. <https://doi.org/10.1007/s43545-022-00344-5>
- Benawa, A., Lusia, E., Alwino, A., Irawan, I., & Witono, P. H. (2023). The Effect of Pancasila Education, Civic Education, and Religion Education on Value Education for The Students During COVID 19 Pandemic. *E3S Web of Conferences*, 388, 04008. <https://doi.org/10.1051/e3sconf/202338804008>
- Choi, M., & Cristol, D. (2021). Digital citizenship with intersectionality lens: Towards participatory democracy driven digital citizenship education. *Theory Into Practice*, 60(4), 361–370. <https://doi.org/10.1080/00405841.2021.1987094>
- Esperat, T. M. K., & Stickley, Z. L. (2024). Revisioning curriculum through the transmutilitliteracies sustaining pedagogy approach. *Social Sciences & Humanities Open*, 9, 100826. <https://doi.org/https://doi.org/10.1016/j.ssaho.2024.100826>
- Ferdi Hasan, M., Monita, D., & Sukiman. (2024). Revitalisation of Rejang tribal local wisdom: integration of cultural values in the operational curriculum innovation of



- elementary schools in Rejang Lebong, Indonesia. *Education* 3-13, 1–18. <https://doi.org/https://doi.org/10.1080/03004279.2024.2318246>
- Jayadi, K., Abduh, A., & Basri, M. (2022). A meta-analysis of multicultural education paradigm in Indonesia. *Heliyon*, 8(1), e08828. <https://doi.org/https://doi.org/10.1016/j.heliyon.2022.e08828>
- Kubrusly, M., de Aquino, B. O. A., Simonian, T. S., do Nascimento Oliveira, M., & Rocha, H. A. L. (2024). Self-efficacy of medical students in a hybrid curriculum course (traditional and problem-based learning) and associated factors. *BMC Medical Education*, 24(1), 9. <https://doi.org/10.1186/s12909-023-05016-3>
- Kuppens, L., Ibrahim, S., & Langer, A. (2020). Unity over diversity? Teachers' perceptions and practices of multicultural education in Kenya. *Compare: A Journal of Comparative and International Education*, 50(5), 693–712.
- Lauricella, A. R., Herdzina, J., & Robb, M. (2020). Early childhood educators' teaching of digital citizenship competencies. *Computers & Education*, 158, 103989. <https://doi.org/10.1016/j.compedu.2020.103989>
- Möllers, N. (2021). Making Digital Territory: Cybersecurity, Techno-nationalism, and the Moral Boundaries of the State. *Science, Technology, & Human Values*, 46(1), 112–138. <https://doi.org/10.1177/0162243920904436>
- Muslimin, I. (2023). Pengembangan Kurikulum Pendidikan Karakter Di Madrasah Berbasis Kurikulum Merdeka. *Jurnal Manajemen Pendidikan Islam Darussalam*, 5(1), 108–130. <https://doi.org/10.30739/jmpid.v5i1.2093>
- Muzakkir, Hussin, Z., & Razak, R. A. (2024). Teachers' beliefs towards character education curriculum in primary school: a systematic literature review. *Education* 3-13, 52(8), 1178–1192. <https://doi.org/10.1080/03004279.2022.2142478>
- Natalia, V. E. D., Pratama, A. O., & Astuti, M. D. (2021). Implementation of Pancasila Values in Character Education: A Literature Review. *International Journal Pedagogy of Social Studies*, 6(1), 35–44. <https://doi.org/10.17509/ijposs.v6i1.32569>
- Puspita Dewi, D., Aeni, A. N., & Nugraha, R. G. (2023). Development of website-based learning media on the practice of pancasila on student learning motivation. *Jurnal Cakrawala Pendas*, 9(2), 250–261. <https://doi.org/10.31949/jcp.v9i2.4735>
- Rizal, A., . B., Irwandi, A., . N., & Muhammad, A. F. (2025). Empowering Civic Engagement Through Digital Citizenship Education: A Cross-Cultural Perspective. *Journal of Ecohumanism*, 3(8). <https://doi.org/10.62754/joe.v3i8.5721>
- Sumardjoko, B. (2018). Model of Civic Education Learning Based on The Local Wisdom For Revitalizing Values of Pancasila. *Jurnal Cakrawala Pendidikan*, 37(2). <https://doi.org/10.21831/cp.v37i2.18037>
- Taherdoost, H. (2022). Designing a Questionnaire for a Research Paper: A Comprehensive Guide to Design and Develop an Effective Questionnaire. *Asian Journal of Managerial Science*, 11(1), 8–16. <https://doi.org/10.51983/ajms-2022.11.1.3087>
- Takyyi Mensah, E., Chen, M., Ntim, S. Y., & Gabrah, A. (2023). Analysing Dewey's vocational aspects of education and Maslow's theory of motivation in support of vocational education and training. *Discover Education*, 2(1), 18. <https://doi.org/10.1007/s44217-023-00042-1>

- Teyra, C., Lai, A. H. Y., Hsieh, Y.-C., Shen, J.-W., & Leung, C. (2024). Racial challenges and finding meaning in ethnic identity: ethnic-racial socialization experiences of indigenous college students in Taiwan's higher education. *Multicultural Education Review*, 1–27. <https://doi.org/https://doi.org/10.1080/2005615X.2024.2338978>
- Yamin, M. (2017). Integrating the local wisdom values into the national curriculum to create the nationalism strength. *Journal of Education and Practice*, 8(33).
- Zummi, N. Q. A., Supardi, Sukamto, Tomo, S. W., Sulistyosari, Y., & Indrahadi, D. (2020). Teaching Social Studies Education to Foster Civic Characters at the Secondary School in Indonesia: A Review. *Proceedings of the 2nd International Conference on Social Science and Character Educations (ICoSSCE 2019)*. <https://doi.org/10.2991/assehr.k.200130.045>