

Implementation of Pancasila Values in Forming the Tolerance Character of Students

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ABSTRACT

This study aims to describe the implementation of Pancasila values in forming the character of tolerance of students at SMPN 8 Makassar City. The value of tolerance is an important part of the character of education that is integrated into the Civic Education curriculum. Using a qualitative descriptive approach, data were collected through observation, interviews, and documentation of teachers, students, and the school environment. The results of the study indicate that Pancasila values have been implemented through value-based learning activities, teacher role models, an inclusive school culture, and student activities that foster an attitude of mutual respect for differences. Supporting factors in this process include the active role of teachers, a relevant curriculum, and student diversity as a source of learning. The obstacles found were the lack of consistency in implementation and limited teacher training in character education. This study emphasizes the importance of contextual and participatory learning strategies in instilling Pancasila values to form a character of tolerance in students.

INTRODUCTION

Pancasila as the foundation of the state and the outlook on life of the Indonesian nation contains fundamental values that serve as guidelines in national and state life. One of the important values contained in Pancasila is the value of tolerance which must be manifested in daily attitudes and behavior, especially among the younger generation (Sihombing, 2021; Natalia, Pratama, & Astuti, 2021; Rizal, Nur Arsyad, & Irwandi, 2023). Civic Education (PKn) at the junior high school level has a strategic role in instilling these values systematically (Dewi, Suresman, & Suabuana, 2021; Rizal, 2024).

In the context of formal education, the character of tolerance is an integral part of character education developed through the national curriculum. The Ministry of Education and Culture of the Republic of Indonesia emphasizes the importance of strengthening character education through internalization of Pancasila values (Kemendikbud, 2020; Kirania, Rosalyn, & Hakim, 2024). This is due to the increasing symptoms of intolerance among adolescents which require serious attention from the world of education (Muhammad et al., 2023; Rahmatilla et al., 2025).

SMPN 8 Makassar City, as one of the educational institutions in the urban area, faces challenges in fostering student diversity. Based on initial observations, it was found that there was a tendency for groups of students who preferred to interact based on the same ethnic or religious background, while interactions across differences were still limited. This indicates the need for strategic efforts in instilling tolerance values in schools (Rizal & Bhakti, 2024; Rahayu et al., 2024).

Various previous studies have examined value education in schools, but few have specifically examined the implementation of Pancasila values to shape students' tolerance character at the junior high school level, especially in urban areas such as Makassar City. Research by Putri and Rahmawati (2022) shows that a value-based learning approach is effective in increasing understanding of national values, but has not examined the character of tolerance in detail (Octavia & Tirtoni, 2024; Kamila & Hayati, 2023).

According to Mulyadi and Hamid (2020), the implementation of Pancasila values in character education still faces challenges such as minimal integration of values into daily learning practices and inconsistent teacher attitudes. This shows that there is a gap between curriculum expectations and the reality of practice in the field that needs to be bridged through further research (Fauzi, 2016; Hasibuddin, 2024; Rizal, 2024).

On the other hand, Setiawan's (2021) research emphasizes the importance of teacher role models in internalizing Pancasila values among students. However, the study focuses more on the role model aspect without exploring concrete learning strategies that can strengthen students' tolerance character (Agusniati et al., 2025; Ramadhan et al., 2024; Jannah & Fahlevi, 2018).

Another gap was found in the research of Lestari et al. (2022) which emphasized the importance of a conducive school climate in building student tolerance. However, the factors of value-based learning and active student involvement have not been touched upon much in the study. Therefore, a study

is needed that integrates value-based learning and student participation (Pembayun, 2024; HASANAH, 2023).

The context of SMPN 8 Makassar City with its heterogeneous student background is an important reason to conduct further research on how the implementation of Pancasila values in forming a character of tolerance. Unlike schools in homogeneous areas, diversity in SMPN 8 provides challenges as well as opportunities in character education (Rizal et al., 2023).

This research is important to be conducted to determine the extent of the implementation of Pancasila values in schools, the strategies used by teachers, and how students respond to these values in their real behavior. Thus, the results of this study are expected to provide theoretical and practical contributions in the development of character education in secondary schools (Rizal & Bhakti, 2024; Rahmatilla et al., 2025).

The main objective of this study is to describe the implementation of Pancasila values in forming the character of tolerance of students at SMPN 8 Makassar City. In addition, this study also aims to identify supporting and inhibiting factors in the implementation of these values in the school environment (Kirania et al., 2024; Rahayu et al., 2024).

In achieving these objectives, this study will focus on learning activities, the role of teachers, school culture, and student activities that reflect the values of tolerance as mandated in Pancasila. A qualitative approach will be used to explore this phenomenon in depth (Ramadhan et al., 2024; Hasibuddin, 2024).

This study also attempts to fill the gap in the literature that mostly discusses character education in general, by presenting a more specific study on the implementation of Pancasila values to form a character of tolerance at the junior high school level in urban areas (Agusniati et al., 2025; Natalia et al., 2021).

Through this research, it is hoped that a model or pattern of good practice will be found that can be used as a reference in efforts to strengthen character education based on Pancasila values in other schools that have similar characteristics to SMPN 8 Makassar City (Octavia & Tirtoni, 2024; Kamila & Hayati, 2023).

In addition, the results of this study are expected to provide policy recommendations for schools, teachers, and education policy makers at the regional level to further integrate Pancasila values in learning activities and daily school life (Muhammad et al., 2023; Rizal, 2024).

Thus, this study has practical relevance in supporting efforts to revitalize Pancasila Education through the Civic Education pathway in junior high schools. This relevance is increasingly strengthened along with the demands of strengthening the nation's character in the current era of globalization (Susanti & Hamzah, 2023; Dewi et al., 2021; Jannah & Fahlevi, 2018).

Finally, this study is expected to be a scientific contribution in enriching studies on character education and the implementation of Pancasila values, as well as providing an empirical picture of the challenges and strategies for building tolerance character in junior high school students in urban areas such as Makassar City (Agusniati et al., 2025; Rizal, 2024; Ramadhan et al., 2024).

LITERATURE REVIEW

The implementation of Pancasila values in education plays a vital role in shaping students' tolerance character, which is essential in Indonesia's diverse sociocultural context. Agusniati et al. (2025) emphasize that Pancasila education fosters fundamental values such as mutual respect, social harmony, and national unity, which are key to preventing bullying and promoting tolerance among elementary school students. Complementarily, Dewi et al. (2021) view civic education as an avenue for internalizing national values, where students learn about diversity, rights, and responsibilities – supporting the development of tolerance as part of civic character.

Fauziah and Ibrahim (2023) found that character education programs based on Pancasila in secondary schools are effective in promoting tolerant behaviors, particularly when integrated into both formal learning and extracurricular activities. This aligns with Handayani and Saputra (2022), who argue that extracurricular programs, such as group discussions and social projects, provide practical environments where students practice tolerance and empathy through collaborative engagement.

In the family and social media spheres, Aulia and Hidayat (2020) note that both significantly influence student character, which can either reinforce or undermine school-based efforts. Thus, the school must counterbalance negative influences by embedding Pancasila values in a consistent and structured way. Hasibuddin (2024) and Hasanah (2023) underscore the central role of teachers in modeling and reinforcing tolerance values, highlighting that teachers are key agents in the internalization process through daily interactions and moral exemplars.

Moreover, Jannah and Fahlevi (2018) point out that strengthening Pancasila values can contribute to forming a new generation of “Pancasilais” who embody pluralism, democracy, and solidarity. Fauzi (2016) supports this by emphasizing that character education grounded in religious and social values nurtures students' ability to live peacefully with others, regardless of differences.

In conclusion, the theoretical foundation for implementing Pancasila values in shaping students' tolerance character is rooted in a multidimensional approach involving formal education, extracurricular engagement, teacher roles, and alignment with family and societal influences. A comprehensive and integrated strategy is essential to effectively cultivate tolerance and uphold the spirit of Pancasila in the younger generation.

METHODOLOGY

This study uses a qualitative approach with a case study research type. This approach was chosen to describe in depth the implementation of Pancasila values in forming the character of student tolerance at SMPN 8 Makassar City. Case studies are considered relevant because they focus on examining phenomena in real contexts comprehensively and in detail.

The subjects in this study were Civic Education (PKn) teachers and grade VIII students of SMPN 8 Makassar City. The selection of subjects was done purposively, by considering the involvement of teachers in the PKn learning

process and student representation based on the diversity of cultural and social backgrounds.

The research instruments used were observation guidelines, interview guidelines, and documentation. The instruments were developed independently based on the theory of tolerance value and character education, and referring to similar instruments from previous studies (Lestari et al., 2022; Setiawan, 2021) which have been adjusted to the context of this study.

The data sources in this study consist of primary data and secondary data. Primary data were obtained through direct observation of the learning process, in-depth interviews with teachers and students, and documentation of school activities related to strengthening the character of tolerance. Secondary data were obtained from school documents, such as the Learning Implementation Plan (RPP), school work programs, and extracurricular activity reports.

The data collection process was carried out in several stages. The first stage was participatory observation of learning activities and school culture to capture real practices of implementing Pancasila values. The second stage was in-depth interviews with PKn teachers and student representatives to obtain information about experiences, perceptions, and challenges in forming a character of tolerance. The third stage was document collection as complementary materials and data triangulation.

The data analysis technique in this study uses the Miles and Huberman interactive analysis model, which includes the stages of data reduction, data presentation, and drawing conclusions or verification. Data reduction is done by selecting and simplifying relevant data. Data presentation is done in the form of descriptive narratives and tables. Drawing conclusions is done through thematic analysis of the patterns that emerge from the data that has been collected.

The validity of the data is maintained through triangulation techniques of sources, techniques, and time. Source triangulation is done by comparing data from teachers, students, and documents. Technique triangulation is done by using observation, interviews, and documentation. Time triangulation is done by collecting data at different times to ensure consistency of information.

The data collection process was carried out by paying attention to the principles of research ethics, such as requesting approval from the school, maintaining the confidentiality of the research subjects' identities, and providing clear information regarding the research objectives to all participants.

Through this method, it is expected to obtain an authentic and comprehensive picture of the implementation of Pancasila values in forming the character of tolerance of students at SMPN 8 Makassar City, so that it can contribute to the development of character education models at the junior high school level.

RESEARCH RESULT AND DISCUSSION

The results of this study indicate that the implementation of Pancasila values in the formation of students' tolerance character at SMPN 8 Makassar City is carried out through various approaches, namely classroom learning approaches, school culture, and extracurricular activities.

The first finding is the application of the value of Belief in the Almighty God in building religious tolerance in the school environment. Observation data shows that PKn teachers consistently integrate the values of religious diversity in learning materials, especially on the topic of religious harmony. Through group discussions and case studies, students are directed to appreciate differences in beliefs and understand the importance of living side by side in harmony.

The second finding is the internalization of the values of Just and Civilized Humanity in social interactions between students. The results of interviews with students show that the attitude of mutual respect for differences in ethnic background, culture, and social status has become part of the school culture. This is reflected in the students' daily behavior, such as the attitude of helping friends regardless of their origins.

The third finding is the actualization of the value of Indonesian Unity through school activity programs. Programs such as the "Tolerance Week" held annually, have succeeded in increasing students' awareness of the importance of unity in diversity. The documentation results show that this activity involves competitions with the theme of unity, national seminars, and local cultural performances from various regions.

In implementing Pancasila values to shape the character of tolerance of students at SMPN 8 Makassar City, various strategies are applied systematically. The value of Belief in the One Almighty God is implemented through discussion activities on the importance of harmony between religious communities. Through this activity, students learn to respect each other's religious differences in their school environment. Furthermore, the value of Just and Civilized Humanity is manifested in the habituation of fair and civilized behavior in students' daily lives.

This practice encourages students to respect the diversity of their friends' backgrounds. The value of Indonesian Unity is instilled through a special program entitled Tolerance Week, which focuses on strengthening solidarity between students from various cultural and social backgrounds. The implementation of these values has consistently proven to be able to build a strong character of tolerance in students.

Based on these findings, it can be concluded that the implementation of Pancasila values has succeeded in forming students' tolerance character. This is in accordance with the theory of character education put forward by Lickona (2018) which emphasizes the importance of habituating moral values in forming students' personalities.

The discussion of the results of this study shows that the formation of a tolerant character does not occur instantly, but rather through a process of habituating values in various aspects of school life. According to research by

Setiawan and Rohman (2021), consistent application of Pancasila values in the educational environment can increase tolerant attitudes and reduce the potential for conflict between students.

Furthermore, the results of this study also found that the teacher's exemplary factor plays a significant role in shaping the character of tolerance. Teachers not only teach theory, but also become real examples in the attitude of respecting differences. This finding strengthens the results of research conducted by Pratama and Sari (2023) that teacher exemplary behavior is the key to the success of Pancasila-based character education.

However, this study also found several obstacles in the implementation of Pancasila values. One of the main obstacles is that there are still a small number of students who do not show an attitude of tolerance in their daily practices. This is usually caused by the influence of the environment outside the school, such as social media and the family environment. This condition is in line with the research of Aulia and Hidayat (2020) which states that the formation of student character is also greatly influenced by external factors outside the school.

To overcome these obstacles, the school at SMPN 8 Makassar City implemented various strategies such as student mentoring programs, positive habituation activities, and parental involvement through parenting seminars on the theme of value education.

This study provides an important contribution in the field of civic education, especially in strengthening the character of tolerance based on Pancasila values. The results of this study support Wijayanti's statement (2022) which emphasizes that Pancasila education in schools must place the value of tolerance as one of the main focuses in forming civilized citizens.

From the overall findings, it is seen that the school culture-based approach and real role models are more effective in forming a character of tolerance compared to just the lecture method or knowledge transfer alone. Thus, the implementation model of character education based on Pancasila values at SMPN 8 Makassar City can be used as a reference for other schools that want to develop a character of tolerance in their students.

By considering the various results and discussions, this study directly answers the problem formulation and confirms that the implementation of Pancasila values contributes significantly to forming students' tolerance character in the school environment.

In addition, students' active involvement in various extracurricular activities based on diversity also helps strengthen the internalization of tolerance values. For example, in Scouting activities and OSIS organizations, students are encouraged to work together without distinguishing between religious, ethnic, or cultural backgrounds. Research by Handayani and Saputra (2022) also shows that extracurricular activities are effective in forming social character, including tolerance, among school youth.

Strengthening tolerance values is also carried out through creative learning media, such as the use of inspirational videos, posters, and collaborative projects between classes. Teachers at SMPN 8 Makassar City

utilize technology to introduce Pancasila values in a contemporary context that is closer to the world of students. This is in line with the findings of research by Marlina and Prasetyo (2021) which emphasizes the importance of learning media innovation to increase the effectiveness of character education in the digital era.

The monitoring and evaluation aspects of the implementation of character education are also taken seriously. The school implements a periodic evaluation system for student attitudes and behavior through daily observations, teacher anecdotal notes, and student reflections. This data is then used to improve the next character program. This strategy strengthens the research results put forward by Fauziah and Ibrahim (2023) that continuous monitoring is very necessary to ensure that the internalization of character values is effective.

It is important to note that efforts to build a character of tolerance based on Pancasila values at SMPN 8 Makassar City are not carried out partially, but are integrated into the entire education program. This approach shows consistency with the theory of holistic character education presented by Ryan and Bohlin (2019), where character formation should be carried out through integration in all aspects of school life.

On the other hand, from the results of interviews with teachers and principals, it was revealed that there are challenges in maintaining the consistency of these values, especially amidst the influence of globalization culture which sometimes conflicts with the principles of Pancasila. This challenge requires efforts to adapt character education strategies so that they remain relevant to the development of the times without sacrificing the essence of the value of tolerance itself.

Furthermore, the implementation of Pancasila values in schools also requires collaboration between schools, families, and communities. Partnership programs with parents of students through parent-student communication forums are one strategy to strengthen tolerance values in the home environment. Research by Suryani and Herlina (2022) supports this, showing that family involvement in character education contributes greatly to strengthening positive values in children.

The existence of tolerance values embedded in the environment of SMPN 8 Makassar City also has an impact on the creation of an inclusive and friendly school climate. Observation results show that students with special needs or from minority backgrounds feel accepted and appreciated by the school community. This proves that education based on Pancasila values is not just a slogan, but is actually implemented in school culture.

However, in its implementation, continuity and continuous improvement are needed. One of the recommendations from this study is the need for regular training for teachers to develop innovative learning methods that are centered on values. In addition, expanding the collaboration network with external institutions engaged in tolerance education can be a strategic step to enrich the insight and practice of character education in schools.

From the description above, it can be concluded that the implementation of Pancasila values at SMPN 8 Makassar City is quite effective in forming students' tolerance character. This success is influenced by the synergy between classroom learning, school culture, teacher role models, and support from parents and the community. This strengthens the belief that Pancasila-based character education is a fundamental foundation for building a tolerant and civilized young generation of Indonesia.

Conceptually, this study enriches the theory of implementing value-based character education by showing that the integration of Pancasila values in all aspects of school life is a key factor in success. Practically, these findings provide an implementation model that can be adapted by other schools in Indonesia in order to strengthen students' tolerance character.

Finally, the findings of this study not only answer the research problems that have been formulated, but also contribute to the development of character education in Indonesia. With proper implementation, the values of Pancasila can become a solid foundation in building a culture of tolerance amidst the diversity of the Indonesian nation.

CONCLUSIONS AND RECOMMENDATIONS

Based on the results of the research and discussion that have been conducted, it can be concluded that the implementation of Pancasila values at SMPN 8 Makassar City has proven to play a significant role in shaping students' tolerance character. The application of the values of Divinity, Humanity, Unity, Democracy, and Justice in an integrated manner in learning activities, school culture, and extracurricular programs is able to strengthen the attitude of mutual respect among students amidst diverse backgrounds.

Internalization of these values is carried out not only through the delivery of academic materials, but also through exemplary teacher behavior, the implementation of fair school regulations, and creative approaches using innovative learning media. This emphasizes that Pancasila-based character education requires a holistic and sustainable approach to form a tolerant personality in the younger generation.

Scientific findings show that the active involvement of all school residents, family support, and social environment are the main supporting factors for the success of character formation of tolerance. Challenges such as the influence of globalization that are contrary to Pancasila values can be anticipated by strengthening the role of teachers as value facilitators and implementing consistent character monitoring.

As an idea for further development, it is suggested that the implementation of Pancasila values in schools be expanded through more intensive collaboration with external institutions, increasing teacher competency in digital-based character education, and developing project-based learning programs that focus on real tolerance practices in the student environment.

Thus, this study not only confirms the importance of Pancasila value-based education in forming a character of tolerance, but also provides a

practical model that can be adapted to support the strengthening of a culture of tolerance in other schools in Indonesia.

ADVANCED RESEARCH

Future research can focus on strengthening students' tolerance through Pancasila-based character education by integrating digital media and project-based learning. This includes evaluating its effectiveness across school settings and the collaborative role of schools, families, and external institutions in promoting a tolerant culture amid globalization.

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