

Integration of Tolerance Character through the Value Clarification Technique Model in *Pancasila* Education

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ABSTRACT

Purpose - This study seeks to explore how the character of tolerance can be tangibly integrated through the application of the Value Clarification Technique (VCT) Model in the *Pancasila* Education subject at the elementary school (SD/MI) level in the Pontianak area. Instilling the values of diversity as early as possible is crucial.

Methodology - The approach is a mixed-methods design that combines quantitative and qualitative analyses. In the quantitative domain, data were collected by distributing questionnaires and observation sheets that directly assessed the students' tolerance attitudes during class discussions and activities. For the qualitative aspect, data were gathered through in-depth interviews with the School Principal and the *Pancasila* Education Teacher, complemented by an analysis of field notes and instructional documentation.

Findings - Field results demonstrate that the VCT model had a significant positive impact on the shaping and maturation of tolerance attitudes among elementary students in Pontianak. A t-test conducted at two target schools revealed a significant difference between the experimental class (using VCT) and the control class. Students who consistently engaged in VCT-based discussions achieved significantly higher tolerance scores, as evidenced by both questionnaire results and direct observations.

Contribution - This instructional innovation enables students to be more flexible in accepting differences, demonstrate mutual respect, and become far more actively involved in discussions rooted in tolerance.

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INTRODUCTION

It is widely acknowledged that Indonesia stands firmly on the foundation of extraordinary plurality, encompassing a diversity of cultures, ethnicities, religions, languages, and customs. This richness is inherently a priceless gift from God Almighty that must be nurtured and preserved as a symbol of the nation's greatness (Andes Robensyah, 2022: 4). In this context, education plays a highly strategic role as a medium for instilling universal values of goodness—especially tolerance—to realize a civilized and democratic life. The elementary school (SD) period is a golden phase, as it is during this time that the structure of values, moral attitudes, and children's social orientation begins to take shape for the long term. Instilling the values of religious moderation and cultural tolerance at an early age has proven to be far more effective than introducing them at higher education levels (Mustafa Aji Prayitno et al., 2022).

The context of Pontianak City itself is both unique and complex. This region is inhabited by various ethnic groups, including the Malays, Chinese, Dayaks, and other communities. The dynamics of cross-cultural interactions certainly enrich social life. However, they also harbor the potential for friction if the community is not equipped with inclusive character education from an early age. To mitigate potential conflicts, the value of tolerance, which promotes peaceful coexistence, mutual assistance, and harmony, is necessary (Awaliyah Safitri, 2022). This value must be continuously instilled through both formal and informal channels so that it becomes deeply rooted as a permanent character trait in children.

A body of literature agrees that successful character education requires specific pedagogical strategies integrated into the curriculum. The goal is to ensure that students do not merely passively receive theories but can engage in open dialogue about the differences they encounter daily. Character education is even believed to be an effective "antidote" for reducing rates of bullying, dishonesty, and intolerance in the school environment (Tamsik Udin et al., 2025). This concept aligns with Lickona's (2013) theory, which emphasizes the importance of integrating three main components: moral knowing, moral feeling, and moral action. In doing so, schools not only produce academically intelligent graduates but also a generation ready to make positive contributions to their surroundings (Didin Sirojudin et al., 2026). Unfortunately, the practice of Pancasila Education in many elementary schools remains overly rigid and overly focused on theoretical memorization. This creates a gap between curriculum ideals and classroom realities.

Based on interviews with school representatives regarding tolerance, particularly in the multi-ethnic city of Pontianak, intolerant attitudes among students persist, especially among elementary school students who do not yet fully understand differences, which triggers mutual mockery between ethnic groups and religions. This is compounded by teaching materials that still minimally address tolerance, so that in practice, children need to be guided through real activities and good examples from parents and teachers to appreciate every form of diversity.

To bridge this gap, the Value Clarification Technique (VCT) model emerges as a fresh alternative. This approach focuses on clarifying values through interactive dialogue, reflection, and decision-making. Through VCT, students are challenged to analyze problems and boldly choose the values they wish to uphold without feeling lectured (Miftahul Janah et al., 2025). This method has proven effective in stimulating children's initiative, fostering critical reasoning, and deepening their social awareness (Yanuaris Bria Seran, 2025; L. Heny Nirwayani, 2025).

However, research on VCT in the specific multicultural context of West Kalimantan—particularly in Pontianak—remains very limited. While previous studies have touched upon VCT or the Value Detection Model (VDM) in relation to tolerance (Yusinta Dwi Ariyani et al., 2021; Muh. Khaerul Ummah BK et al., 2026), specifically blending it with the dimensions of the Pancasila Student Profile in Pontianak remains a "blank space". Therefore, this research was initiated not merely to replicate previous studies, but to address empirical, theoretical, and methodological gaps. We attempt to explore the potential of VCT to make Pancasila Education learning much more vibrant, meaningful, and enjoyable for children.

The novelty of this research lies in the development of a VCT-based (Values Clarification Technique) integration of tolerance character that is aligned with the multicultural context of Pontianak City, particularly in terms of religious diversity, and that positions such diversity as a strength in weaving social relationships based on mutual respect. The conceptual novelty is realized through a synthesis between values clarification theory and Pancasila values as a normative national framework. The empirical novelty lies in the research focus on elementary school students in West Kalimantan, a region that has not been widely studied. The methodological novelty is aimed at testing a learning model through a design that enables the structured measurement of changes in tolerance attitudes using operational indicators.

These arguments demonstrate that the research does not simply replicate previous studies but rather seeks to simultaneously fill theoretical, empirical, practical, and methodological gaps. Based on this premise, this study aims to explore the potential of integrating the character of tolerance, through the VCT model, into Pancasila Education learning in elementary schools by emphasizing real experiences, critical thinking, and the selection of values held by students, thereby making the learning process more meaningful, impactful, and enjoyable.

METHODOLOGY

Research Design

This study relies on a mixed-methods approach, combining quantitative and qualitative elements. The quantitative aspect is used to measure the impact of VCT implementation on students' tolerance scores using a questionnaire instrument. Meanwhile, the qualitative aspect is presented through interviews, in-depth observations, and document reviews to capture the socio-cultural context more comprehensively (Shannon-Baker, 2022). In terms of design, we chose the Sequential Explanatory Design: quantitative data is collected and analyzed first, followed by an in-depth exploration using qualitative data (Toyon, 2021).

Briefly, the research stages are as follows: first, implementing VCT-based Pancasila Education learning (Seran et al., 2022). Second, measuring quantitative changes in tolerance attitudes among 5th-grade students through observation (Pratiwi et al., 2021). Third, conducting interview sessions, qualitative monitoring, and document reviews (Nur & Kanji, 2021). Finally, we integrate all these findings to draw valid conclusions (Khabibullah et al., 2024).

Participant

There were 60 fifth-grade elementary school students from two schools representing two regions, as well as two Pancasila Education teachers serving as key informants and the school principal. The research sample was selected using random sampling for fifth-grade elementary school students, who are already in the upper grades and therefore have a more mature way of thinking than students in lower grades. Meanwhile, the selection of interview informants was based on their roles as Pancasila Education teachers and school principals.

Data Collection

Observation of Tolerance Attitudes

Data collection involved observations to measure students' attitudes toward tolerance before and after the implementation of the VCT learning model, using a 5-point Likert scale. The Likert scale was used to assess indicators of tolerance, including: respecting peers of different religions, cultures, and ethnicities; demonstrating a spirit of togetherness and mutual support in the school environment; not imposing one's own will or beliefs on others; and respecting differing opinions in group discussions.

Observation

Observing the integration of tolerance as a character trait through the VCT model in Pancasila Education in elementary schools. The focus is on student interactions, the application of multicultural values, and the emergence of tolerant attitudes in the classroom.

Interviews

Conducted with Pancasila Education teachers and school principals to explore their experiences and perspectives on the integration of tolerance as a character trait.

Documentation

Collect lesson plans/modules, teacher notes, student assignments, and related learning products on the topic of tolerance.

Instrument

Quantitative Instruments (Tolerance Attitude Questionnaire)

Statements that reflect indicators of tolerance. The aspects of tolerance include mutual respect, empathy and compassion, acceptance of differences, and awareness of tolerance's value in diverse contexts. The questionnaire was then validated by two judges and analyzed using SPSS to assess its reliability using Cronbach's Alpha.

Table 1. Summary of Overall Validation Scores by Aspect for the Tolerance Attitude Observation Instrument

No	Aspect	Validator 1 Mean Score	Validator 2 Mean Score	Combined Mean	Validity Interpretation	Reliability
1	Construct	3.5	3.5	3.25	Valid	High
2	Language	4.0	4.0	4.0	Very Valid	Very High
3	Practicality	3.75	3.75	3.75	Very Valid	Very High

Overall, the students' Tolerance Attitude Questionnaire instrument has very good validity and is feasible for use in the research without revision. Refinement is suggested only for certain aspects of the constructs to ensure alignment between the indicators and the measurement techniques.

Table 2. Summary of Validation Data for the Tolerance Attitude Observation Instrument Across All Aspects

Aspect	Reliability Coefficient (r)	Interpretation	Category
Construct	0.93	Very high consistency	Highly reliable
Language	0.93	Very high consistency	Highly reliable
Practicality	0.93	Very high consistency	Highly reliable
Overall mean	0.93	Very high consistency	Highly reliable

The assessment results indicate a high level of inter-validator agreement, with a mean coefficient of 0.93. All reliability aspects (construct, language, and practicality) show excellent score stability, indicating that this tolerance attitude observation instrument is consistently reliable and trustworthy for research use.

Qualitative Instruments

Observation of Students' Attitudes Toward Tolerance in Group Learning Activities; Field Notes on the Integration of Tolerance as a Character Trait with the VCT Model in Pancasila Education to Foster Attitudes of Tolerance; and Interview Guidelines for Exploring the Perspectives of Pancasila Education Teachers and School Principals. Interviews to Explore Students' Attitudes Toward Tolerance as Integrated into the Learning Process

Data Analysis

For data analysis, the quantitative approach employed correlation tests (Pearson Product-Moment Correlation/Spearman Rank Correlation) and Linear Regression to determine the extent to which the VCT model influences the formation of students' tolerance attitudes in Pancasila Education in elementary schools. The qualitative data were analyzed thematically using NVivo software to facilitate coding and data organization.

FINDINGS

Students' Tolerance Attitude in Pancasila Education Learning through the VCT Learning Model

This analysis was conducted to obtain survey data comparing the experimental class that used the VCT model with the one that did not use it. The details are shown in the table below.

Table 3. Descriptive Analysis of Assessment of Students' Tolerance Attitude

Descriptive Statistics	N	Minimum	Maximum	Mean	Std. Deviation
Experiment Questionnaire A	28	3.20	4.00	3.6779	0.19425
Control Questionnaire A	29	2.40	3.53	2.9193	0.29343
Experiment Questionnaire B	27	3.13	3.93	3.5485	0.18471
Control Questionnaire B	29	2.20	3.47	2.8068	0.30355
Experiment (A) Observation	30	3.58	4.00	3.9621	0.11629
Control (A) Observation	30	2.63	3.00	2.9313	0.09089
Experiment (B) Observation	27	3.63	4.00	3.9069	0.10205
Control (B) Observation	28	2.68	3.11	2.9436	0.08799
Valid N (listwise)	28				

Based on the results of the descriptive analysis of the eight research instruments – which include tolerance attitude questionnaire scores and observation assessments of tolerance attitudes during classroom discussion activities in both the experimental and control groups/classes at School A and School B – the data indicate that the mean scores of the experimental groups are consistently higher than those of the control groups. In the initial stage (School A questionnaire experiment and School B questionnaire control), the average score of the experimental group reached 3.67, whereas the control group was only 2.92. Similarly, in the subsequent stage (questionnaire experiment B and questionnaire control B), the average score of the experimental group was 3.55, while the control group reached only 2.84. A similar pattern is evident in the observation assessments, where the experimental groups achieved average scores of 3.96 and 3.91, while the control groups scored only 2.93 and 2.94. These findings indicate that integrating tolerance character education through the Value Clarification Technique (VCT) learning model in Pancasila Education positively influences students' tolerance attitudes.

Furthermore, the analysis results show that the experimental group has a smaller standard deviation than the control group, indicating that the data in the experimental group are more homogeneous. Students participating in learning that integrates tolerance character education using the VCT Learning Model not only display higher tolerance attitudes, but also demonstrate better consistency in understanding and engagement during the learning process. Conversely, the control group exhibits greater score variance and lower average values. Thus, descriptively, it can be concluded that integrating multicultural character education through the VCT approach can significantly and uniformly improve both students' tolerance attitudes and their learning activities.

Quantitative Analysis

Normality Test of the Experiment Groups

The normality test of the tolerance attitude questionnaire data for students in the Experimental Class in this study was conducted using the statistical software package SPSS 25.0 for Windows. The normality results for the tolerance attitude questionnaire in the experimental class can be seen in the following table:

Table 4. Normality of Tolerance Attitude Questionnaire Data for the Experimental Class

Groups	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Experimental SD A	0.155	29	0.064	0.956	29	0.252
Experimental SD B	0.142	27	0.182	0.952	26	0.257

Based on the normality test, the Experimental SD A class obtained a Shapiro-Wilk significance value of $\text{Sig} = 0.252 > 0.05$, and the Experimental SD B class obtained a Shapiro-Wilk significance value of $\text{Sig} = 0.257 > 0.05$. Therefore, the data are normally distributed. Thus, the data are suitable for use in subsequent parametric analysis.

Normality Test of the Control Groups

In this study, the normality test was conducted using SPSS 25.0 for Windows. The normality results for the tolerance attitude questionnaire in the control class are as follows.

Table 5. Normality of Tolerance Attitude Questionnaire Data for the Control Class

Groups	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Control SDN A	0.95	30	0.200*	0.973	30	0.690
Control SDN B	0.115	28	0.200*	0.970	28	0.633

Based on the normality test, the Control SDN A class obtained a Shapiro-Wilk significance value of $\text{Sig} = 0.690 > 0.05$, and the Control SDN B class obtained a Shapiro-Wilk significance value of $\text{Sig} = 0.633 > 0.05$, so the data are normally distributed. Thus, the data are suitable for use in subsequent parametric analysis.

Homogeneity Test of Research Data

After testing the normality of each dataset, the next step is to test the homogeneity of the data. To test the homogeneity of population variances, Levene's test was conducted in SPSS 25.00 at a 95% confidence level ($\alpha = 0.05$).

Table 6. Homogeneity of Tolerance Attitude Questionnaire Data for Students at SDN Pontianak

		Levene Statistic	df1	df2	Sig.
Questionnaire SDN A	Based on Mean	3.192	1	58	0.079
	Based on Median	2.628	1	58	0.110
	Based on Median and with adjusted df	2.628	1	54.960	0.111
	Based on the trimmed mean	3.188	1	58	0.078
Questionnaire SDN B	Based on Mean	3.283	1	58	0.075
	Based on Median	2.549	1	58	0.116
	Based on Median and with adjusted df	2.549	1	46.239	0.117
	Based on the trimmed mean	3.026	1	58	0.085

The table shows that the F value = 3.192 and sig (0.078) > 0.05 ; for SDN B, the F value = 3.283 and sig (0.085) > 0.05 . Therefore, H_0 is accepted, meaning that the population variance of the tolerance attitude questionnaire scores at SDN A and SDN B is homogeneous.

T-Test Analysis of Research Data

The t-test to determine differences in students' tolerance attitudes following learning based on the VCT (Value Clarification Technique) model versus non-VCT learning is shown in the table below.

Table 7. T-Test of Tolerance Attitude Variable between School A and School B

Independent Samples Test		Levene's Test		t-test for Equality of Means				
Variable	Variance Assumption	F	Sig.	T	df	Sig. (2-tailed)	Mean	Std. Error
Tolerance Attitude	Equal variances assumed	1.275	0.261	2.345	118	0.021	0.10483	0.04471
	Equal variances not assumed			2.345	115.517	0.021	0.10483	0.04471

An independent samples t-test was conducted to examine whether students' tolerance attitude scores differed significantly between the experimental and control groups. Prior to interpreting the t-test, Levene's test for equality of variances yielded $F = 1.275$ with a significance value of 0.261 ($p > 0.05$), indicating that the variances of the two groups were homogeneous; therefore, the results in the "equal variances assumed" row were used as the basis for interpretation. The analysis yielded a t-value of 2.345 with 118 degrees of freedom and a two-tailed significance of 0.021, which is lower than the 0.05 significance level; thus, the null hypothesis was rejected, and it can be concluded that there was a statistically significant difference in tolerance attitude between the two groups. The positive mean difference of 0.10483 (standard error = 0.04471) indicates that the experimental group had a higher mean tolerance attitude score than the control group. The 95% confidence interval for the difference, ranging from 0.01630 to 0.19337, does not include zero, further confirming the significance of this difference. These results remained consistent under the "equal variances not assumed" condition ($t = 2.345$, $df = 115.517$, $p = 0.021$, 95% CI [0.01628, 0.19339]), demonstrating that the finding is robust regardless of the assumption of equal variances. Overall, the treatment applied to the experimental group had a significant positive effect on students' tolerance attitudes. However, the relatively small mean difference suggests the improvement was modest.

The implementation of integrating tolerance character through the Value Clarification Technique (VCT) learning model into the *Pancasila* Education learning process for primary school students in Pontianak City is shown in the table below.

Table 8. Observation Data and Field Notes of Learning Implementation (Application of Tolerance Character Education Integration through the VCT Model)

No.	Aspect	Teacher Behavior Indicator	Score	Notes
1	Lesson Planning	The lesson plan/module contains objectives related to the character of tolerance. Selects materials, media, and activities relevant to diversity.	4	The teaching module has explicitly included tolerance character objectives, emphasizing mutual respect and harmonious living in diversity. The materials used are highly relevant, including diversity videos, contextual stories, and value-based student worksheets (LKPD).
2	Introduction / Apperception	Motivates the importance of mutual respect. Delivers trigger questions that are contextual to students' lives.	4	The motivation provided is constructive and fosters an awareness of value. The teacher conveys the importance of respecting differences with trigger questions. The teacher starts the lesson with trigger questions such as "What would happen if

No.	Aspect	Teacher Behavior Indicator	Score	Notes
3	VCT (Value Clarification Technique) Model Implementation	Explains VCT steps clearly. Provides cases/stories about differences. Guides students to clarify values without being patronizing.	4	we do not respect each other?" which are contextual to students' lives. The teacher clearly conveys the VCT steps. Video screening is accompanied by an introduction and a focus on value observation. The teacher has also compiled a VCT scenario that reflects the context of differences (religion, ethnicity, opinion). The cases presented facilitate students' active clarification of tolerance values.
4	Facilitation of Tolerance Discussion	Directs students to respect opinions. Keeps the discussion conducive. Provides equal speaking opportunities.	4	The teacher forms heterogeneous discussion groups and provides equal speaking opportunities. The discussion is conducive, and students actively listen and respect their peers' opinions.
5	Differentiation Strategy	Gives assignments according to students' abilities. Uses contextual examples from the students' environment.	4	The teacher uses stories and videos that are close to students' experiences, although the written adjustments of tasks to individual abilities are not yet explicitly visible.
6	Classroom Management	Creates a safe, inclusive, and democratic atmosphere. Wisely reprimands students who do not respect differences. Arranges heterogeneous groups.	3	The class takes place in an inclusive and safe atmosphere; the teacher wisely reprimands when students joke excessively. Student grouping reflects the diversity of student characters. The teacher keeps the discussion atmosphere safe and equal. Groups are heterogeneous.
7	Teacher Communication	Uses polite and inclusive language. Praises students' tolerant attitudes. Respects all student opinions.	4	The teacher consistently uses polite and inclusive language, praises students' tolerance, and reinforces the importance of respecting differences. The teacher appreciates active students and models positive communication.
8	Attitude Role Modeling	The teacher displays a tolerant attitude. It is not biased or discriminatory. Provides real examples of tolerance.	4	The teacher becomes a role model of tolerance, is impartial, and provides personal experience examples of respecting others. The teacher gives real examples of respecting class differences.
9	Evaluation & Reflection	Provides questions about tolerance. Invites students to write personal reflections. Provides constructive feedback.	4	The teacher administers a post-test, invites students to write reflections and make personal commitments, and provides verbal feedback during group presentations. Students write reflections and commitments to respecting differences in their personal journals.
10	Utilization of Media/Methods	Uses contextual videos, stories, or case studies. Utilizes VCT-based LKPD.	3	The teacher creatively uses video media, short stories about tolerance, and VCT-based LKPD. The selected media are

No.	Aspect	Teacher Behavior Indicator	Score	Notes
		Creative in using learning media.		contextual and easy for students to understand. Video media and LKPD are used to explore values of mutual respect.
	Average Score		3.79	Effective (According to criteria: score ≥ 3).

The implementation of the Value Clarification Technique (VCT) learning model in Pancasila Education at the elementary school level in Pontianak City shows highly positive results. Overall, the execution of this learning process achieved an average score of 3.79. This figure falls into the "Effective" category because it exceeds the minimum score of ≥ 3 .

Based on the observation results conducted on Wednesday, October 15, 2025, in the experimental class (Grade V A), the data revealed that during the lesson, the teacher delivered instruction in accordance with the Teaching Module plan, integrating tolerance character values into the learning process as planned. Specifically, within the teaching material, the chosen theme was "The Beauty of Diversity". The learning model applied was the Value Clarification Technique (VCT), utilizing a case discussion strategy centered on moral dilemmas.

This is evident from the observer's notes, which showed that the teacher presented a real-life case about differences in religious worship practices between Muslims and non-Muslims in the school's environment and the students' neighborhoods. During the learning process, the teacher prompted the students to discuss the case in groups. Since the class comprised 30 students, they were divided into 5 groups of 6 each. Each group was asked to select a stance based on videos prepared by the teacher that portrayed tolerance, mutual respect, and honesty within the Pancasila Education topic "The Beauty of Diversity". Furthermore, each group was encouraged to articulate the moral reasoning behind their chosen stance.

Field observation notes also indicated that student learning activities during group discussions demonstrated that students were already able to identify the values of tolerance, mutual respect, and honesty within the topic "The Beauty of Diversity." The group atmosphere fostered students' courage to express their opinions, even when their views differed from those of their peers.

To support the learning process, the teacher creatively used contextual media, such as diversity videos, short stories, and VCT-based Student Worksheets (LKPD), that resonated with students' experiences. Although differentiated task adjustments based on individual abilities were not explicitly evident in writing, the teacher managed class dynamics well, including wise reprimands when students joked excessively. The learning concluded with a comprehensive evaluation and reflection; students completed post-test questions, wrote reflections and personal commitments in journals, and received constructive verbal feedback during group presentations.

Teacher and Principal Responses to the Implementation of the Value Clarification Technique Model in Pancasila Education Integrating Tolerance Character

Based on the results of interviews conducted by the research team in November 2025 with Pancasila Education teachers in the teachers' room, as well as interviews with the school principal, these interviews were conducted to obtain data that could be used to strengthen research data obtained from questionnaire instruments and observation assessments. In-depth interviews were carried out with teachers and the principal. The results of these interviews were analyzed using NVivo, as detailed below.

Table 9. NVivo Coding

Parent Node (Main Theme)	Child Node (Sub-Theme)	Code	Source	Sample Quote
Understanding Tolerance	Definition of tolerance character	T1A	Teacher & Principal	"Tolerance character education is a process of forming students' attitudes so they can appreciate differences..." (Teacher) / "...teaching the value of tolerance..." (Principal)
Understanding Tolerance	Importance of tolerance education	T1B	Teacher & Principal	"Tolerance is the foundation of living in harmony..." (Teacher) / "This must become a shared strength." (Principal)
Learning Strategies	VCT Model	T2A	Teacher	"VCT helps students recognize values, evaluate them, and choose which ones to hold on to..."
Learning Strategies	VCT Steps	T2B	Teacher	"I start from choosing through videos/stories, then prizing through discussion, and acting with commitment or cooperation."
Learning Strategies	Integration in teaching modules	T2C	Teacher	"I include it in learning objectives, learning activities, and assessments..."
Media and Methods	Multicultural learning media	T3A	Teacher	"Short videos, stories of tolerant Islamic figures, VCT-based student worksheets (LKPD), and the Friendship Tree."
Media and Methods	Inclusive activities and local relevance	T3B	Teacher	"Examples are tailored to students' realities, such as ethnic names or dialect differences."
Stakeholder Roles	The teacher's role as a role model	T4A	Teacher	"I try to be fair in treating students, without taking sides..."
Stakeholder Roles	Principal's role in reinforcing values	T4B	Principal	"As a role model, policy director, and facilitator for teacher training."
Impact on Students	Changes in student attitudes	T5A	Teacher & Principal	"They are now more open in making friends..." (Teacher) / "Students collaborate more actively in groups." (Principal)
Impact on Students	Student responses to value clarification	T5B	Teacher	"Very high; they compete to answer and give reasons for their attitudes."
Implementation Challenges	External environmental influence and time constraints	T6A	Teacher & Principal	"Social media and home environments sometimes do not support tolerance values..." (Teacher) / "There are still teachers who do not fully understand this approach." (Principal)
Support and Facilitation	School support and teacher collaboration	T7A	Teacher & Principal	"The school provides LCDs, speakers, and innovation rooms..." (Teacher) / "Internal workshops and joint reflections with teachers." (Principal)
Evaluation and Reflection	Attitude evaluation and learning reflection	T8A	Teacher & Principal	"Through observation, student reflection, and written commitments." (Teacher) / "Teacher

Evaluation and Reflection	Long-term expectations	T8B	Teacher & Principal	notes and class project presentations." (Principal) "They grow up to be children who can accept differences..." (Teacher) / "Tolerance values must be habituated from an early age." (Principal)
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Based on the results of NVivo coding analysis of in-depth interviews with Pancasila Education teachers and school principals conducted in November 2025, it was found that the implementation of the Value Clarification Technique (VCT) model for integrating the character value of tolerance involves a comprehensive series of processes. This begins with teachers' and principals' understanding of the importance of tolerance as a foundation of harmony, followed by the implementation of the VCT stages (choosing, prizing, acting) integrated into the teaching modules, and the use of contextual media and methods such as videos, stories of tolerant figures, and VCT-based student worksheets (LKPD), up to the active role of teachers as role models and principals as policy directors and training facilitators. This implementation resulted in more open and cooperative changes in students' attitudes. However, challenges remain, including external environmental influences and some teachers' limited understanding, which are addressed through school facility support and collaboration among teachers. Evaluation through observation and reflection thus indicates a hope that the value of tolerance can be instilled in students from an early age.

The following presents three main visualizations of the interview data analysis results for Pancasila Education Teachers and the Principal: Tree Map (Bar Chart) shows the distribution of sub-themes within each main theme. Cluster Analysis (Heatmap): Maps the relationships among respondents (teachers and the principal) and the themes they discussed.

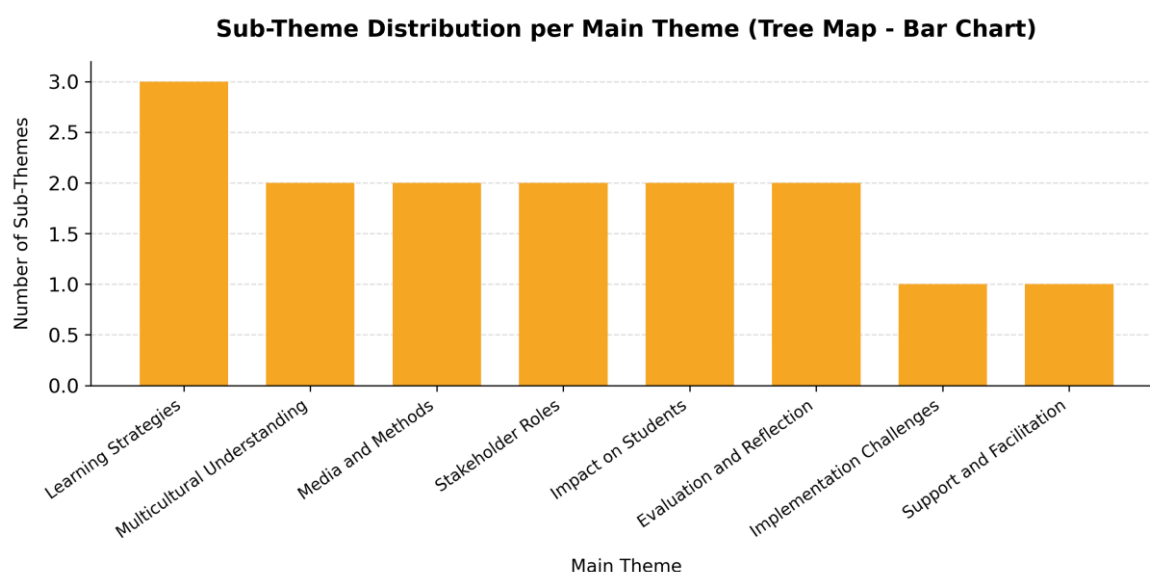


Figure 1. Tree Map (Bar Chart): Sub-Theme Distribution per Main Theme

This visualization illustrates the number of sub-themes (child nodes) emerging within each main theme (parent node) based on the coding results of the teacher and principal interviews. It can be seen that the Learning Strategies and Evaluation & Reflection themes have the highest number of sub-themes, indicating that technical aspects of teaching and reflection are primary concerns in integrating multicultural character education, specifically the character of tolerance.

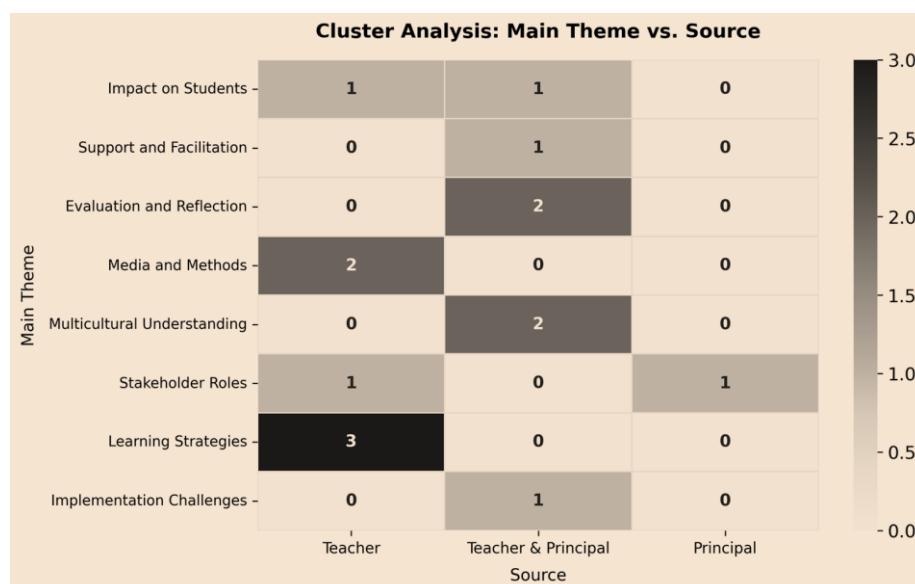


Figure 2. Cluster Analysis (Heatmap): Relationship between Main Themes and Interview Sources

This heatmap shows the contribution of each respondent (teachers and principal) to the themes discussed. Dark blue indicates high frequency. Teachers tend to be more active in discussing learning strategies, media, and evaluation, whereas the principal places greater emphasis on policy roles and institutional/school support. This pattern demonstrates a complementary division of roles, in which teachers focus on classroom instruction and the principal serves as a facilitator and policymaker.

Interpretation of Qualitative Analysis Results and Data Visualization

The qualitative analysis and data visualization from interviews with Pancasila Education teachers and the school principal indicate that tolerance character education was carried out in a systematic and mutually reinforcing manner. It began with a shared understanding between teachers and the principal about how important tolerance is for students living in a diverse society. This understanding was then put into practice through a Value Clarification Technique (VCT) approach, using the steps of choosing, prizing, and acting. Teachers used contextual modules such as "The Beauty of Diversity," which was reflected in the Tree Map visualization showing Learning Strategies as a dominant theme. This strategy was supported by local media and context, including reflective videos, stories of tolerant figures, and symbols such as the Friendship Tree, adapted to students' different ethnic backgrounds and dialects, as shown by the strong weight of the Media and Methods node.

The success of this strategy was also supported by the strong example set by teachers and the principal, who served as role models in fostering an inclusive environment. This was reflected in the strong link between the Stakeholder Roles theme and both respondent groups in the Cluster Analysis. As a result, students showed positive changes in attitude, becoming more open, no longer mocking differences, and taking an active part in group work. This was confirmed by the frequent appearance of the words "tolerance," "value," and "student" in the Word Cloud.

Even so, this process still faced outside challenges, such as the influence of social media and bias from the home environment. These challenges were addressed through teacher collaboration, internal workshops, and the principal's support to align the school's vision with practice. Evaluation was also carried out reflectively and holistically, through attitude observation, reflective journals, performance tasks, and feedback from both students and parents. Overall, the data visualization supports the finding that tolerance values were not merely taught but were embedded in daily habits through a strong shared understanding, contextual learning strategies, effective role models among stakeholders, and ongoing reflective evaluation.

DISCUSSION

Implementation of Integrating Tolerance Character Through the Value Clarification Technique (VCT) Learning Model in the Pancasila Education Learning Process for Primary School Students in Pontianak City

Based on the data presentation regarding the form of tolerance character integration in *Pancasila* education learning across two schools using the VCT learning model, it was obtained that it demonstrates success in instilling the values of tolerance, empathy, and appreciation for diversity through the Value Clarification Technique (VCT) learning model. Its implementation is carried out in a planned, contextual, and reflective manner, using media, active learning strategies, and in-depth value evaluations. This proves that *Pancasila* Education learning is a means of character building relevant to the context of a pluralistic society. Likewise, the VCT (Value Clarification Technique) Learning Model focuses on value clarification, enabling students to gain an in-depth understanding not only of a value but also of how to internalize and consciously choose it.

As we know, *Pancasila* Education in the Merdeka Curriculum promotes the values of tolerance and diversity. Pancasila Education learning focuses not only on religious aspects but also on strengthening humanitarian values and tolerance, aligning with the goals of the Pancasila Student Profile to create inclusive, open-minded citizens. This approach supports the formation of an inclusive student character prepared to coexist in a multicultural society, aligned with the objectives of the Pancasila Student Profile. (Sukari & Hasan, 2025). In the context of *Pancasila* Education, VCT is highly effective in developing moral and affective values such as honesty, responsibility, and empathy. An analysis of the effectiveness of VCT in Citizenship Education learning reveals that this model consistently exerts a positive impact on student character formation, including values such as responsibility, tolerance, and a critical stance toward social issues. (Dewi, 2023).

VCT helps students clarify their values, thereby fostering a deeper understanding of character. VCT also plays a significant role in contextualizing religious and social values in secondary-level learning by providing space for students to explore these values through moral discussions and reflections. (Ofianto & Ningsih, 2021). The forms of integration that can be carried out through the VCT learning model include group discussions, personal reflections, media analysis, role-playing, and value debates, offering a broad space for students to engage in dialogue with their own experiences and the pluralistic social environment.

Students' Tolerance Attitudes in Pancasila Education Learning Through the VCT Learning Model in Elementary Schools

Measurement results on students' tolerance attitudes, obtained through questionnaires and observations, indicate that the Value Clarification Technique (VCT) learning model implemented at both elementary schools in Pontianak has a positive impact on the strengthening of tolerance character. The VCT model is applied using a case-discussion strategy. Students are presented with dilemmas related to religious, cultural, or opinion diversity and are then asked to clarify their beliefs and discuss them in groups. Questionnaire results show that the majority of students demonstrate a good understanding of the importance of respecting differences, with the most prominent indicators being respect for peers of different ethnicities and religions, as well as refraining from forcing opinions during group discussions.

The results of the Independent Samples Test show a sig (2-tailed) value > 0.05 , specifically 0.324; thus, H_a is accepted. Consequently, it can be stated that there is a significant difference in students' tolerance attitudes between the experimental class and the control class at SDN 03 Pontianak. Meanwhile, from the Independent Samples Test shown in the table above, the sig (2-tailed) value > 0.05 is 0.078, thus H_a is accepted. Therefore, it can be stated that there is a significant difference in the observational assessment of tolerance attitudes in student discussion activities between the experimental class and the control class in both schools. This is reinforced by observation results during the learning process, where students actively engaged in dialogue and demonstrated an open attitude toward various differing perspectives. The average observation score

obtained was in the good category (3.75), reflecting students' affective engagement in the value-based learning process.

Teacher and Principal Responses to the Implementation of the Value Clarification Technique Model in Pancasila Education Integrating Tolerance Character

Based on the interview results analyzed using the NVivo software, several key findings were revealed, illustrating conceptual readiness, implementation strategies, and tangible impacts on students in both elementary schools. In general, both schools demonstrated a strong conceptual understanding of the importance of tolerance as a character trait. Teachers understood that the primary objective of tolerance is to instill an appreciation for differences, while school principals viewed it as a strategic effort to foster harmony amidst diversity. This aligned understanding forms a solid foundation for implementing value-based learning.

Regarding learning strategies, both schools used the Value Clarification Technique (VCT), with variations such as role-playing, value discussions, and real-action commitments. Furthermore, teachers actively integrated tolerance values into the teaching modules used, making learning activities contextual and relevant to students' lives. This is evident from the high frequency of the "Learning Strategies" theme in the coding results and in the Tree Map visualization, which highlights it as a central focus.

Instructional media and methods are also essential elements in shaping students' character. The use of media such as educational videos, stories of the Prophet's companions, and reflective worksheets, accompanied by symbols such as the "Friendship Tree" or cross-cultural activities, reinforces value-based learning visually and emotionally. Teachers adapted content to local realities, creating an inclusive and friendly atmosphere. This finding is consistent with prior research on participatory, engagement-based media use, which shows that media practices inviting students to actively produce, discuss, and reflect on content – rather than merely consume it – are associated with stronger civic engagement and a more critical stance toward outside information sources (Kahne, Lee, & Feezell, 2012).

In addition, the exemplary role modeling of teachers and school principals cannot be overlooked. Teachers strove to treat all students fairly and empathetically, while principals took an active role in supporting policies and teacher training. Cluster analysis results indicate a balanced level of involvement between both parties in strengthening character values within the school environment. This pattern is consistent with studies on school leadership in character education, which show that when principals actively support policy, provide teacher training, and share ownership of value-based programs alongside teachers, schools sustain character-education initiatives such as VCT more effectively over time (Dabdoub, Salgado, Bernal, Berkowitz, & Salaverría, 2024; Parveen, Tran, Kumar, & Shah, 2022). Research on transformational school leadership similarly indicates that a principal's active involvement in shaping school culture, rather than administrative oversight alone, corresponds with more consistent implementation of values-based programs by teachers, reinforcing the balanced teacher-principal involvement observed in the interview data of this study (Alzoraiki, Ahmad, Ateeq, & Milhem, 2024). The evaluation process is conducted holistically, not only through outcome assessments but also through observation, reflective journals, and feedback from both students and parents. This indicates that evaluation in value-based learning is not merely mechanistic, but rather deep and comprehensive.

The impact of this learning is reflected in shifts in student attitudes, such as increased openness to forming friendships, greater ability to collaborate across differences, and greater confidence to express their values. Nevertheless, challenges persist, particularly from external factors such as home environment influences that may still harbor intolerance biases, as well as parents' limited understanding of the importance of character education. To address these challenges, schools emphasize proactive strategies such as internal training, peer-teacher collaboration, and collective reflection.

Beyond the classroom, these findings have important implications for how the VCT model can serve as a protective mechanism against the negative influence of social media and other external environments on students' value formation. From the perspective of value-formation theory, tolerance and other character

values are not fixed traits but are shaped continuously through repeated exposure, reflection, and the internalization of competing value claims. Because social media exposes elementary-aged children to unfiltered content, biased framing, and constant social comparison well before their capacity for critical evaluation has matured, it can subtly reshape their social values in ways that are difficult for schools and families to monitor (Liu, 2025).

Empirical evidence further shows that intensive social media use is associated with heightened social comparison and envy among children and adolescents (Charoensukmongkol, 2018) and can disrupt the stable formation of social identity when it is not accompanied by adult guidance (Elsayed, 2021). Within this context, VCT functions as a deliberate counterbalance: by repeatedly engaging students in structured value-clarification dialogue—rather than leaving value formation to incidental exposure—the model gives students practiced, internalized reasoning that they can draw on when confronted with contradictory or harmful messages encountered outside school (Lisievici & Andronie, 2016; Gunawan, Wibowo, Purwanto, & Sunawan, 2019).

This is consistent with bibliometric evidence indicating that values-education models emphasizing active clarification and dialogue, rather than one-way instruction, are most consistently linked to durable character outcomes (Supriadi, Supriyadi, Abdussalam, & Rahman, 2022). In this sense, the VCT model implemented in Pontianak's elementary schools does more than raise measurable tolerance scores; it equips students with an internal frame of reference—a habituated process of clarifying, weighing, and choosing values—that can act as a buffer against the intolerant or divisive content students may encounter through social media or an unsupportive external environment.

CONCLUSION

Specifically, the research data shows a positive correlation; the high quality and effectiveness of the VCT model's implementation are directly proportional to a significant and consistent increase in the tolerance attitude scores of elementary school students, based on both self-perception measurements (questionnaires) and behavioral observations. The VCT model provides a flexible, reflective, and participatory learning framework, making it highly effective for integrating tolerance character education in the classroom. Through this approach, students are not only invited to understand values cognitively but also to explore the personal meaning of values such as tolerance, fairness, empathy, and respect for diversity.

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