

FORMATION OF TOLERANCE CHARACTER THROUGH LEARNING PANCASILA IN GRADE IV SDN 164 PEKANBARU

Wini Ihwana

Program Studi Magister Pendidikan Guru Madrasah Ibtidaiyah, UIN Suska Riau

winilhwana@gmail.com

Nadilla Resti Amanda

Program Studi Magister Pendidikan Guru Madrasah Ibtidaiyah, UIN Suska Riau

nadillarestiamanda@gmail.com

Asmardi

Program Studi Magister Pendidikan Guru Madrasah Ibtidaiyah, UIN Suska Riau

asmardi0497@gmail.com

Zulhidah

Program Studi Magister Pendidikan Guru Madrasah Ibtidaiyah, UIN Suska Riau

zulhidah@uin-suska.ac.id

Abstract

This study aims to describe the strengthening of the value of tolerance through learning Pancasila Education in grade IV students of SDN 164 Pekanbaru. The background of this research is based on the behavior of students who still do not appreciate differences in religion, ethnicity, culture, and peer background, so a learning strategy is needed that is able to foster a tolerant attitude from an early age. The method used in this study is library research, by collecting data and information from various sources such as books, journals, scientific articles, theses, and other relevant references. The collected data was analyzed descriptively to explain facts related to the application of tolerance values in Pancasila Education learning and explain relevant character strengthening strategies. The results of the study show that instilling the value of tolerance through learning Pancasila Education can form an attitude of respecting differences, accepting the opinions of friends, and working together in group activities regardless of individual background. The cultivation of tolerance values is carried out through a combination of theoretical learning methods, hands-on practice, critical thinking skill development, and teacher examples. Despite this, some students still exhibit exclusive behaviors and minor conflicts caused by a lack of understanding of differences, so strengthening the value of tolerance needs to be done consistently and sustainably. This study recommends the integration of tolerance values in every learning activity, strengthening teacher examples, and parental involvement in guiding students to implement tolerant attitudes at home. Thus, learning Pancasila Education is an effective means to form tolerant character, increase social awareness, and prepare students to be able to live harmoniously in a multicultural society.

Keywords: Pancasila Education, Character Tolerance, Elementary School, Character Strengthening



© Author(s) 2026

This work is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/).

INTRODUCTION

Learning is a process in which students and teachers interact with learning resources, delivery strategies, and learning materials. Success in the learning process is shown through the achievement of educational goals. Learning is also understood as an effort made by teachers deliberately to direct students to achieve preset goals through interaction with various learning resources. Learning is a process that is systematically arranged to create learning conditions that allow students to have an optimal learning experience.¹

Character values are very important to be applied from an early age to overcome various moral and behavioral deviations that arise in daily life. Students' character is impossible to grow and develop if the school does not have character, because students will only develop into individuals with character when they are in an institution that consistently teaches and instills these character values.²

In education in schools, there is the subject of Pancasila Education. This subject emphasizes diverse self-development, covering aspects of religion, language, socio-cultural context, age, and ethnicity, so that students can become intelligent, capable, and moral Indonesian citizens as required by Pancasila and the 1945 Constitution.³

One of the character instillations that is currently carried out with students is the character of tolerance. By instilling the value of tolerance, students will also indirectly acquire other positive characters. Tolerance is an attitude or behavior of individuals to respect differences in terms of religion, ethnicity, culture, language, and opinions. Tolerance can be cultivated through education both inside and outside the classroom. If students have a tolerant attitude, they will be able to appreciate friends from different backgrounds, work together in groups regardless of differences, and create a harmonious learning atmosphere.⁴

The lack of instilling tolerance values in students raises various problems, such as students who do not want to work together in groups, mocking friends, picking friends in class activities, and the emergence of small conflicts due to differences of opinion. This problem often occurs in grade IV students. This is because there has been no strengthening of the character of tolerance that is consistently applied to students, so that behavior that does not respect differences still appears during the learning process.

¹ I. Putu Widiyanto and Endah Tri Wahyuni, "Implementasi Perencanaan Pembelajaran," *Satya Sastraharing: Jurnal Manajemen* 4, no. 2 (2020).

² Rini Amalia and Dea Mustika, "Penguatan Nilai Karakter Tanggung Jawab Melalui Pembelajaran Pendidikan Pancasila Di Kelas IV SD Negeri 83 Pekanbaru," *Didaktik: Jurnal Ilmiah PGSD STKIP Subang* 9, no. 3 (2023).

³ Dwi Nurmansyah and Muhammad Fauzan Muttaqin, "Implementasi Pendidikan Multikultural Dalam Pkn Untuk Menumbuhkan Toleransi Dan Nasionalisme Siswa Sekolah Dasar," *JISPE Journal of Islamic Primary Education* 5, no. 02 (2024).

⁴ Kasya Kasya Ardina Kamal, "Implementasi Sikap Toleransi Siswa Di Sekolah Dasar," *Jurnal Gentala Pendidikan Dasar* 8, no. 1 (2023).

The factors of the lack of embedded tolerance character in students include students who are not used to accepting differences, the influence of the outside environment such as poor association or exposure to social media, and teachers' mistakes in implementing learning methods that do not support the creation of positive interactions between students at the elementary school level. This condition shows that the formation of tolerance character needs to be carried out systematically and continuously through various learning activities.

This problem emphasizes that Pancasila Education learning that is not applied appropriately will have an impact on the mindset and behavior of students, which can affect their lives at the next level of education and in community life.⁵ Therefore, the role of teachers in designing learning that is able to foster an attitude of tolerance is very important.

The cultivation of these values is very important to ensure unity in the lives of the Indonesian people. Tolerance is one of the prerequisites for upholding Pancasila values and establishing positive relationships between Indonesian people.⁶ Tolerant students let others act freely. Respect and love between students are restored through tolerance. Tolerance between students means that students respect each other. It is important to have and maintain a tolerant attitude towards everyone. Tolerance must be taught from an early age so that children can get used to and know tolerance before going to school.⁷ Tolerance attitudes are taught and developed through the curriculum at both the elementary and high school levels. This is important, because at the elementary school level it is the first foundation to make the younger generation aware of the community's tolerant attitude towards socialization.

Departing from the above research background, it is very urgent to research more deeply about strengthening the value of tolerance through learning Pancasila Education. This study aims to describe the strengthening of the value of tolerance through learning Pancasila Education in grade IV students at SD Negeri 83 Pekanbaru. It is hoped that the results of this research can be a reference for schools in improving the application of character values, especially tolerance.

RESEARCH METHODS

This research uses the library *research* method by collecting information and data from various sources such as books, journals, scientific articles, theses, and other relevant references. Literature research aims to strengthen analysis through the study of theories obtained from various library sources. According to Sugiyono and several other experts, literature study is a systematic

⁵ Anugrah Anugrah and Rahmat Rahmat, "Pendidikan Karakter Dalam Perspektif Kurikulum Pendidikan Pancasila Dan Kewarganegaraan (PPKn)," *Jurnal Pendidikan Dan Pembelajaran Indonesia (JPPI)* 4, no. 1 (2024).

⁶ Amalia Diniah et al., "Implementasi Nilai-Nilai Pancasila Dalam Membangun Toleransi Dan Perdamaian Di Indonesia," *Jurnal Pendidikan UNIGA* 18, no. 2 (2024).

⁷ Kamal, "Implementasi Sikap Toleransi Siswa Di Sekolah Dasar."

activity to collect, process, and analyze library data related to research topics.⁸ This process includes theory identification, reference searching, filtering relevant data, and drafting and analyzing research documents. In this study, all data was collected through literature study techniques, then analyzed using a descriptive analysis method, which is to explain the facts found and provide a clear explanation of the results of the study.

RESULTS AND DISCUSSION

Understanding Tolerance

Tolerance is an attitude that every individual must have to be able to respect each other. Etymologically, the word tolerance comes from the Latin *tolerare* which means to be patient, to hold back, or to allow something to happen. Tolerance is an attitude of respecting, allowing, and allowing other people's stances, beliefs, habits, and behaviors that are different from one's own.⁹ The definition emphasizes the importance of respecting differences, although the use of the term "allow" is inappropriate because tolerance not only allows, but also accepts and respects those differences.

Tolerance is an attitude of mutual respect, appreciation, and acceptance of differences between individuals and groups in society.¹⁰ This definition is comprehensive because it includes the elements of respecting, appreciating, and accepting differences. In addition, the concept of tolerance according to Gorbunova does not only apply to interactions between individuals, but also between community groups. This is in line with the opinion that tolerance is an attitude of mutual respect, respect, and acceptance of differences regardless of religious, ethnic, racial, or cultural background.¹¹ The definition affirms that tolerance must be widely applied by every member of society.

Another opinion states that tolerance is an attitude or behavior that reflects respect for differences, both in terms of religion, ethnicity, ethnicity, opinion, and attitude.¹² This definition makes it clear that tolerance is not only an inner attitude, but is also manifested in real behavior that respects differences. In line with that, other opinions state that tolerance is an attitude of

⁸ Sugiyono, *Metodologi Penelitian Kuantitatif, Kualitatif Dan R & D* (2020).

⁹ Lintang Elita, Mutiara Maulida, and Wahyuni Wahyuni, "Penanaman Sikap Toleransi Pada Peserta Didik Dalam Pembelajaran PKn Di Sekolah Dasar," *Jurnal Pendidikan Guru Sekolah Dasar* 1, no. 3 (2024).

¹⁰ Amirullah Amirullah et al., "Penguatan Toleransi Melalui Implementasi Budaya Sekolah Religius: Studi Kasus SDN Di Jakarta Timur," *Edu Cendikia: Jurnal Ilmiah Kependidikan* 4, no. 01 (2024).

¹¹ Chalimatus Sa'diyah et al., "Toleransi Menjadi Kunci Kehidupan Bernegara," *Indonesian Culture and Religion Issues* 1, no. 4 (2024).

¹² Syarifah Aulia Rabbani, "Pengembangan Nilai-Nilai Karakter Dalam Pembelajaran Aqidah Akhlak Di Madrasah Ibtidaiyah Negeri Kota Mataram," preprint, UIN Mataram, 2023.

respect and respect for differences and not imposing one's will on others.¹³ The element of not imposing a will is important because tolerance does not mean accepting all forms of behavior, but accepting differences without violating the applicable norms.

Based on these various views, it can be analyzed that tolerance is an attitude and behavior that shows appreciation, respect, and acceptance of differences that arise between individuals and groups in society. These differences can be in the form of religion, ethnicity, race, ethnicity, opinion, belief, habit, or attitude. Tolerance does not simply allow differences, but further includes respectful acceptance without imposing will on others. Thus, tolerance is an important value that must be applied regardless of individual or group background for the creation of a harmonious community life.

Instilling Tolerance in Learning Pancasila Education in Elementary Schools in Grade IV SDN 164 Pekanbaru

At elementary school age, instilling the values of tolerance from an early age is very important. Pancasila education has a strategic role in building a tolerant character in students. One of the main functions of Pancasila Education is to form citizens who are able to be tolerant of differences and diversity in society.¹⁴ In learning practice, teachers can integrate the values of tolerance through various strategies, for example by discussing diversity issues such as ethnicity, race, and religion, and helping students develop an open perspective to respect each other's differences.

This view is strengthened by opinions that emphasize the importance of fostering a tolerant attitude through the analysis of diversity issues from various perspectives.¹⁵ By inviting students to see a problem from different sides, mutual respect can be built and tendencies towards prejudice or extremism can be minimized. Meanwhile, the use of learning methods that involve students in examining actual problems related to diversity in society.¹⁶ This direct involvement is expected to be able to increase students' awareness of the importance of tolerance in social life.

In the implementation of learning, teachers have an important role in guiding students to be able to live the values of tolerance well. Teachers need to set an example through attitudes and

¹³ Elita, Maulida, and Wahyuni, "Penanaman Sikap Toleransi Pada Peserta Didik Dalam Pembelajaran PKn Di Sekolah Dasar."

¹⁴ Julita Widya Dwintari, "Urgensi Pendidikan Kewarganegaraan Berbasis Multikultural Dalam Pembinaan Keberagaman Masyarakat Indonesia," *Civic-Culture: Jurnal Ilmu Pendidikan PKn Dan Sosial Budaya* 2, no. 1 (2018).

¹⁵ Abdul Wahab Syakhrani, Mauizatul Hasanah, and Abdul Rozak, "Pendidikan Multikultural Dan Kebijakan Untuk Mempromosikan Toleransi," *Jurnal Ilmiah Edukatif* 11, no. 1 (2025).

¹⁶ Anisa Dwi Kurnia Zamroni et al., "Analisis Pengaruh Implementasi Pendidikan Multikultural Terhadap Sikap Toleransi Keberagaman Siswa Sekolah Dasar Inklusi," *Jurnal Ilmiah Profesi Pendidikan* 9, no. 2 (2024).

behaviors that reflect appreciation for diversity in the classroom.¹⁷ Thus, the value of tolerance is not only understood as a concept, but also learned through real examples.

In addition to instilling the value of tolerance, various studies also highlight the importance of developing critical thinking skills in examining diversity issues. Teachers need to train students to analyze and evaluate information objectively, including in understanding the problem of tolerance in society.¹⁸ In line with that, other opinions also emphasized that the cultivation of an attitude of respecting differences and avoiding prejudice must begin early through learning Pancasila Education.¹⁹

Based on these various thoughts, it seems clear that experts agree on the urgency of instilling a tolerant attitude in learning Pancasila Education in elementary schools. The value of tolerance is not enough to be taught in the form of theory, but it needs to be realized through practice, critical analysis, and the development of an open mindset towards diversity. Pancasila education is one of the most important learning programs in developing and strengthening tolerance attitudes in students, as well as being a key element in the success of the formation of the nation's character.

Grade IV students of SDN 164 Pekanbaru, the cultivation of tolerance values becomes very relevant because students begin to understand their identity and their role in the group. Various problems related to culture, ethnicity, and religion still often arise. For example, there are still students who are rude, sarcastic, or mock friends based on religion, ethnicity, or physical characteristics, even leading to bullying. This condition shows that many students do not understand the meaning of tolerance.

Grade IV students of SDN 164 Pekanbaru, there are also still some students who also tend to show exclusive behavior, such as just wanting to hang out with friends who have similar backgrounds. This sometimes causes discomfort for other students of different ethnicities, religions, or customs. Some minor conflicts often arise during group activities, for example when working together on projects or games, due to a lack of understanding of the importance of respecting the opinions and differences of friends. Teachers often find students who feel superior because of economic differences or family environments, resulting in unfair competition. All of these conditions emphasize the importance of learning tolerance which is not only in the form of

¹⁷ Seriyanti Seriyanti et al., *Membumikan Nilai-Nilai Kebangsaan: Integrasi Pancasila, Kewarganegaraan, Bahasa Dan Agama Dalam Pendidikan Tinggi* (Bandung: Yayasan Tri Edukasi Ilmiah, 2025).

¹⁸ Haifa Hafsah Tsalisa, "Peran Pendidikan Dalam Meningkatkan Rasa Toleransi Beragama Di Kalangan Siswa Sekolah Dasar," *MARAS: Jurnal Penelitian Multidisiplin* 2, no. 1 (2024).

¹⁹ Sri Wulandari, Dinie Anggraeni Dewi, and Yayang Furi Furnamasari, "Peran Pendidikan Kewarganegaraan Dalam Mengembangkan Rasa Toleransi Di Kalangan Siswa Sekolah Dasar," *Edumaspul: Jurnal Pendidikan* 6, no. 1 (2022).

theory, but also real practice through guidance, example, and strengthening social values in the classroom.

The role of Pancasila Education in increasing student tolerance is to equip them with the ability to live in harmony, respect each other, and help each other regardless of religious, ethnic, or cultural differences. This shows that tolerance must be a basic value taught in the school environment. Schools are considered as miniature societies with diverse student backgrounds, both in terms of home environment, habits, and ideals. Therefore, tolerance education in schools is very important to form a generation that is ready to live in a multicultural society.

In elementary school students, various problems and conflicts with cultural, ethnic, and religious nuances are still often found. In the implementation of learning, rude and disrespectful attitudes still often appear between students. Some students have not understood the differences that each individual has. Similar to religious differences, some students still think that only their religion is the most correct. They also still insinuate or mock each other by bringing tribal names, including surnames that represent a lineage.

Another problem that often occurs is the behavior of making fun of each other's physical characteristics, which can even lead to acts of bullying. This condition shows that there are still many elementary school students who do not understand the meaning of tolerance, so it has the potential to display deviant or uncommendable behavior. Therefore, teachers and schools need to instill an attitude of tolerance as early as possible as an effort to prevent these problems.

Indonesia is known as a country whose people uphold hospitality and politeness. This attitude is inseparable from the value of tolerance that must be instilled in every citizen. The cultivation of a tolerant attitude is especially important in elementary school students, because it is at this stage that they acquire the basics of character formation that will have a great influence on the future. Tolerance includes mutual respect between different religions, cultures, ethnicities, and races. Even though Indonesia has a high level of diversity, teaching tolerance to students is not an easy thing. Many students are easily influenced by foreign cultures, both from the West and the East, so they sometimes ignore the importance of tolerant character in social life.

In fact, social tolerance is urgently needed in the life of society and the state. To maintain these values, schools have a big role in instilling an attitude of tolerance among others. PPKn learning is one of the important means in shaping the character and attitude of tolerance of students who will later become citizens. In addition to being a vehicle for the formation of the nation's character, PPKn learning also develops civic *knowledge* and *civic skills*.

Pancasila Education Learning also functions as a means to develop civic intelligence and civic skills. This is reflected in the content of Pancasila Education material which includes Pancasila, the 1945 Constitution of the Republic of Indonesia, Bhinneka Tunggal Ika, and the

Unitary State of the Republic of Indonesia (NKRI). Understanding the material is very important because citizens need to know their rights and obligations before engaging in various forms of social and political participation. Therefore, every citizen must have intellectual skills and participatory skills as part of their citizenship competencies.

In this case, schools play an important role in fostering a tolerant attitude among students. Each student has different potentials, but these differences in abilities should not be used as an excuse or source of problems that arise in learning. Teachers are in charge of educating students to understand that each individual has different abilities and skills, and has their own strengths and weaknesses. Therefore, the teacher's responsibility is to instill and develop an attitude of tolerance in his students, so that they gain meaningful learning experiences and can grow into individuals who are able to live harmoniously in society. The development of this tolerant attitude requires awareness and serious efforts from every teacher so that the value of tolerance can be truly embedded in students.

Teachers instill personality values and tolerant attitudes in students through repeated teaching and reinforcement, so that they are used to applying a tolerant attitude in daily life. Each school faces different challenges in implementing Pancasila Education learning, because students in each school have different backgrounds and levels of plurality. This means that the implementation of Pancasila Education learning needs to be designed differently in each school to effectively foster a tolerant attitude. In addition, each student has diverse abilities, so teachers should not use differences in students' skills as an excuse or material when problems arise.

Teachers have an important role in instilling an understanding that each individual has different abilities, and each student has advantages and disadvantages. The teacher's job is to educate and guide students to be able to cultivate a tolerant attitude, so that they gain relevant and meaningful experiences and exercises to develop tolerance in a more diverse social life in the future. The development of a tolerant attitude requires awareness and serious efforts from teachers. The values of tolerance character are taught through repetition and reinforcement, so that students are used to applying them in daily life. In addition, the friendly and exemplary attitude of teachers has proven to be effective in instilling the value of tolerance in elementary school students.

Elementary schools as basic educational institutions have an important role in educating students to develop tolerant attitudes in accordance with the values and norms that apply in society. Schools provide opportunities for teachers as educators to know how to guide students to behave politely and avoid deviant behavior. Classroom teachers have a special role in shaping students' daily behavior and character. In addition, the learning purpose of Pancasila Education is to equip students with multiple personalities with basic knowledge about the relationship between

individuals and the state, as well as provide initial training on state defense, so that they can become citizens who become the foundation of the nation and state. Another purpose of learning Pancasila Education is to help teachers develop students who are wise and uphold moral values and societal norms.

The following are some of the applications of tolerance values that can be applied in learning Pancasila Education in grade IV students of SDN 164 Pekanbaru:

1. Valuing differences and diversity

Teachers teach students to appreciate differences in ethnicity, religion, race, culture, and the background of classmates and the surrounding community. Students are also instilled with an attitude of mutual respect and acceptance of diversity as the wealth of the nation, so as to create a harmonious and mutually respectful classroom atmosphere.

2. Developing critical thinking skills

Students are trained to think critically in understanding the issues of diversity and tolerance around them. Teachers teach students to analyze and evaluate information objectively, without being influenced by prejudice or personal bias.

3. Setting an example and creating a tolerant environment

Teachers and schools set an example by practicing tolerance and respecting diversity. The school creates an inclusive learning atmosphere and upholds the values of tolerance, so that grade IV students can practice it directly in their daily activities at school.

The relationship between Pancasila Education learning and fostering tolerance in schools also emphasizes the importance of mutual respect and appreciation between students. Understanding the content and meaning of Pancasila and the 1945 Constitution helps students realize that differences in religion, culture, or background are not barriers to interacting with their friends. Thus, Pancasila Education is a means to teach tolerance so that students get used to living together even though there are small differences between individuals. The attitude shown by students at school, home, and society is a form of civic practice.

The learning goal of Pancasila Education is to change the way students view themselves, others, and the rules and structure of the surrounding society. Tolerance for students is carried out through respect for differences, respect for the existence of others, and freedom to express opinions. According to Winataputra and Budimansyah (2012), Pancasila Education is an academic discipline that supports the national mission to realize a wise society through value-based education. This learning aims to create quality and responsible citizen participation in political and social life at the local and national levels. This is in line with Wibowo & Wahono who stated that Pancasila Education in Indonesia has a philosophical meaning in building a civilized and enlightened society.

In addition to school, the family plays an important role in instilling the value of tolerance from an early age. From elementary school to high school, tolerance education needs to be emphasized so that students find their identity and role in the social environment. Pancasila education and civic education function to foster a sense of tolerance through an understanding of the nation's character based on national values. According to Widiyanto (2017), students who are willing to appreciate others who are different from them can be categorized as tolerant students.

The empowerment process in Pancasila Education and civic education emphasizes five main values, namely religiosity, nationalism, independence, mutual cooperation, and integrity. One aspect of religiosity is tolerance, so tolerance is an important value that must be instilled in students. Pancasila education strengthens national life by developing the nation's identity and morality as a basis for carrying out rights and obligations in protecting the country and realizing the glory of the nation.

Thus, the cultivation of values and attitudes of tolerance through learning Pancasila Education in elementary schools is expected to be able to provide solutions to various social problems that arise in society. This education has an important role because it optimizes the formation of positive character, instills good manners, and teaches students to appreciate differences. Students who recognize and understand differences will be better able to respect and appreciate others and be tolerant in their daily lives.

CONCLUSION

This study shows that instilling the value of tolerance through learning Pancasila Education in grade IV students of SDN 164 Pekanbaru can improve students' understanding and tolerant behavior towards differences in religion, ethnicity, culture, and peer background. Tolerance is formed through a combination of theoretical learning, hands-on practice, critical thinking skill development, and teacher role models in daily life in the classroom. Despite this, some students still show exclusive behavioural tendencies and conflicts due to differences, which indicates the need to strengthen the value of tolerance in a more systematic and sustainable manner.

Based on these findings, it is recommended that schools continue to integrate the value of tolerance in every learning activity, strengthen teachers' examples, and involve parents in guiding students to implement tolerance at home. In addition, further research is suggested to explore innovative learning models that are more specific and measurable in fostering tolerant character, so that the formation of these values can take place optimally and have a long-term impact on students' social lives.

BIBLIOGRAPHY

- Amalia, Rini, and Dea Mustika. "Penguatan Nilai Karakter Tanggung Jawab Melalui Pembelajaran Pendidikan Pancasila Di Kelas IV SD Negeri 83 Pekanbaru." *Didaktik: Jurnal Ilmiah PGSD STKIP Subang* 9, no. 3 (2023).
- Amirullah, Amirullah, Nurhalimah Nurhalimah, Nurma Dwi Wisudiyantie, and Oktafiani Oktafiani. "Penguatan Toleransi Melalui Implementasi Budaya Sekolah Religius: Studi Kasus SDN Di Jakarta Timur." *Edu Cendikia: Jurnal Ilmiah Kependidikan* 4, no. 01 (2024).
- Anugrah, Anugrah, and Rahmat Rahmat. "Pendidikan Karakter Dalam Perspektif Kurikulum Pendidikan Pancasila Dan Kewarganegaraan (PPKn)." *Jurnal Pendidikan Dan Pembelajaran Indonesia (JPPI)* 4, no. 1 (2024).
- Diniah, Amalia, Isnaini Nurul Hanifah, Ahmad Fauzi, and Rizal Maulana. "Implementasi Nilai-Nilai Pancasila Dalam Membangun Toleransi Dan Perdamaian Di Indonesia." *Jurnal Pendidikan UNIGA* 18, no. 2 (2024).
- Dwintari, Julita Widya. "Urgensi Pendidikan Kewarganegaraan Berbasis Multikultural Dalam Pembinaan Keberagaman Masyarakat Indonesia." *Civic-Culture: Jurnal Ilmu Pendidikan PKn Dan Sosial Budaya* 2, no. 1 (2018).
- Elita, Lintang, Mutiara Maulida, and Wahyuni Wahyuni. "Penanaman Sikap Toleransi Pada Peserta Didik Dalam Pembelajaran PKn Di Sekolah Dasar." *Jurnal Pendidikan Guru Sekolah Dasar* 1, no. 3 (2024).
- Kamal, Kasya Kasya Ardina. "Implementasi Sikap Toleransi Siswa Di Sekolah Dasar." *Jurnal Gentala Pendidikan Dasar* 8, no. 1 (2023).
- Nurmansyah, Dwi, and Muhammad Fauzan Muttaqin. "Implementasi Pendidikan Multikultural Dalam Pkn Untuk Menumbuhkan Toleransi Dan Nasionalisme Siswa Sekolah Dasar." *JISPE Journal of Islamic Primary Education* 5, no. 02 (2024).
- Rabbani, Syarifah Aulia. "Pengembangan Nilai-Nilai Karakter Dalam Pembelajaran Aqidah Akhlak Di Madrasah Ibtidaiyah Negeri Kota Mataram." Preprint, UIN Mataram, 2023.
- Sa'diyah, Chalimatus, Kanaya Sofina, Muhammad Aqil Fathir, Rendra Annas Sakti, and Saifuddin Zuhri. "Toleransi Menjadi Kunci Kehidupan Bernegara." *Indonesian Culture and Religion Issues* 1, no. 4 (2024).
- Seriyanti, Seriyanti, Inge Angelia, Budi Juliardi, Yusni Yusni, Azwar Azwar, Maya Sri Novita, Bahtiar Bahtiar, and Ardian Al Hidayat. *Membumikan Nilai-Nilai Kebangsaan: Integrasi Pancasila, Kewarganegaraan, Bahasa Dan Agama Dalam Pendidikan Tinggi*. Bandung: Yayasan Tri Edukasi Ilmiah, 2025.
- Sugiyono. *Metodologi Penelitian Kuantitatif, Kualitatif Dan R & D*. 2020.
- Syakhriani, Abdul Wahab, Mauizatul Hasanah, and Abdul Rozak. "Pendidikan Multikultural Dan Kebijakan Untuk Mempromosikan Toleransi." *Jurnal Ilmiah Edukatif* 11, no. 1 (2025).
- Tsalisa, Haifa Hafsa. "Peran Pendidikan Dalam Meningkatkan Rasa Toleransi Beragama Di Kalangan Siswa Sekolah Dasar." *MARAS: Jurnal Penelitian Multidisiplin* 2, no. 1 (2024).
- Widiyanto, I. Putu, and Endah Tri Wahyuni. "Implementasi Perencanaan Pembelajaran." *Satya Sastraharing: Jurnal Manajemen* 4, no. 2 (2020).
- Wulandari, Sri, Dinie Anggraeni Dewi, and Yayang Furi Furnamasari. "Peran Pendidikan Kewarganegaraan Dalam Mengembangkan Rasa Toleransi Di Kalangan Siswa Sekolah Dasar." *Edumaspul: Jurnal Pendidikan* 6, no. 1 (2022).

Wini Ihwana, Nadilla Resti Amanda, Asmardi, Zulhidah: Formation of Tolerance Character Through Learning Pancasila in Grade IV SDN 164 Pekanbaru

Zamroni, Anisa Dwi Kurnia, Linda Zakiah, Childina Rifka Amelia, Hafidha Ahma Shaliha, and Indra Jaya. "Analisis Pengaruh Implementasi Pendidikan Multikultural Terhadap Sikap Toleransi Keberagaman Siswa Sekolah Dasar Inklusi." *Jurnal Ilmiah Profesi Pendidikan* 9, no. 2 (2024).